



Single Building District Improvement Plan

Engadine Schools

Engadine Consolidated Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Engadine Consolidated Schools is a small, rural school located in the Upper Peninsula of Michigan. Our district encompasses 464 square miles, five townships and is in the western end of Mackinac County. Our district enrollment is 265 students in grades K-12. A GSRP preschool program is offered in our building through a partnership with Consolidated Community School Services. We employ twenty teachers, 15 support staff and 1 1/2 administrators. 59% of students at Engadine Consolidated Schools are eligible to receive free- or reduced-priced meals.

Our community is largely vested in maintaining a competitive school in our district. There is great pride of staff, students and community of our small school. The community has supported fundraising as a means to preserve programming for our students through difficult times. This past year, the community supported a bond proposal that enabled the district to renovate the facility and add welding as a program offering for our students.

School's Purpose

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

Vision Statement: Engadine Consolidated Schools...Where Knowledge Lets You Soar

Mission Statement: The mission of the Engadine Consolidated School District is to engage all students in a lifelong learning process to acquire knowledge, develop skills, and establish work habits to enable them to become productive members of society.

Beliefs Statement

In our system we strive to:

1. Provide a caring, supportive environment.
2. Help students become self-directed learners.
3. Stress appropriate social skills.
4. Instill respect for individual differences.
5. Encourage student responsibility.
6. Help students develop self-esteem.
7. Help students achieve self-control in their actions.
8. Develop community contributors.
9. Develop caring, supportive students.
10. Become complex thinkers.
11. Teach that education is a team approach.
12. Strengthen the home and school connection.

The school community believes in the statements above, and holds high expectations of its students. To receive credit in the high school, a student must attain a 70% semester average.

Notable Achievements and Areas of Improvement

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

We received a Bronze Medal rating from U.S. News and World Report - Best High Schools in Michigan, 2013, again in 2014, and again in 2016. Every millage request since 1995 has been passed by voters, which shows the support of the community for the schools.

More importantly, our students are graduating ready to be employed or attend post-secondary education. Eighty percent of graduating students attend some type of post-secondary schooling.

Specific attention is being focused on the learning gaps between our lowest performing students and our highest achieving students as the school is identified as a FOCUS school by the State of MI. The Blueprint for Rapid Acceleration will be implemented in the upcoming year.

Additional Information

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

Engadine Schools continues to offer a nurturing environment where students can succeed. We are small enough to know everyone's name, and build relationships with our students and their families. Our graduates attend universities and colleges and are able to compete with students all over the world.

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.

Engadine Schools transitioned the building from a targeted assistance building to a schoolwide Title I building last year. There was representatives from parents on the committee. There is still a need for greater parent involvement. The district school improvement team met monthly, with parent represented at each meeting. Additional representatives were invited via teacher newsletters, social media, and shared by administration directly to parents. Meetings were held directly after school, and email reminders were sent out prior to the meetings. The improvement committee also included two elementary teacher, two high school teachers, and two administrators.

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

The parent representatives have students in grades ranging from preschool to recent graduates. Their responsibilities were to listen, question, and contribute to the process as they felt comfortable.

The improvement committee also includes two elementary teachers, two high school teachers, and two administrators.

The team discussed the comprehensive needs assessment at length, and designed perception surveys to gather information from students, staff, parents, and community members. Completion of the ASSIST components was assigned to the administrators.

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 draft improvement plan was shared with the full improvement team. The plan was then brought to the full staff for feedback. It will be presented to the school board. It will be posted on the district website.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

The trend data for Engadine Schools shows a fairly level enrollment of 265-270 students. The challenge remains enrolling more incoming kindergartners to balance with the number of students graduating. Class sizes in the elementary are small, averaging about 15. There are several classes in middle school and high school that have an average of 24 students.

Student Demographic Data

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

Attendance is a critical component to student academic success. Students who miss over nine days in any class must make that time up to retain credit. There are a few students who have missed significant numbers of school days (3-5%). These students are at risk of not succeeding. There are a few students who have missed a significant number of days of school due to extenuating medical needs, but these students seem to be able to make progress. The challenge is to provide early notification to parents of absences, as well as nurture a belief that school attendance is important.

Student Demographic Data

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

The major concern in discipline referrals at Engadine Schools is the number of minor disruptions. This student behavior, while not resulting in suspensions and expulsions, is robbing student time for learning. Challenges that have been identified include teacher consistency in recognizing and responding to inappropriate behaviors and meaningful, immediate, and consistent consequences. An additional challenge is implementing an appropriate behavior intervention for the students who are most frequently violating expected behavior guidelines.

Student Demographic Data

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

Engadine Schools will continue to work on its positive behavior intervention support to address minor student behaviors that are disruptive to the educational process through a Multi-Tiered System of Supports. This includes educating students on expected behaviors across grades and in different school settings. The staff has also created a discipline rubric with consequences for grades 6-12 that provided each student a chart of misbehavior and consequences. The elementary staff will address this rubric for the next year.

Attendance will be addressed by earlier intervention. All parents and students will receive information prior to the start of school regarding the importance of attendance. As students reach four absences, parents will be notified of the importance of attendance. Staff will also counsel

students on the importance of being present to class. Saturday School (9am-12 pm) will be staffed most Saturdays throughout the year to provide opportunity to make up time.

Teacher/School Leader(s) Demographic Data

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

School leaders have between three and ten years of building administrative experience. One school leader is not a certified teacher, but has completed her Educational Specialist degree. One school leader has fifteen years experience in the classroom. The blend of teacher and administrative experience provide a balance of skills. The skill sets of both leaders provide a multi-faceted perspective to provide feedback to staff and impact student achievement.

Teacher/School Leader(s) Demographic Data

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

Engadine Schools has experienced a high level of transition over the last two years, and expects more change. The majority of teachers have between 2 and 8 years of teaching experience. Teachers have some experience, but are still excited to hone their talent. They are willing to try new strategies, and work to improve their teaching to impact student achievement. An area of concern that has been identified is how to appropriately mentor a large number of new staff with a limited number of master teachers. If this is not addressed, student achievement will be negatively impacted.

Teacher/School Leader(s) Demographic Data

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

School leaders were out of the building mainly for professional learning. There were few days missed for illness. This will have a positive impact on student achievement as leaders are improving their abilities to lead.

Teacher/School Leader(s) Demographic Data

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

Teachers in the district were absent an average of 6 days for professional development, 8 for illness, and 1.7 for personal business. Many of the staff also have young children, which impacts attendance rates as well. While it is difficult for a teacher to be out of their classroom for any reason, it does appear that teachers are willing to improve their personal learning. This in turn impacts student achievement. Professional learning opportunities included Math Recovery, Reading Recovery, curriculum review work, special education training, vocational offering training, Next Generation Science Standards and others.

Teacher/School Leader(s) Demographic Data

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

An effective mentoring program/system will be implemented for the start of the 2016-2017 school year.

Process Data

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

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

The School Systems Review was completed by staff during the spring of 2016. The results were compiled and show that the majority of the indicators (24 of 26) are considered partially implemented. Two of the 26 indicators are considered fully implemented (Communications and Resource Allocation). No indicators were marked as beginning by staff. Last year's results were more positive. However, over the past year, there has been increased focus on systems that need more structure to improve outcomes.

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

While one strand did not score lower among the 20 partially completed strands, the district has identified that it is lacking a viable and guaranteed curriculum. Until a solid curriculum is in place that is both horizontal and vertical in alignment, student achievement will be less than optimal.

12. How might these challenges impact student achievement?

Without a guaranteed and viable curriculum, the foundation of instruction across all grades and content areas is not solid. This will impact student achievement negatively.

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

All teaching staff are working on curriculum mapping. Initial documents are due by July 15th. Professional development will continue to address the connection between curriculum, instruction, and assessment.

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

All students have access to intervention supports. This is ensured by review of individual educational plans, 504 plans, and teacher documentation.

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

Academic tutoring is available for students in grades 1-5 twice per week for an hour after school. Homework assistance is available for students in grades 6-12 after school twice weekly for an hour. There is also an opportunity for strategic tutoring in Algebra before school each Thursday. Extended learning is also available during a Mobile Summer School for students in K-8.

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

All students in K-8 will receive a summer workbook to complete at home. Students may bring the workbook to the Mobile Summer School for assistance. Transportation is available. Students who have not met grade level standards in math or English Language Arts will be required to attend the summer offering. Parents will receive a letter describing the Mobile Summer School. Follow-up calls will be made by the summer school coordinator.

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

Staff is currently developing curriculum maps to provide a horizontal and vertical alignment in all content courses and grade levels. Lesson plans have documentation of standards which have been taught, but are incomplete. Implementing with fidelity will be a focus for the upcoming school year.

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

Students completed the MIPHY survey this spring. Results are not yet available. In addition, students participated in a Communities that Care survey. Results on a county-wide basis were presented to the board. Intervention strategies will be developed from the results to minimize risky behaviors that impact learning.

Achievement/Outcome Data

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

19a. Reading- Strengths

Reading progress of students was measured in multiple ways.

*K-5 - Fountas & Pinnell Benchmark Reading Assessment was used three times a year for all students to measure growth. Students who were in the intensive need group were progress monitored bi-weekly. Teachers used this data to have individual conferences with students. This "Balanced Literacy" approach showed positive results.

6-8 - Fountas & Pinnell Benchmark Reading Assessment was used for identified students to measure growth.

In high school grades, the SAT and PSAT were used to assess reading.

Another measure was the M-STEP assessment given in March 2016.

In 5 of 8 tested grades, the district met or exceeded state averages on the M-STEP.

19b. Reading- Challenges

Challenges continue in two grade levels in particular: sixth and eighth grades have a high number of students who have not achieved adequate growth.

19c. Reading- Trends

Students at Engadine Schools continue to struggle with reading and comprehending informational text.

19d. Reading- Summary

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

The immediate plan is to ensure that all grade levels have a guaranteed and viable curriculum in reading instruction. Set-aside funds will be used for staff to begin more in depth curriculum alignment.

Guided highlighted reading strategies will continue to be a focus; however, only elementary staff and 6-12 ELA teachers will be providing direct instruction in guided highlighted reading strategies.

Reading Recovery intervention will continue for struggling first-graders.

The multi-tiered system of support will expand WIN Time (What I Need) to include 7th grade. WIN Time has been in grades K-6 previously. Also, strategic tutoring will be offered daily for grades 2-12 to academic support tailored to the individual.

In addition, key staff will participate in training in the summer in Reading Workshop. A Family Reading Night will be held in the early fall to provide parents tips on reading with children. Bookmarks and make-and-take books will be made by parents and children.

20a. Writing- Strengths

Writing has not been a strength area.

20b. Writing- Challenges

Writing instruction is delivered during the student's time of English Language Arts. Some teachers feel there is a struggle between encouraging students to write and addressing the mechanics of writing (sentence structure, etc.). There is also a feeling of some teachers that they are deficient in training to teach writing more effectively.

20c. Writing- Trends

Several years ago, the full staff was trained in Sentence Strategies, and a focus was put on writing. Over time, as staff transitioned, there are few still trained.

20d. Writing- Summary

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

To improve writing instruction, a third grade teacher and the primary ELA teacher for 6-12 grades will participate in a Writing Workshop based on Lucy Caulkins work. They will share their learning with other staff members during the school year.

21a. Math- Strengths

Math progress of students was measured in multiple ways.

*K-8 - AIMSWeb was used three times a year for all students to measure growth.

In high school grades, the SAT and PSAT were used to assess math.

Another measure was the M-STEP assessment given in March 2016.

In 5 of 8 tested grades, the district met or exceeded state averages on the M-STEP.

21b. Math- Challenges

This year, many teachers were trained in Math Recovery. This has shown excellent results in diagnosing how students are processing their math, and where some misconceptions are occurring. Unfortunately, not all staff are trained. There is concern for the students in 6th and 9th grades who seem to have large gaps in their knowledge.

21c. Math- Trends

Continued emphasis will be put on integrating Math Recovery diagnostic strategies with math instruction. Solid curriculum will aide in this progression. Utilizing flipped classroom instruction is also a trend in high school math courses.

21d. Math- Summary

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

The school improvement plan will continue to support teacher professional development in math instructional strategies, continued work in curriculum alignment, and support of student learning through a mult-tiered system of support.

22a. Science- Strengths

The district invested in science materials in the Battle Creek Science Kits, and devoted time daily for science instruction. The district is making progress in science as a whole.

22b. Science- Challenges

More time for curriculum development will need to be provided for implementation of the Next Generation Science Standards.

22c. Science- Trends

The district has recognized a significant disconnect between the Michigan Merit Curriculum and the relevance for students. A STEM course will be developed for the upcoming school year to address this issue.

22d. Science- Summary

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

The school improvement plan will include opportunities for science family nights, additional teacher training, and curriculum development of science.

23a. Social Studies- Strengths

Social studies results in the MSTEP assessment have been mixed. The juniors did very well with 53% of students achieving proficiency targets.

23b. Social Studies- Challenges

The challenge continues to be in gaining student interest in social studies, as well as reading ability impacting testing outcomes.

23c. Social Studies- Trends

Again, curriculum alignment has been recognized as a need for social studies K12.

23d. Social Studies- Summary

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

Continued alignment of curriculum will be addressed in the school improvement plan, as well as family nights, and teacher training.

Perception Data

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

24a. Student Perception Data

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

Students were surveyed in the spring of 2016 using an online survey for anonymity. There were 208 responses from students in grade 1-12. 97% of students agreed that it was important to the adults they live with that the student work hard in school. 96% of students reported that they try to do their best in school. 97% disagree that "bullying others is okay".

24b. Student Perception Data

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

Only 63% of students find school challenging. Only 65% of students see positive behaviors at school. 86% of students agreed that teachers treat them as if they are good students.

From student comments on the survey, students are least satisfied with the school lunch. There were some comments about not needing what teachers are teaching, as well as concerns about favoritism in discipline, and concerns about the English curriculum.

24c. Student Perception Data

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

Curriculum is being reviewed this summer by staff. More work needs to be completed.

A discipline rubric was developed and used last year. It was reviewed this summer to make minor changes.

The food service department will use student sample groups to try new menus and recipes. However, much of the frustration is based on USDA nutrient guidelines.

25a. Parent/Guardian Perception Data

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

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Parents were surveyed in the spring of 2016. Surveys were sent in paper format as well as an electronic survey. Thirty-seven respondents had children in grades K-5, eighteen had children in grade 6-8, and 23 had children in grades 9-12. Some had children in more than one grade grouping.

Parents responded most favorable to the following statements:

I feel welcome when I enter the school; and

The school provides a safe environment for learning.

Fifty-four of 56 (96%) agreed or strongly agreed with these statements.

The survey did not ask questions about specific content areas. However, 94% of parents felt their child's teacher was preparing the student for success in the next grade/or for graduation.

Overall, 90% of parents gave Engadine Schools a rating of very effective or effective.

25b. Parent/Guardian Perception Data

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

Parent responded that only 56% felt that parents have been invited to participate in school planning, and only 67% felt that parents are involved in the decision-making at the school.

Parents reported that only 80% felt that the teachers regularly communicate with them.

25c. Parent/Guardian Perception Data

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

From these results, more effort needs to be made to include parents in the planning, implementation, and evaluation of school programs. Teachers need to be more proactive in communicating with parents.

Activities include more professional development in parent involvement, increased opportunities for family engagement in activities such as Family Night, and continued emphasis on relationship-building and direct communication.

26a. Teacher/Staff Perception Data

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

The ERS Survey was not completed in 2015-2016. End of the year surveys were completed by individual teachers, and responses varied.

The highest level of satisfaction seemed to center around meeting personal goals related to student outcomes.

26b. Teacher/Staff Perception Data

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

There was a common response of needing more time to address all needs of students and expectations of district.

26c. Teacher/Staff Perception Data

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

Continued efforts in providing coaching support to staff will occur. The district is implementing the "Thoughtful Classroom" as a framework for teacher evaluation. This framework builds in more coaching, and it is believed this will assist in more two-way dialogue.

27a. Stakeholder/Community Perception Data

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

Based on a community survey administered in May 2016, 83% (24/29) of respondents consider Engadine Schools an excellent or good school. 63% felt their tax dollars were being well spent. 66% agreed that Engadine Schools is preparing students for careers or college, while only 46% felt that the education offered is a high-quality education. 89% believe that the school provides a safe and orderly environment for its' students, and 92% felt the school was very welcoming (53%) or somewhat welcoming (39%).

27b. Stakeholder/Community Perception Data

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

Two questions scored about 20% in the somewhat dissatisfied or very dissatisfied columns. Those questions were about community involvement in the school board's decision-making process, and involvement and collaboration of staff with local community members.

27c. Stakeholder/Community Perception Data

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

There will be more emphasis placed on involving community members in the planning process from the board level. This will involve more notice about events, outreach to community groups, and special events.

Summary

28a. Summary

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

Engadine Schools has recognized growth in most areas. There is support from students, parents, community and staff that Engadine Schools is making progress and offering a competitive education for its' students. There is continued need to allocate resources toward in-depth curriculum alignment to maximize results.

28b. Summary

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

Without a thorough curriculum alignment process, the tier one instruction to all students will suffer.

28c. Summary

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

Curriculum alignment will be a major focus in the school improvement plan. As a focus school, set-aside funds will be used to continue to the development. Also, during the 2016-2017 school year, the Blueprint for Rapid Acceleration will be introduced to staff as a vehicle to improve student achievement rapidly.

Single Building District Additional Requirements Diagnostic

Introduction

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

Single Building District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	No	The AER was not posted during the 2015-2016 school year. It was unclear that this was a requirement for the 2015-2016 year, due to unavailability of assessment data. There will be an AER published in August 2016.	

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

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

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

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Angie McArthur Superintendent/K12 Principal W13920 Melville St. Engadine, MI 49827 (906) 477-6313	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	No	The data from CIMS is so dated that it is not useful. The district has already responded to the identified issues.	

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

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

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

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

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

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	The district partners with the EUPISD Technology Consortium to assess data related to telecommunication services and hardware support.	

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	The district partners with the EUPISD for assistance in measuring this data and needs. The highest need currently is to replace student and staff hardware.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	Technology standards have been identified for all grades K-12. Staff are encouraged to attend training and to try new strategies as available.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes	This is in progress.	

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	Students at Engadine Schools have access to technology on a 1:1 basis. Staff utilizes technology at varying levels in their classrooms.	

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

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Angie McArthur Superintendent/K12 Principal W13920 Melville St. Engadine, MI 49827 (906) 477-6313	

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

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The school wide transition team met with the school wide planning facilitator on multiple occasions, for the minimum of five required meetings, throughout the winter and spring of the 2014-2015 school year to analyze information from four types of data: demographic, student achievement, program process, and perception. Information from the following data sources was analyzed: MEAP, MME, GLAD, Fountas & Pinnell Benchmark Reading Assessment, AIMSWeb, school program process data (EdYes 40 Indicators), teacher/parent/student perception data, and school demographic data.

During the school wide transition planning meeting, the data was reviewed for trends, conclusions, and recommendations.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Demographic Data

Based on data collected through the district's Illuminate Student Information System, there are 266 students enrolled in Kindergarten through 12th grade.

Summary of Results:

Of these students,

- 22% of all our students are Students with Disabilities (SWD)
- 59% of all our students receive free or reduced lunch
- Student Subgroups Large Enough to Provide Data: gender (males-54%, females-46%), economically disadvantaged (59%), Native American (26%), Students with Disabilities (22%)
- Student Enrollment: 266 (2014-2015)
- Race/Ethnicity: 67% White, 26% Native American, 3% Black, 3% Hispanic, 1% Multi-Racial
- Professional Staff: 20 teachers, 2 Administrators
- Student Mobility - not significant
- Discipline-during the 2014-15 school year to date:
 - In the elementary grades, the highest incidence is Minor disruptions (941); Physical Contact (47); Other (27); Inappropriate language (21); Defiance (11); Property Misuse (10); Disrespect (9)
 - In the high school, the highest incidence is Minor disruptions (204); Other (99); Inappropriate language (27); Disrespect (14); Defiance (11); Electronic Violation (10); Property Misuse (3)
- Attendance-13 of 266 students have over nine unexcused full day absences (less than 5%).
- Dropout - This has not been an issue until recently. There appears to be a small "bubble" of students who have dropped out or plan to drop out. Social and emotional needs of the students seem to be the root of the issue.

Demographics Data Conclusions

After analyzing all aspects of our demographic information, we have determined that the subgroups large enough to be used for disaggregation of student achievement are Native American students, Students with Disabilities, Gender, and Economically Disadvantaged. We also found that our overall population is generally staying fairly constant at around 266-270 students. We will continue to monitor overall student population and sub-group changes for future impact on student achievement and/or school programming and initiatives.

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School Program/Process Data

Data analyzed was the 2014-2015 School Systems Review.

The School Systems Review was completed by all teaching staff during the spring of 2015. The results were compiled and show that the majority of the indicators (20 of 26) are considered partially implemented. These partially implemented ratings were evenly distributed across all strands: Teaching for Learning, Leadership for Learning, Professional Learning Culture, and School, Family, and Community Relations. Six of the 20 indicators are considered fully implemented. Standard 9 Communication (within School, Family, and Community Relations) was ranked as fully implemented in both indicators. No indicators were marked as beginning by staff.

School Program/Process Data Conclusions

Based on our analysis of Engadine Schools' 2014-15 School Systems Review, we have determined that we cannot immediately address all of the 20 indicators that were rated Partially Implemented. We have decided to begin with the following indicators that were rated Partially Implemented and will be incorporated into our School Improvement Plan as areas of focus: Curriculum, Instruction, and Assessment Standards.

Academic Achievement Data

Top to Bottom Ranking

Engadine Schools received a percentile ranking of 9 on the Michigan Public Schools Top to Bottom List for both 2013 and 2014. Engadine Schools was identified as a FOCUS School in both 2013 and 2014 in the areas of Reading, Science and Social Studies. The bottom 30% of students did not meet proficiency targets.

Top/Bottom 30% Performance

Between 2012-13 and 2013-14 MEAP Reading scores showed for students who were in the Bottom 30% both years 15 of 25 increased; 6 declined; and 4 maintained. Top 30% showed 7 out of 27 increased; 4 declined; and 15 maintained.

Between 2012-13 and 2013-14 MEAP Math scores showed for students who were in the Bottom 30% both years 7 of 23 increased; 8 declined; and 8 maintained. Top 30% showed 6 out of 27 increased; 13 declined; and 8 maintained.

ELA - Reading Data

- Data analyzed: MEAP, MME, Fountas & Pinnell Benchmark Reading Assessment

- Summary of Results

MEAP

For the 2011-2012, 2012-2013, and 2013-2014 MEAP testing windows grades 3-8, the average proficiency for all students in reading is 59%. The average proficiency for sub-groups is: female (61%), male (58%), economically disadvantaged (53%), students with disabilities (19%), and Native American (53%). Identified areas of weakness for students with disabilities include: word study, comprehension, and narrative text.

MME

For the 2011-2012, 2012-2013, and 2013-2014 MME testing window for grade 11, the average proficiency for all students in reading is 54%. Due to the small size of the school, the size of the 11th grade is too small to disaggregate the data using sub-groups.

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FOUNTAS & PINNELL BENCHMARK READING ASSESSMENT 2014-2015 (Based on mid-year benchmark testing)

Grade	Below level	At Grade level	Above Grade level
Kindergarten	56%	44%	0%
First	0%	43%	57%
Second	59%	5%	35%
Third	25%	12%	63%
Fourth	36%	9%	55%
Fifth	54%	8%	38%

Reading Conclusions

In reading, the average proficiency is below the state proficiency level of 66%. Students with disabilities are significantly below the all student averages with particular weaknesses in word study, comprehension, and narrative text. After reviewing data, students who have been in our district for a full academic year, the reading proficiency level is 82%. We need to identify gaps and deficits of transfer students more quickly and provide support.

Fountas & Pinnell Benchmark Reading Assessment was implemented in 2014-2015. Preliminary results are suggesting students in K-5 are showing gains in reading performance that suggest struggling students are responding to interventions put in place this year. We hope these improvements transfer to increased reading performance on the spring state assessments.

ELA - Writing Data

- Data analyzed: MEAP, MME
- Summary of Results

For the 2011-2012, 2012-2013, and 2013-2014 MEAP testing windows grades 4 and 7, the average proficiency for all students in writing is 25%. The average proficiency for sub-groups is: female (28%), male (22%), economically disadvantaged (18%), students with disabilities (4%), and Native American (21%). All of the following areas are low for all students, and particularly low for students with disabilities: writing genres, writing processes, and grammar and usage.

For the 2011-2012, 2012-2013, and 2013-2014 MME testing window for grade 11, the average proficiency for all students in writing is 33%. Due to the small size of the school, the size of the 11th grade is too small to disaggregate the data using sub-groups.

Writing Conclusions

Writing continues to be a weak area for students at Engadine Schools. The average proficiency of 25% is well below the state average of 49%. Students with disabilities scored significantly below the school average, and will require much intervention.

Math Data

- Data analyzed: MEAP, MME, AIMSWeb
- Summary of Results

MEAP

For the 2011-2012, 2012-2013, and 2013-2014 MEAP testing windows grades 3-8, the average proficiency for all students in math is 26%. The average proficiency for sub-groups is: female (20%), male (32%), economically disadvantaged (18%), students with disabilities (4%), and Native American (20%). All of the following areas are low for all students, and particularly low for students with disabilities: numbers and operations, decimals and fractions, geometry, rational numbers, functions, and equations.

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MME

For the 2011-2012, 2012-2013, and 2013-2014 MME testing window for grade 11, the average proficiency for all students in math is 22%. Due to the small size of the school, the size of the 11th grade is too small to disaggregate the data using sub-groups.

AIMSweb - Based on students scores on two brief assessment, students are tiered for recommended supports. The assessments show progress on grade level Math Computations(M-COMP) and Math Concepts and Applications(M-CAP).

M-COMP Fall 2014 (1st-8th 177 Students) M-COMP WINTER 2015 (1st-8th 163 Students)

Tier 3-Intensive 34/177 19% 33/163 20%

Tier 2-Strategic 67/177 38% 60/163 37%

Tier 1-Benchmark 76/177 43% 70/163 43%

M-CAP Fall 2014 (2nd-8th 148 Students) M-CAP WINTER 2015 (2nd -8th 150 Students)

Tier 3-Intensive 28/148 19% 37/150 25%

Tier 2-Strategic 74/148 50% 46/150 30%

Tier 1-Bechmark 46/148 31% 67/150 45%

Math Conclusions

Math is also a concern for students at Engadine Schools. The average proficiency of all students at 26% is well below the state average of 39%. Math data shows students with disabilities are significantly below the school average of 26% (4%), they will need intensive intervention and support.

- Science Data

- Data analyzed: MEAP, MME, MEAP/MME Informational Text, MEAP/MME Graphs and Charts Strands

- Summary of Results

For the 2011-2012, 2012-2013, and 2013-2014 MEAP testing windows for grades 5 and 8, the average proficiency for all students in science is 15%. The average proficiency for sub-groups is: female (10%), male (13%), economically disadvantaged (7%), students with disabilities (0%), and Native American (8%).

For the 2011-2012, 2012-2013, and 2013-2014 MME testing window for grade 11, the average proficiency for all students in science is 23%. Due to the small size of the school, the size of the 11th grade is too small to disaggregate the data using sub-groups.

Science Conclusions

Science is an area of concern for students at Engadine Schools. Science data shows that we are close to the state average of 16%. However, it is well below the school's target percentage of 33.47% for 2013-2014. Data shows that all students and sub-groups need support, especially students with disabilities. All of the following areas are low for all students, and particularly low for students with disabilities: science processes, physical science, and earth science.

- Social Studies Data

- Data analyzed: MEAP, MME, MEAP/MME Informational Text, MEAP/MME Graphs and Charts Strands

- Summary of Results

For the 2011-2012, 2012-2013, and 2013-2014 MEAP testing windows for grades 6 and 9, the average proficiency for all students in social studies is 23%. The average proficiency for sub-groups is: female (20%), male (28%), economically disadvantaged (20%), students with disabilities (0%), and Native American (21%).

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For the 2011-2012, 2012-2013, and 2013-2014 MME testing window for grade 11, the average proficiency for all students in social studies is 35%. Due to the small size of the school, the size of the 11th grade is too small to disaggregate the data using sub-groups.

Social Studies Conclusions

Engadine Schools Social Studies data shows students with disabilities need significant support. The state average is 28% for all students, while Engadine Schools' all students average is 24%. Students with disabilities were 0% proficient. All of the following areas are low for all students, and particularly low for students with disabilities: history, geography, civics/government, and economics.

STUDENT ACHIEVEMENT SUMMARY

After analyzing all five core content areas we have determined that students in all MEAP and MME-tested grade levels are generally performing below the state average in all content areas. On the MME, while students are scoring below the state average, they are not significantly below. Areas where improvement is needed include all content areas especially as it relates to the performance of the students with disabilities and economically disadvantaged subgroups. As a FOCUS school we need to pay particular attention to reading, science, and social studies, which had the most significant gap between the bottom 30% and the top 30%.

Perception Data

- Teacher Data

- Data analyzed was the ERS School Check Survey 2013-2014 and 2014-2015. Data was compiled and analyzed based on teacher aide responses, elementary teacher responses, high school teacher responses, and combined results.

- Results

Strengths (Scores represent average score out of a possible 4 points)

Overall, there has improvement in all major categories from 2013-2014 to 2014-2015: Investing in Teacher Quality (2.47 to 2.55), Individual Attention (2.55 to 2.96), and Strategic Use of Time (2.60 to 2.75). A number of areas identified as needing improvement in 2013-2014 have improved in 2014-2015, such as scheduling professional development as part of the everyday work of teaching (2.18 to 3.01); teachers using common approaches to evaluating student work (1.98 to 2.8); and devoting school day hours to instructional time (2.60 to 3.15). The scores of the high school teachers' survey increased in all areas.

Areas to Improve (Scores represent average score out of a possible 4 points)

From the 2013-2014 survey to the 2014-2015 survey, the scores lowered in most areas on the teacher aide surveys (out of 27 questions, 21 responses showed a decrease). There is a particular disconnect felt by aides regarding their involvement in professional development (Q#6 - 3.5 to 2.6; Q#7 - 3.0 to 2.6). The biggest area of concern for elementary teachers deals with hiring practices (Q#4 - 2.0 to 1.75). Both elementary and high school teachers identified follow-up and coaching of professional development as a priority need (Q#9 1.81 - 2.25 HS). High school teachers also identified the interview process (Q4 - 1.81 to 1.87) as needing improvement. A need identified by all teachers is increased support for all new teachers (Q#10 2.42 to 2.43).

- Parent Data

Data Analyzed was the Parent Survey Fall 2014 was distributed in hardcopy to elementary students and at Family Nights. There was a link sent to all families K-12 to complete electronically if preferred. 79 surveys were returned, which represents approximately half of the families. 55 respondents had a student(s) in K-5 grades, 13 respondents had a student(s) in grades 6-8, and 26 respondents had a student(s) in grades 9-12. Some of these respondents had students in more than one age-grouping.

-Results

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Strengths

81% of parents gave Engadine Schools an overall rating of Very Effective or Effective.

0 respondents selected Ineffective or Very Ineffective.

Parents reported feeling knowledgeable about the school's expectations for their child (95%). They also agreed that their child was making adequate progress this school year (93%). Parents feel that they are treated with dignity and respect at school (95%) and that their child is treated with dignity and respect at school (94%).

Areas to Improve

Parents identified a lack of knowledge or communication regarding the Title I Program (53%) and the School-Parent Compact (36%) as areas needing improvement. Some parents indicated a desire to be more involved in planning and decision-making (36%).

Perception Data Conclusions

Teachers have generally seen improvement in teacher quality, in the use of instructional time, and in providing individualized services. They would like to see improvement in professional development follow-up, in hiring practices, and in support for new teachers.

Parents are generally pleased with the overall program of Engadine Schools, but report that communication regarding the Title I Program could be improved, as well as their involvement in school-based planning and decision-making.

OVERALL SUMMARY

Based on our review of the four types of data, Engadine Schools will strive to improve student performance in all five content areas, and thus will have the following goals for the 2015-2016 school year:

1. All students will be proficient in reading.
2. All students will be proficient in mathematics.
3. All students will be proficient in science.
4. All students will be proficient in social studies.
5. All students will be proficient in writing.
6. All students will increase their readiness to learn.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Engadine Schools' School Improvement Goals are intended for students to show growth in all core subjects. MEAP, MME, AIMSWeb, and Fountas & Pinnell Reading Benchmark assessments were analyzed and it was determined that student achievement in all core content areas needed improvement. Additionally it was determined that when students show growth in reading comprehension, it is anticipated their scores in science and social studies will also improve.

Detailed analysis was completed in all four required types of data, including Demographic, Program/Process, Perception, and Student Achievement. Multiple years of data were reviewed and representatives from primary stakeholder groups including administration, staff, and parents were involved in the data analysis process. Wherever possible, multiple years and multiple sources of data were reviewed within each data type. Where multiple sources were not available, multiple years of data were relied on to identify trends and patterns in student proficiency.

In both Student Achievement and Program/Process data, not only were proficiency levels assessed, but item analysis was and will continue to be an integral component in identifying individual student's learning needs and school needs respectively. The goals of our School Improvement Plan are based on addressing improvement of overall student performance, improving subgroup performance, and targeting challenge areas for all students and subgroups identified through strand analysis in MEAP, MME, regional assessments (GLAD), and other standardized assessments such as AIMSweb and Fountas and Pinnell Reading Benchmark Assessment.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

We reviewed the four types of data, identified strengths and weaknesses, and compiled student achievement data in the context of all students and disaggregated this data in the context of our identified subgroups: students with disabilities, gender, economically disadvantaged, Native American students.

We reported the results and conclusions drawn from this analysis and based our completed goals on this information. Strategies and activities to address each goal area were designed to address the needs of all students in general and Students with Disabilities and Economically Disadvantaged Students in particular. Our other identified sub-groups (gender, Native Americans) did not generally show significant differences between their performance and the performance of all students, except in math where females tended to perform significantly below male students. As a result, improvements in performance for the gender and Native American subgroups will generally be addressed through the "all students" strategies.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

MATH

Strategies addressing all students:

All math teachers K-8 will provide direct instruction using My Math/Glencoe Math and the EUPISD pacing guides for their grade level to ensure instructional alignment with the Common Core State Standards. 9th-12th Grade math teachers will provide direct instruction in high school math coursework using the EUPISD Math curriculum, pacing guides, and assessment tools as created by the EUPISD Curriculum Review Team.

ENGLISH/LANGUAGE ARTS:

Strategies addressing all students:

Reading

- 1) All K-12 teachers will provide direct instruction and assessment using guided highlighted reading strategies across the curriculum to improve student reading comprehension.
- 2) K-8 teachers will provide direct instruction using a balanced literacy model for reading.

Writing:

- 1) All core teachers will use non-fiction writing and writing across the curriculum to improve writing skills.
- 2) ELA teachers will align the curriculum with the Common Core State Standards and adopt a common rubric for writing.

SCIENCE:

Strategies addressing all students:

All K-12 science teachers will provide direct instruction in science concepts and skills that is aligned with the state adopted science standards utilizing the Board of Education adopted resources for each grade level or course. K-7 teachers will continue to utilize Battle Creek Science Kits to further student inquiry.

SOCIAL STUDIES:

Strategies addressing all students:

All K-12 Social Studies teachers will provide direct instruction in social studies that is aligned with the state adopted social studies standards utilizing the Board of Education adopted resources for each grade level or course.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

QUALITY OF INSTRUCTION

Curriculum alignment in ELA, math, science and social studies will enhance the quality of instruction by ensuring teachers in those core content areas are teaching to the state adopted standards. This provides a strong foundation for a guaranteed and viable curriculum for all students.

Moby Max will enhance the quality of instruction in ELA, Math, Science and Social Studies by providing practices, exercises, and tests as students progress through the program at each students' level of mastery. An accelerated and enriched curriculum is provided through in-depth differentiated grade-level standards by depth (as standards recommend). Moby Max helps teachers personalize math practice, differentiate instruction, monitor progress, and make data-driven decisions to guide each student to success. A classroom teacher can choose to teach in a flipped classroom, use peer-assisted learning, think-alouds, small group discussion, or one-on-one, while easily personalizing instruction.

QUANTITY OF INSTRUCTION

Use of pacing guides and power standards in ELA, math, science and social studies will enhance the quantity of instruction by ensuring teachers in those core content areas are teaching the state adopted standards with more intensity and in a true bell-to-bell instructional environment. This will encourage a more in-depth look at these standards.

The quantity of reading and math instruction will be increased through the targeted interventions that provide identified students with additional learning opportunities. These opportunities include WIN Time Multi-Tiered System of Supports (K-8) where students receive supplemental instruction at their reading and math level 4-5 times per week.

Supplemental content area reinforcement and credit recovery classes in the junior high and high school that occur on a daily basis in addition to regular instruction will increase the quantity of instruction given to those students needing support in any content.

Moby Max (K-8) will enhance the quantity of instruction by providing exercises if students have difficulty with mastery of objectives for their grade level. The program will provide students with step by step directions, practice, and links to online videos. Moby Max may be used during WIN Time, summer school, extended day learning, or within the classroom as a Tier 2/3 intervention.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

All strategies in the Engadine Schools' School Improvement Plan have been designed to improve the overall performance of all students, and to accelerate the improvement of struggling students and under-performing subgroups. Strategies in the SIP have been selected to address performance weaknesses for all students and under-performing students that were identified through analysis and disaggregation of the four types of data and specific content area strand analysis during our comprehensive needs assessment.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

K-12:

Response to Intervention and differentiated instruction are the foundational strategies to improve the academic achievement of all students in grades K-12. However, the approach to providing this support is clustered into grades K-5 and grades 6-12 and varies in delivery. Direct and explicit core curriculum instruction is initially provided to all K-12 students. Assessment results from initial instruction are then utilized to identify those students who are not making adequate progress and require additional support and intervention. A description of the K-5 and 6-12 services are as follows:

K-5 ELA and MATH: WIN Time and in-class interventions

Engadine Schools has implemented a Reading and Math Multi-Tiered System of Support, servicing all students K-5, called WIN Time. WIN stands for What I Need. Tier 1 is our enrichment section challenging students who are functioning at or above grade level. Tier 2 is our strategic section for students who need moderate intervention. Tier 3 is our intensive section targeting students who need more rigorous intervention. WIN Time occurs four times per week for 45-60 minutes and alternates weekly between ELA and Math. Assessments are given every quarter to re-evaluate student placement within the tiers.

K-5 - ELA - Initial in-classroom support is provided by the regular education teacher as needed through small flexible skill groups in the context of Reading Workshop with Tier 2 and 3 students, and conference with Tier 1 students weekly. Students are grouped for WIN Time in K/1, 2/3, and 4/5 grade levels. Within each grade level grouping, students are placed in Tier 1, Tier 2, or Tier 3 based on criteria mentioned in question one. Grade level groupings meet 4 times a week for 45-60 minutes each. Tier 3 intervention is skills based focusing on comprehension and fluency strategies. Tier 2 intervention is 80% skills based and 20% standards based utilizing the computer program MobyMax along with teacher-led flexible small groups. Tier 1 intervention is standards based and utilizes Literature Circles. Additionally Reading Recovery is used as a Tier 3 intervention in grade 1 for students meeting the program's multi-step criteria and Title 1 after school tutoring is available for identified Tier 2 and Tier 3 students in grades 2-5.

K-5 - Math - Initial in-classroom support is provided by the regular education teacher as needed through differentiated instruction for students scoring below a 80% level of proficiency on classroom assessments. Students are grouped for WIN Time in K/1, 2/3, and 4/5 grade levels. Within each grade level grouping, students are placed in Tier 1, Tier 2, or Tier 3 based on criteria mentioned in question one. Grade level groupings meet 4 times a week for 45-60 minutes each. Tier 3 intervention is skills based utilizing Number Talks and fact practice. Tier 2 intervention is 80% skills based and 20% standards based utilizing the computer program MobyMax along with teacher-led flexible small groups. Tier 1 intervention is standards based utilizing project based learning activities from My Math series. Title 1 after school tutoring is available for identified Tier 2 and Tier 3 students in grades 2-5.

K-5 - Science, Social Studies, Writing: Only in-classroom support

All in-classroom support is provided by the regular education teacher as needed through differentiated instruction for students scoring below a 80% level of proficiency on classroom assessments. Care is taken to determine if weaknesses are attributed to language or vocabulary acquisition issues. If it is determined that the weaknesses are attributed to language or vocabulary issues, student issues are addressed in the ELA portion of WIN Time or through in-classroom support.

5. Describe how the school determines if these needs of students are being met.

The school determines if the needs all students and struggling students are being met by continually analyzing student performance data in order to adjust instruction. Data analyzed includes: Fountas and Pinnell Reading Benchmark Assessment, AIMSWeb, MME, state assessment, GLAD regional assessments, classroom pre- and post-tests, and intervention group artifacts.

If it is determined that needs are not being met for any student group or any student individually, adjustments are made to classroom practices, interventions, and/or if necessary, to the schoolwide plan.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Engadine Schools' paraprofessional instructional aides are highly qualified as defined by NCLB and the State of Michigan.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Engadine Schools' teachers are highly qualified as defined by NCLB and the State of Michigan.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Teacher turnover is not an issue at Engadine Schools. For the past 3 years the only teacher turnover that has occurred at Engadine Schools has been generally due to teacher retirements (2), and a restructuring that affected one teacher.

2. What is the experience level of key teaching and learning personnel?

Engadine Schools has a total of 20 teachers performing in a full or part-time capacity. Their ranges of experience are as follows:

0-3 years of teaching experience - 3 teachers

4-8 years of teaching experience - 6 teachers

9-12 years of teaching experience - 4 teachers

13-20 years of teaching experience - 4 teachers

21+ years of teaching experience - 3 teachers

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Engadine Schools is a single building K-12 district. Strategies that this single building district uses to attract and retain high-quality, highly qualified teachers include:

100% highly qualified teachers and instructional support staff

Friendly, cooperative staff

Small class sizes

Strong parent and community support and involvement

Collaborative teaching environment

Approachable and supportive building administrators

Quality professional development

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

At the district level strategies to attract and retain highly qualified teachers include: strong and regionally competitive benefits package; modern educational facility; access to technology; vacancies are posted electronically in multiple universities and websites; ongoing professional development is available at both the district, ISD and state levels.

The Engadine Schools community is surrounded by many lakes and is in close proximity to Hiawatha National Forest and several state forest
SY 2015-2016

areas to provide limitless outdoor recreational opportunities.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

n/a

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Professional Development Initiatives for school year 2015-2016 are aligned with school improvement plan strategies that are based on needs identified through the data review and analysis process of the Comprehensive Needs Assessment. Strategies are identified to increase student achievement in all core content areas and to provide additional support and intervention opportunities for students performing well below expected proficiency levels. Interventions for subgroups showing significant discrepancies in proficiency have also been identified. Professional development activities have been selected that will support and expand instructional staff members ability to provide the high quality instruction and interventions that will lead to improved and accelerated student achievement.

Professional learning community workdays (6 annually) are built into the calendar for two purposes: 1) to provide ongoing training to staff, and 2) for individuals who have attended trainings to share what they learned with staff and to serve as a trainer themselves. Additionally, all teachers attend the EUP Regional Fall Conference Institute where they participate in trainings by keynote speakers and breakout sessions.

English Language Arts (Reading) Professional Development is going to focus on:

1. Strategic Tutoring/Differentiated instruction/small group reading instruction/Guided Highlighted
2. Balanced Literacy Intervention for classroom teachers providing intervention for Tier 2 & 3 students
3. Curriculum Alignment (EUPISD Curriculum Review Teams)
4. Moby Max
5. Reading Recovery Training
6. RTI/MTSS training

English Language Arts (Writing) Professional Development is going to focus on:

1. Differentiated instruction/Guided Highlighted
2. Curriculum Alignment (EUPISD)
3. RTI/MTSS training

Math Professional Development is going to focus on:

1. Math Recovery
2. Curriculum Alignment (EUPISD Curriculum Review Teams)
3. Michigan Council of Math Teachers
4. Moby Max
5. RTI/MTSS training
6. Strategic tutoring/differentiated instruction

Science Professional Development is going to focus on:

1. Curriculum Alignment (EUPISD Curriculum Review Teams)
2. RTI/MTSS
3. Differentiated instruction/Guided Highlighted

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Social Studies Professional Development is going to focus on:

1. Curriculum Alignment (EUPISD Curriculum Review Teams)
2. RTI/MTSS
3. Differentiated instruction/Guided Highlighted

Parent Involvement Professional Development is going to focus on:

1. Joyce Epstein Framework training for staff

Leadership

1. Principal training - MEMSPA/MASSP

2. Describe how this professional learning is "sustained and ongoing."

Professional development days are scheduled periodically throughout the school year. This allows staff to receive ongoing training, collaborate, and receive coaching and feedback on training that occurred earlier in the year and/or in previous years.

Trainings such as Reading Recovery, Math Recovery, MTSS, and MCTM are attended by small teams of teachers, who return to the district and share information and provide all staff training through professional development days and/or staff meetings.

Ongoing, all staff training includes Joyce Epstein Model, EUP Regional Fall Conference Institute, EUPISD Curriculum Review Teams, SafeSchools trainings, MobyMax, differentiated instruction, Guided Highlighted Reading. These trainings occur during professional development days and staff meetings and in some cases, such as Curriculum Review Teams, Guided Highlighted Reading, and Math Recovery, occur over multiple school years.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Plan attached	ECS Professional Development 201516

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parent representatives are members of the Title I Schoolwide Transition team and the School Improvement Team and are involved in the review and design of all plans. Additional parent input is also received through surveys, conferences, school and Parent Volunteer Organization (PVO) activities such as Reading Month, Family Nights, student celebrations, Science Fair, and annual Title I Parent Meeting.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are involved in implementation through their involvement and volunteer efforts in the building and classroom. They are further involved through support of the various plan strategies when working to support their child's learning at home. Finally, they are involved in implementation through their commitment as outlined in the parent compact.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents participate in program evaluation through membership on the School Improvement Team, Schoolwide transition team, and Parent Volunteer Organization (PVO). They additionally provide input through surveys, conferences, and the annual Title I meeting and fall Open House.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	A copy of the school level Parent Involvement Policy (plan) is attached.	Engadine Schools Parent Involvement Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; [1118 (e) (1)]

Classroom curriculum and performance expectations are shared with parents at the district open house as well as at parent teacher conferences in the fall. Additional sources of information on state and local academic standards and assessments, as well as suggestions as to how parents can monitor their child's progress and work with educators are available through the district website, individual teacher webpages, district newsletters, report cards, and student take home folders. Engadine Schools strives to ensure that all parent communications are provided in parent friendly, jargon free language.

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b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; [1118 (e) (2)]

Materials and training to help parents work with their children are provided through the MobyMax and ConnectEd program, weekly classroom newsletters, individual teacher webpages, and teacher suggestions at conferences and parent meetings. Curricular supplementary and reinforcement materials are provided regularly in student take home folders or are available online through the district website.

c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; [1118 (e) (3)]

Beginning with the 2015-2016 school year the Joyce Epstein model for parent involvement will be integrated into the district professional development plan and staff meeting agendas.

d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; [1118 (e) (4)]

The area Great Start Readiness Preschool is housed within our building and Engadine Schools works collaboratively with this program to ensure readiness levels and assist with transition of students into the kindergarten program. Other community agencies and services that Engadine Schools coordinates with are the Eastern Upper Peninsula ISD, Friends of the Engadine Library, Hiawatha Behavioral Health, LMAS County Health Department, Mackinac County Sheriff's Department, Michigan State Police, Top of the Lake Community Association, Helen Newberry Joy Hospital, Sault Ste. Marie Tribe of Chippewa Indians, and Consolidated Community Schools.

e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand; [1118 (e) (5)]

Engadine Schools strives to ensure that all parent communications are written in parent friendly, jargon free language. In the event that translation services for students and/or parents are needed, assistance would be requested through the Eastern Upper Peninsula ISD.

f. Shall provide such other reasonable support for parental involvement activities under this as parents may request. [1118 (e) (14)]

Parents are always welcome at Engadine Schools. Parent requests for support are addressed in a timely fashion by building staff as appropriate. There are numerous opportunities for parents to volunteer within the classroom, on field trips, and other special events.

PART III ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand . [1118 (f)]

Engadine Schools maximizes opportunities for parent participation. Engadine Schools strives to ensure that all parent communications are

written in parent friendly, jargon free language. In the event that translation services for students and/or parents are needed, assistance would be requested through the Eastern Upper Peninsula ISD. Our building is barrier free and accessible by parents with physical limitations. Accommodations are provided for parents with cognitive impairments to aid in understanding written and verbal communication. The district currently has no migratory children; however in the event that this would change, accommodations would be provided as appropriate.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The school improvement team will meet regularly and will review information regarding the effectiveness of Engadine's parent involvement gathered from parent surveys, parent attendance at, and feedback from, fall and spring conferences and other school activities, Parent Volunteer Organization (PVO), annual Title I meeting, and individual informal parent conferences. Feedback will be sought from parent members of the school improvement team and schoolwide transition team.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of the information gathered regarding the parent involvement plan will be used to update, revise, and include additional strategies in the schoolwide plan to improve parent involvement as well as student outcomes and success.

8. Describe how the school-parent compact is developed.

Engadine Schools' parent school compact was originally created by Title I staff using a prototype for compact development from the Michigan Department of Education. Parents are now involved in reviewing and evaluating the compact on at least an annual basis through the school improvement planning process and school wide Title I annual parent meeting. Input is also requested through annual parent surveys, and individual parent conferences and conversations.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Parent compacts are sent home in student folders during the first month of school. The compact is then discussed at the annual Parent Meeting and fall parent teacher conferences. Basic elements of the discussion include roles and responsibilities as outlined in the compact and parental rights in the Title I program. Parent signature will be requested at fall conferences.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Parent compacts are sent home with students during the first month of school. The compact is then discussed at the annual Parent Meeting and fall parent teacher conferences. Basic elements of the discussion include roles and responsibilities as outlined in the compact and parental rights in the Title I program. Parent signature will be requested at fall conference.

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The School's School-Parent Compact is attached	Engadine Schools Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Individual student reports from AIMSWeb, Fountas & Pinnell Benchmark Reading Assessment, state assessment, and GLAD are shared at conferences in the fall and early spring. Report cards are sent home quarterly, and parents have ongoing access to student performance levels through the Illuminate Home Connection. Additional parent contacts are made regarding student performance via email, phone, and written correspondence. Engadine Schools strives to ensure that all parent communications are provided in parent friendly, jargon free language.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The Great Start Readiness Preschool is housed in our building, giving these students numerous opportunities for involvement in school activities and classroom visits for cooperative learning activities. For example, GSRP students are included in kindergarten classroom visits, and upper elementary help with bus transportation. Vision and hearing screenings are conducted while students are in preschool. Observations of social-emotional development, and some literacy and numeracy assessments are conducted by GSRP Staff and shared with Kindergarten staff and administration.

We have an annual kindergarten round-up for all eligible children. Children and their parents have an opportunity to visit the classroom and meet the staff during Round-up. Additionally, there is administrative involvement with the Great Start Readiness program, especially as it relates to children with academic, social/emotional, or behavioral difficulties, to help to ensure a smooth transition for all children entering kindergarten in the Engadine Schools district.

The kindergarten teacher and GSRP teacher met during the spring of the 2014-2015 school year to collaborate and ease the transition for students from preschool to kindergarten. This practice will continue in the 2015-2016 school year with meetings in the fall, winter, and spring.

Each spring, all students who are transitioning to a new level (kindergarten, middle school, and high school) are provided an opportunity to tour classrooms, meet staff at the new level and learn of expectations.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Preschool teachers and workers attend a monthly professional development session through the Eastern Upper Peninsula ISD focusing on early childhood curriculum/kindergarten readiness and teaching strategies.

The GSRP provides parents with information on school readiness at their pre-enrollment home visits and spring conferences. District staff are available to meet and discuss further questions and concerns during these conferences. Further preschool parent concerns are also addressed individually during GSRP end of the year home visits.

At kindergarten roundup, a packet including the student handbook, bus safety rules, and ways to help their child be ready for kindergarten is shared and discussed with all parents.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers are actively involved in the decisions regarding the use of school based academic assessments. For example, teachers are members of regional (ISD) curriculum review teams (CRTs). CRT members develop and evaluate GLAD regional assessments. They share recommendations at monthly K-12 staff in-service days. Teachers request changes to or regarding local assessment tools, such as moving from DIBELS to Fountas and Pinnell Benchmark Reading Assessment. However, as we moved to Fountas and Pinnell, the staff determined it was advantageous to postpone implementation of the optional writing portion.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

All teachers are actively involved in student achievement data analysis for the purpose of improving the academic achievement of all students. District sub-community groups (by core areas) meet six times per year to analyze student achievement data to adjust intervention groups and classroom instruction. The results of the data analysis are also used to evaluate the effectiveness of the school improvement plan and revise as necessary.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

All students in grades K-12 participate in an intervention that Engadine Schools calls WIN (What I Need) Time. WIN Time focuses on Reading and Math, therefore there is no Tier 1 enrichment interventions done for science, social studies, or writing. Students in K-5 receive the WIN Time intervention 4 days a week for 45 minutes each day. Students in 6-12 receive the WIN Time intervention 5 days a week for 45 minutes each day. Throughout our documentation below, the interventions we will refer to include Tier 1, Tier 2 and Tier 3. Tier 1 consists of high performing students who receive enrichment during WIN Time. Tier 2 consists of students who need moderate support and strategic interventions during WIN Time. Tier 3 consists of students who need intensive support and interventions during WIN Time.

ENGLISH LANGUAGE ARTS (READING)

Grade K:

Identification/Criteria for Selection: Students are initially identified for intervention in the Fall using the Reading Recovery Observation Survey Component Hearing and Recording Sounds in Words. The students scoring in the bottom 30% of the class are placed into Tier 3, the students scoring in the middle 40% of the class are placed into Tier 2, and the students scoring in the top 30% of the class are placed in Tier 1. In the winter and spring Hearing and Recording Sounds in Words and Writing Vocabulary are used. Again, the students scoring in the bottom 30% of the class are placed into Tier 3, the students scoring in the middle 40% of the class are placed into Tier 2, and the students scoring in the top 30% of the class are placed in Tier 1.

Grade 1:

Identification/Criteria for Selection: Students are initially identified for intervention in the Fall using the Reading Recovery Observation Survey component of Hearing and Recording Sounds in Word. Students scoring at stanine level 4 or 5 out of a possible 9 are identified as needing Tier 2. Students scoring at stanine level 1, 2, or 3 out of a possible 9 are identified as needing Tier 3 intervention. First grade students who are functioning in the bottom 30% of the class on text level are referred for Reading Recovery testing. In the winter and spring, first grade students were identified using Writing Vocabulary and Fountas and Pinnell Benchmark Text Level Assessment. The students scoring in the bottom 30% of the class are placed into Tier 3, the students scoring in the middle 40% of the class are placed into Tier 2, and the students scoring in the top 30% of the class are placed in Tier 1.

Grade Span: 2-5

Identification/Criteria for Selection: Students are initially identified for intervention in the Fall using Fountas and Pinnell Benchmark Text Level Assessment. Students who are reading one year below grade level are placed in Tier 2 intervention. Students who are reading more than one year below grade level are placed in Tier 3 intervention. In the Winter and Spring, students are also identified for intervention using the GLAD (EUPISD grade level assessment). Students who score in the Far Below Basic or Below Basic categories are placed in Tier 3 intervention. Students who score in the Basic category are placed in Tier 2 intervention. Students scoring below proficient on the M-STEP Reading will be targeted for assistance.

Grade Span: 6-12

Identification/Criteria for Selection: Students are initially identified for intervention in the Fall using Year End GLAD and M-STEP Reading

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results. Students who are reading one year below grade level are placed in Tier 2 intervention. Students who are reading more than one year below grade level are placed in Tier 3 intervention. In the Winter and Spring, students are also identified for intervention using the GLAD (EUPISD grade level assessment). Students who score in the Far Below Basic or Below Basic categories are placed in Tier 3 intervention. Students who score in the Basic category are placed in Tier 2 intervention. Movement of students is fluid and based on the most recent data available. Students scoring below proficient on the M-STEP Reading will be targeted for assistance.

ENGLISH LANGUAGE ARTS (WRITING)

Grade Span: K-5

Identification/Criteria for Selection: Students are identified by daily observations, checklists, classroom performance (test scores/ grades). Students whose classroom performance is below 80% receive Tier 2 intervention and those who score below 60% receive Tier 3 intervention. Students scoring below proficient on the M-STEP Writing will be targeted for assistance with attention paid to whether the weakness is tied to a reading difficulty.

Grade Span: 6-12

Identification/Criteria for Selection: Students are identified by daily observations, checklists, classroom performance (test scores/ grades). Students whose classroom performance is below 80% receive Tier 2 intervention and those who score below 60% receive Tier 3 intervention. Students scoring below proficient on the End of Year GLAD and M-STEP Writing will be targeted for assistance with attention paid to whether the weakness is tied to a reading difficulty. Movement of students is fluid and based on the most recent data available.

MATH

Grade Span: K-5

Identification/Criteria for Selection: Students are identified for intervention using the AIMSWeb Math Assessment. Students who score in Tier 3 are placed in Tier 3 intervention. Students who score in Tier 2 are placed in Tier 2 intervention. Students scoring below proficient on the M-STEP Math will be targeted for assistance.

Grade Span: 6-12

Identification/Criteria for Selection: Students are identified for intervention using the AIMSWeb Math Assessment. Students who score in Tier 3 are placed in Tier 3 intervention. Students who score in Tier 2 are placed in Tier 2 intervention. Students scoring below proficient on the M-STEP Math will be targeted for assistance.

SCIENCE

Grade Span: K-5

Identification/Criteria for Selection: Students are identified by daily observations, checklists, classroom performance (journals/test scores/ grades). Students whose classroom performance is below 80% receive Tier 2 intervention within the classroom setting by the classroom teacher. Those who score below 60% receive Tier 3 intervention. Students scoring below proficient on the M-STEP Science will be targeted for assistance with attention paid to whether the weakness is tied to a reading difficulty.

Grade Span: 6-12

Identification/Criteria for Selection: Students are initially identified for intervention in the Fall using Year End GLAD and M-STEP results. Students whose classroom performance is below 80% receive Tier 2 intervention within the classroom setting by the classroom teacher. Those who score below 60% receive Tier 3 intervention. Students scoring below proficient on the M-STEP Science will be targeted for assistance with attention paid to whether the weakness is tied to a reading difficulty. Movement of students is fluid and based on the most

recent data available.

SOCIAL STUDIES

Grade Span: K-5

Identification/Criteria for Selection: Students are identified by daily observations, checklists, classroom performance (test scores/ grades). Students whose classroom performance is below 80% receive Tier 2 intervention and those who score below 60% receive Tier 3 intervention. Students scoring below proficient on the M-STEP Social Studies will be targeted for assistance with attention paid to whether the weakness is tied to a reading difficulty.

Grade Span: 6-12

Identification/Criteria for Selection: Students are initially identified for intervention in the Fall using Year End GLAD and M-STEP results. Students whose classroom performance is below 80% receive Tier 2 intervention within the classroom setting by the classroom teacher. Those who score below 60% receive Tier 3 intervention. Students scoring below proficient on the M-STEP Social Studies will be targeted for assistance with attention paid to whether the weakness is tied to a reading difficulty. Movement of students is fluid and based on the most recent data available.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

K-12:

Response to Intervention and differentiated instruction are the foundational strategies to improve the academic achievement of all students in grades K-12. However, the approach to providing this support is clustered into grades K-5 and grades 6-12 and varies in delivery. Direct and explicit core curriculum instruction is initially provided to all K-12 students. Assessment results from initial instruction are then utilized to identify those students who are not making adequate progress and require additional support and intervention. A description of the K-5 and 6-12 services are as follows:

K-8 ELA and MATH: WIN Time and in-class interventions

Engadine Schools has implemented a Reading and Math Multi-Tiered System of Support, servicing all students K-8, called WIN Time. WIN stands for What I Need. Tier 1 is our enrichment section challenging students who are functioning at or above grade level. Tier 2 is our strategic section for students who need moderate intervention. Tier 3 is our intensive section targeting students who need more rigorous intervention. WIN Time occurs four times per week for 45-60 minutes and alternates weekly between ELA and Math in K-5. In 6-8, WIN Time will occur daily for 45 minutes. Assessments are given every quarter to re-evaluate student placement within the tiers.

K-8 - ELA - Initial in-classroom support is provided by the regular education teacher as needed through small flexible skill groups in the context of Reading Workshop with Tier 2 and 3 students, and conference with Tier 1 students weekly. Students are grouped for WIN Time in K/1, 2/3, and 4/5 grade levels. Within each grade level grouping, students are placed in Tier 1, Tier 2, or Tier 3 based on criteria mentioned in question one. Grade level groupings meet 4 times a week for 45-60 minutes each. Tier 3 intervention is skills based focusing on comprehension and fluency strategies. Tier 2 intervention is 80% skills based and 20% standards based utilizing the computer program MobyMax along with teacher-led flexible small groups. Tier 1 intervention is standards based and utilizes Literature Circles. Additionally Reading Recovery is used as a Tier 3 intervention in grade 1 for students meeting the program's multi-step criteria and Title 1 after school tutoring is available for identified Tier 2 and Tier 3 students in grades 2-5.

K-8 - Math - Initial in-classroom support is provided by the regular education teacher as needed through differentiated instruction for students scoring below an 80% level of proficiency on classroom assessments. Students are grouped for WIN Time in K/1, 2/3, and 4/5 grade levels. Within each grade level grouping, students are placed in Tier 1, Tier 2, or Tier 3 based on criteria mentioned in question one. Grade level groupings meet 4 times a week for 45-60 minutes each. Tier 3 intervention is skills based utilizing Number Talks and fact practice. Tier 2 intervention is 80% skills based and 20% standards based utilizing the computer program MobyMax along with teacher-led flexible small groups. Tier 1 intervention is standards based utilizing project based learning activities from My Math series. Title 1 after school tutoring is available for identified Tier 2 and Tier 3 students in grades 2-5.

K-8 - Science, Social Studies, Writing: Only in-classroom support

All in-classroom support is provided by the regular education teacher as needed through differentiated instruction for students scoring below an 80% level of proficiency on classroom assessments. Care is taken to determine if weaknesses are attributed to language or vocabulary acquisition issues. If it is determined that the weaknesses are attributed to language or vocabulary issues, student issues are addressed in the ELA portion of WIN Time or through in-classroom support.

6-12 - Homework Support is provided twice weekly after school for one hour in all core content areas to provide assistance. The focus of this assistance is aimed primarily at Tier 2 students who need moderate support to maintain classroom performance at grade level. Activities may include small group or individual assistance as appropriate.

9-12 - Additionally, more intensive Strategic Tutoring is provided twice weekly after school for one hour in math and/or reading to provide accelerated remediation of concepts and skills. This Strategic Tutoring is generally for Tier 3 students who consistently demonstrate below-grade level performance and who may also be struggling in science or social studies due to low reading ability. A highly qualified teacher will utilize small group and individualized instruction to reteach and reinforce areas of weakness identified and communicated by the classroom teacher. The primary focus of Strategic Tutoring is improvement of reading and math skills and concepts that may be interfering with the student's ability to succeed in the general curriculum.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' individual needs are being addressed through differentiated instruction in all K-12 classrooms:

Math: Number Talks lessons (K-8), flexible group activities-according to ability, verbal check for understanding, MobyMax (K-8, computer program with placement tests and learning paths), re-teaching, accommodations such as: instructions read, tests read, additional time on assignments, differentiated grouping, written and verbal instructions, hands-on activities, students engage in cooperative learning in the classroom to become proficient in problem-solving skills, and modified assignments. Activities and assignments are modified to student needs to make sure they are working at their level and making improvement. Tests can be read to students or given in a quiet, private space. More time is given on assignments and assessments as needed.

Reading: small flexible skill groups in the context of Reading Workshop (K-8), one-on-one conferences, individual book boxes for every student with books at their independent reading level (K-5), MobyMax (K-8, computer program with placement tests and learning paths), re-teaching, verbal check for understanding, accommodations such as: instructions read, tests read, additional time on assignments, differentiated grouping, written and verbal instructions, students engage in cooperative learning in the classroom to become proficient in problem-solving skills, and modified assignments. Activities and assignments are modified to student needs to make sure they are working at

their level and making improvement. Students are given a quiet, private space to take assessments. More time is given on assignments and assessments as needed. Extra support is given in the areas of vocabulary building and reading comprehension through the use of word walls, anchor charts, picture flip charts, graphic organizers, and discussion.

Writing: Small flexible groups in the context of Writing Workshop (K-8); one-to-one conferencing; peer editing; additional time for assignments; re-teaching; rubrics used by all core content teachers for writing across the curriculum activities enable them to pinpoint student's writing strengths and weaknesses and provide targeted interventions as needed; modifying assignments; written and verbal instructions.

Science and Social Studies: Accommodations such as: instructions read, tests read, additional time on assignments, differentiated grouping, written and verbal instructions, hands-on activities, leveled readers, students engage in cooperative learning in the classroom to become proficient in problem-solving skills, and modified assignments. Activities and assignments are modified to student needs to make sure they are working at their level and making improvement. Tests can be read to students or given in a quiet, private space. More time is given on assignments and assessments as needed.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Title I, Part A - employ a teacher for Reading Recovery services, parent involvement activities

Title IIA - professional development of staff related to improvement of instructional strategies

Title VII-Indian Education - employ personnel for MTSS/social work intervention, parent meeting

Section 31A - credit recovery, social work support, extended support for students

REAP - supplemental materials for instruction

Title VIB - employ a paraprofessional to support instruction of students with disabilities

General Fund - basic programming for students

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Title I, Part A - employ a teacher for Reading Recovery services, parent involvement activities

A. Component 2: Schoolwide Reform Strategies

B. Component 3: Highly Qualified Staff

C. Component 6: Parent Involvement

D. Component 9: Timely Additional Assistance

Title IIA - professional development of staff related to improvement of instructional strategies

A. Component 2: Schoolwide Reform Strategies

B. Component 3: Highly Qualified Staff

C. Component 5: Professional Development

D. Component 9: Timely Additional Assistance

Section 31A - credit recovery, social work support, extended support for students

A. Component 2: Schoolwide Reform Strategies

B. Component 3: Highly Qualified Staff

C. Component 9: Timely Additional Assistance

Title VII-Indian Education - employ personnel for MTSS/social work intervention, parent meeting

A. Component 2: Schoolwide Reform Strategies

B. Component 6: Parent Involvement

C. Component 9: Timely Additional Assistance

Title VIB - employ a paraprofessional to support instruction of students with disabilities

A. Component 2: Schoolwide Reform Strategies

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B. Component 3: Highly Qualified Staff

C. Component 9: Timely Additional Assistance

REAP - supplemental materials for instruction

A. Component 2: Schoolwide Reform Strategies

General Fund: Special education teachers and paraprofessional salaries and benefits not paid by SE funds

A. Component 2: Schoolwide Reform Strategies

B. Component 3: Highly Qualified Staff

C. Component 9: Timely Additional Assistance

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal School Lunch and National School Breakfast: breakfast and lunch program

Great Start Readiness Program - Housed at Engadine Schools but is not a district program

Michigan State Police - school liason program/OK2Say - violence prevention

Vocational and Technical Education: Community Work Based Programs, wood shop, welding and small engine repair

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Administration evaluates implementation of the strategies identified in the school wide plan through lesson plans, walk-throughs, and through staff documentation of selected strategies. Staff evaluates progress and effectiveness of the school improvement plan during staff in-services six times annually. In addition, the School Improvement Team meets four times annually to review evidence of implementation of the school wide strategies and activities, including staff documentation of selected strategies.

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

Sub-community groups (by core content area) and the Schoolwide Team review data from MEAP, MME, AIMSWeb (math), Fountas and Pinnell Benchmark Reading Assessment, ASPIRE (9th grade pre-ACT), and GLAD (regional grade-level assessments of math, reading, science, social studies) pre-/mid/post-tests to determine strengths and weaknesses in student achievement in all five core content areas as outlined by the goals and strategies in the Schoolwide Plan. By determining trends and reviewing individual student performances, the Schoolwide Team and sub-community groups are able to determine whether or not the goals and strategies in the Schoolwide Plan are improving student achievement. Individual classroom teachers also are able to evaluate the results of the Schoolwide Plan through classroom assessments of pre-/post-tests and end of unit tests associated with the strategies of the Schoolwide Plan.

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

Administration and staff identify those students who are scoring in the bottom 30% of student achievement on the MEAP and MME. Other struggling students are also identified through classroom assessments and other district benchmark assessments. These results are cross-referenced with GLAD, AIMSWeb, Fountas and Pinnell Benchmark Reading Assessment, and with classroom pre- and post-tests. Teachers target individual learning gaps and provide intervention to address these gaps based on the strategies identified in the Schoolwide Plan. By progress monitoring using GLAD, AIMSWeb, Fountas and Pinnell Benchmark Reading Assessment, and with classroom pre- and post-tests, the effectiveness of strategies and interventions are evaluated through an on-going process.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Progress monitoring of student academic achievement occurs at least three-six times throughout the school year in grades K-8. In the high school, progress monitoring occurs quarterly through the regional ISD or teacher-created end-of-quarter assessments. These results inform the revision of the strategies in the Schoolwide Plan. If it is determined that the Schoolwide Plan strategies and activities are not meeting desired results, the Schoolwide Plan is updated throughout the school year to include new or revised strategies.

2016-2017 Single Building District Improvement Plan

Overview

Plan Name

2016-2017 Single Building District Improvement Plan

Plan Description

Blueprint for Student Success

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 Engadine Schools will improve their readiness to learn.	Objectives: 3 Strategies: 4 Activities: 6	Organizational	\$54329
2	All students at Engadine Schools will be proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$29901
3	All students at Engadine Schools will be proficient in reading.	Objectives: 2 Strategies: 4 Activities: 9	Academic	\$81493
4	All students at Engadine Schools will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1400
5	All students at Engadine Schools will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$12312
6	All students at Engadine Schools will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
7	All staff will work together to elevate instructional and behavioral strategies to meet the diverse needs of all learners.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$18095

Goal 1: All students at Engadine Schools will improve their readiness to learn.

Measurable Objective 1:

demonstrate a behavior to decrease absenteeism by 10% by 06/16/2017 as measured by daily and period attendance..

Strategy 1:

Early Intervention - Student absenteeism will be tracked weekly. Phone calls home will be made if student is absent two days. Letters identifying absences over five will be mailed and meetings scheduled with parents and child. Saturday School will be available every Saturday for make-up time.

Category: School Culture

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. pp 69-71

Parental involvement is related to school grades.

Tier: Tier 1

Activity - Student Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will meet with identified students and parents for Individual conferencing to identify barriers for school attendance. Any student with three absences will be contacted and assigned Saturday School.	Behavioral Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	06/16/2017	\$4000	Other	Angie McArthur

Measurable Objective 2:

collaborate to Increase parent involvement in educational outcomes by 06/16/2017 as measured by a 20% increase in attendance at parent/family activities and a 10% increase at Parent-Teacher Conferences.

Strategy 1:

Parent-School Connection - This strategy crosses all goals in the School Improvement Plan. Research indicates that parent involvement in the child's education is a key factor in closing the achievement gap. After an initial survey of parents and families, the staff will provide parent/family activities to meet the needs identified in the survey.

Category: School Culture

Research Cited: Lee, J.S. & Bowen, N.K. (2006) Parent involvement, cultural capital, and the achievement gap among elementary school children. American Educational Research Journal, 42 (2), 193-218.

Tier: Tier 1

Single Building District Improvement Plan

Engadine Schools

Activity - Points of Pride	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will contact two parents/families per week by phone, email, text, or personal contact to provide an avenue for dialogue about student achievement and/or submit Points of Pride Postcards for mailing. Teachers will document the contacts made and submit to administration.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$100	General Fund	all teachers
Activity - Parent/Family Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four parent/family activities will be planned and offered to families and students. Activities will be held at a variety of times with refreshments offered. Each event will have 2-4 areas of focus to provide information to parents and students to help improve conditions to support learning. Family Nights will include Early Reading Family Night, and Family Engineering Night.	Parent Involvement	Tier 1	Implement	09/01/2016	06/16/2017	\$1305	General Fund	Deb DeWyse/Leah Troyer

Measurable Objective 3:

demonstrate a behavior to improve their social and emotional health by 06/16/2017 as measured by 10% reduction in behavioral referrals and pre- post-surveys of student attitudes.

Strategy 1:

Community of Pastoral Care - Continuing strategy: Students will feel safe and supported within our school district as staff continue the work of building and valuing of relationships with the students. Partnering this pastoral care with the rigor of curriculum will guide our student's learning.

Category: School Culture

Research Cited: Murphy, J. and Torre, D. (2014) Creating productive cultures in schools. Thousand Oaks, CA: Corwin Press. [Elements of pastoral care and academic press]

Tier: Tier 1

Activity - Social Work Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to instruction on positive relationships, goal-setting, conflict resolution, anti-bullying and other topics through classroom presentations. The social work interventionist will also work with student individually, and provide "lunch-bunch" team building sessions for small groups. Individual referrals will be made by parent or teacher. Identified students will selected by identified criteria, including attendance, and failing core subjects.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$48324	Other, Section 31a	Deb DeWyse

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Activity - Pastoral Care	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to implement the basic tenets of student/teacher relationships as identified in the 2014-15 book study of Creating Productive Cultures in Schools (Murphy J. and Torre, D).	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Other	All Teachers and support staff

Strategy 2:

Mental Strength - Yoga will be offered weekly from 7:30 am - 8:00 am to maximize student health and positively impact academic performance.

Category: School Culture

Research Cited: Scientific Evidence for School-Based Yoga and Mindfulness Practices (Ferreira-Vorkapic et al, 2015). www.yoga4classrooms.com

Tier: Tier 1

Activity - Yoga Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Yoga instruction will be taught to students once weekly from 7:30 am - 8:00 am.	Behavioral Support Program	Tier 1	Implement	09/12/2016	06/09/2017	\$600	General Fund	Leah Troyer

Goal 2: All students at Engadine Schools will be proficient in mathematics.

Measurable Objective 1:

20% of Bottom 30% students will demonstrate a proficiency in Expressions, Equations and Number Operations in Mathematics by 06/16/2017 as measured by 70% proficiency on the end of year NWEA Assessment.

Strategy 1:

WIN Time-Math - K-5 teachers will provide intervention support to students for math standards (20%) and skills based (80%) reinforcement with identified tier 2 students 4 times per week, two weeks a month during WIN time (alternates math and reading every other week) Based on beginning NWEA assessments, students will be assigned a classroom to attend. Every quarter, students will be re-assessed and then re-assigned to the classroom they need to be, regardless of grade.

Teachers of grades 6-7 will provide supplemental support for all students using a daily intervention period of 45 minutes that will provide strategies on enrichment, strategic or intensive level (collaborative learning, strategic tutoring, technology-component, ongoing formative assessment of students). Based on assessments, students will be assigned a classroom to attend. Every quarter, students will be re-assessed and then re-assigned to the classroom they need to be, regardless of grade.

Category: Mathematics

Research Cited: [Understanding Responsiveness to Intervention in Learning Disabilities Determination](#)

SY 2015-2016

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Daryl Mellard, NRCLD Principal Investigator
National Research Center on Learning Disabilities

The research states that by the time students reach the 5th grade, if they have not mastered their basic facts, they probably never will because many do not have a systematic approach in place in our school systems for students to learn these skills. (Baroody, 1985; Isaacs & Carroll, 1999)

Tier: Tier 2

Activity - Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Two teachers and one administrator will attend the Math Recovery Training in Sault Ste. Marie (summer 2016) to learn instructional and assessment strategies to facilitate greater understanding of math concepts by students.</p> <p>In addition, three new teachers will attend the 16-17 AMVR Math Recovery Training 9/2016-2/2017.</p>	Professional Learning	Tier 1	Getting Ready	07/11/2016	02/28/2017	\$5514	Title II Part A, Other	Summer 2016 Diane Selinger, Heather Reese, Kendra Feldhusen 2016-2017 - Debra Reeves, Jeanne Krenek, first grade teacher
Activity - RTI/MTSS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>17 Teachers will attend training in strategies for Response to Intervention/Multi-Tiered Systems of Support. Trainings will be on local professional development days in addition to the regular contract (9/26, 10/24, 11/28, 2/24 and 4/17). The trainers will be five staff members who attended a training in June 2016. Teachers will use these strategies to maximize the impact of WIN Time.</p>	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$5417	Title II Part A	Kendra Feldhusen, Heather Reese, Jeanette Wade, Lila King, Angie McArthur
Activity - Strategic Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will provide intensive small-group strategic tutoring to identified students twice per week for one hour. Each session will work on remediation and re-teaching of learning gaps.</p>	Academic Support Program	Tier 3	Implement	09/06/2016	06/16/2017	\$2240	Title I Part A	Ty Elenbaas, Deb DeWyse

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Activity - MCTM Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend the MCTM Annual Conference 7/26-28, 2016 to learn strategies to address learning needs of struggling students.	Professional Learning	Tier 1	Getting Ready	07/26/2016	07/30/2016	\$700	Other	Ty Elenbaas
Activity - Strategic Tutoring-Mobile Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Mobile Summer School will be provided to identified students in Kindergarten through 8th grades to offer remediation in identified gaps in math. Students will be selected for the extended services based on year-end NWEA MAP scores. The services will be offered in area township halls to provide access to all students. There will be 25 days of tutoring scheduled. Transportation will be provided.	Academic Support Program	Tier 3	Implement	07/10/2017	08/11/2017	\$16030	Title I Part A	Kendra Feldhusen

Goal 3: All students at Engadine Schools will be proficient in reading.

Measurable Objective 1:

A total of 8 First grade students will demonstrate a proficiency equal to the average first grade reading level of a student at Engadine Schools in English Language Arts by 06/02/2017 as measured by achieving first grade reading levels when discontinued. Retention of strategies will be measured at 3rd grade.

Strategy 1:

Reading Recovery Identification - A trained Reading Recovery teacher will assess students in first grade. The eight lowest-achieving students, based on a Reading Recovery evaluation, will receive 12-20 weeks of one-on-one instruction daily. At the midpoint of twelve weeks, students are assessed. If they meet the goal of reading at the average level of a first-grade student at Engadine Schools, the student will be considered discontinued. If not, they continue for an additional 8 weeks.

Category:

Research Cited: "What Works Clearinghouse" US Department of Education, Reading Recovery. Instruction during the intervention should be explicit and systematic. (What Works Clearinghouse, 2013).

Tier: Tier 3

Activity - Reading Recovery Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The trained reading recovery teacher will provide one-to-one instruction for four 1/2 hour sessions daily to eight identified first-grade students for twelve to twenty weeks. She will document progress and planning during a prep period per session.	Direct Instruction	Tier 3	Implement	08/29/2016	06/16/2017	\$48319	Title I Part A	Kendra Feldhusen

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Activity - Continuing Contact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Recovery teacher will receive required professional development and coaching from the Teacher Trainer at the EUPISD monthly during the school year and attend the Reading Recovery Conference in Troy, MI November 17-18, 2016.	Professional Learning	Tier 3	Monitor	08/29/2016	06/16/2017	\$4432	Title I Part A	Kendra Feldhusen

Measurable Objective 2:

A 6% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in overall reading improvement in English Language Arts by 06/16/2017 as measured by beginning and end of year NWEA assessments..

Strategy 1:

WIN Time-Reading - K-5 teachers will provide intervention support to students for reading standards (20%) and skills based (80%) reinforcement with identified tier 2 students 4 times per week, two weeks a month during WIN time (alternates math and reading every other week). Based on assessments (district responsibility), students will be assigned a classroom to attend. Every quarter, students will be re-assessed and then re-assigned to the intervention they need.

Teachers of grades 6-8 will provide supplemental support for all students using a daily intervention period of 45 minutes that will provide strategies on enrichment, strategic or intensive level (text-based collaborative learning, strategic tutoring, technology-component, ongoing formative assessment of students). Based on assessments (district responsibility), students will be assigned a classroom to attend. Every quarter, students will be re-assessed and then re-assigned to the intervention they need.

Category: English/Language Arts

Research Cited: Solution-Focused RTI: A Positive and Personalized Approach to Response-to-Intervention. Metcalf, L. (2013)

Tier: Tier 2

Activity - Progress Monitoring - Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use MobyMax to monitor identified students and track progress.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/16/2017	\$500	Section 31a	Kendra Feldhusen

Activity - Strategic Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily after school academic intervention sessions for students in grades 2-12.	Academic Support Program	Tier 2	Implement	08/29/2016	06/16/2017	\$3965	Title I Part A	Angie McArthur

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Activity - Rtl/MTSS Summer Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four staff will attend the Rtl Summer Institute by Kim Gibbons, anticipated to be held in Minnesota during June, 2016. Last year, four teachers attended. Two of the four have since left the district. This training was highly regarded and the attendees recommend more staff get the training. The budget includes conference fees, mileage, lodging, and meals.	Professional Learning	Tier 2	Implement	06/01/2016	06/30/2016	\$5358	Title I Part A	Kendra Feldhusen
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and integrate computers in the junior high for student use in differentiated computer-assisted instruction.	Technology	Tier 1	Implement	08/22/2016	06/30/2017	\$14721	Title II Part A	Janice Wagner

Strategy 2:

Guided Highlighted Reading - All teachers K-6 will use Guided Highlighted Reading Strategies (direct and explicit instruction, summarizing, retell, drawing inferences, predicting, note-taking) at least bi-weekly to improve comprehension of informational texts. The same passage may be used quarterly to build skill.

In 7-12th grades, the ELA teacher will plan and implement Guided Highlighted Reading Strategies for student instruction of non-fiction units.

Category: English/Language Arts

Research Cited: Guided Highlighted Reading: A Close-Reading Strategy for Navigating Complex Text. Weber, Nelson & Schofield (2012).

Tier: Tier 1

Activity - Guided Highlighted Reading Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to plan and implement the Guided Highlighted Reading Strategies for student instruction. Two staff will provide the training to staff in three 1-hour segments on training days.	Teacher Collaboration	Tier 1	Implement	09/01/2016	06/16/2017	\$3280	Title II Part A	Jeanette Wade/Heather Reese
Activity - Guided Highlighted Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least once every two weeks, all classroom teachers will provide students with an informational reading passage and provide direct, explicit instruction to guide students in reading the passage and identifying key information that students will use to summarize the passage and provide supporting details.	Direct Instruction	Tier 1	Implement	08/29/2016	06/16/2017	\$0	General Fund	All K-6 teachers, 7-12 ELA staff

Strategy 3:

Reading Workshop Approach - All K-12 teachers will provide reading instruction to all students that is horizontally and vertically aligned to the Michigan Common Core

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Standards. The Balanced Literacy Approach (direct & explicit instruction, diverse texts, text-based collaborative learning, and strategic tutoring) will be used in grades K-8.

Category: English/Language Arts

Research Cited: "Developing a Successful Year-Long Plan in Reading Workshop" Moon, M. (2012) www.nesacenter.org/uploaded/conferences/wti/2012/.../moon.pdf

Tier: Tier 1

Activity - Reading Workshop Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for new elementary teaching staff and middle school staff in the reading workshop approach.	Professional Learning	Tier 1	Getting Ready	06/01/2016	06/30/2017	\$918	Other	Jefferson Matthews, Erin Wheeler

Goal 4: All students at Engadine Schools will be proficient in writing.

Measurable Objective 1:

10% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in writing in English Language Arts by 06/16/2017 as measured by quarterly samples of writing in ELA courses..

Strategy 1:

Cross-Curricular Student Practice - During scheduled professional development sessions, staff will agree on ways to collaborate and share writing samples of students. Each quarter, student work shall be displayed, shared or submitted to another teacher, library, or business to provide accountability for the process. Students will use writing strategies, such as graphic organizers and rubrics, and practice daily.

Category: English/Language Arts

Research Cited: Research-Based Strategies to Ignite Student Learning

July Willis, M.D.

Tier: Tier 1

Activity - Writing Workshop Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District educators will attend sessions at the EUPISD in Writing Workshop to learn instructional strategies to improve the writing of their students.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$1400	General Fund	Jeanette Wade, Erin Wheeler

Goal 5: All students at Engadine Schools will be proficient in science.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in utilizing inquiry effectively and use of the scientific method in Science by 06/30/2017 as measured by project-based learning samples as well as state assessments and quarterly assessments.

Strategy 1:

Use of Science Tools & Simulations - Teachers will learn to utilize STEM activities in everyday science instruction.

Category: Science

Research Cited: Inquiry-based science instruction-what is it and does it matter? Results from a research synthesis years 1984-2002. J.Res.Sci. Teach., 47: 474-496.

doi:10.1002/tea.20347

Tier: Tier 1

Activity - STEM Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A STEM Course will be added to the master schedule as an elective science course to stimulate student interest in science.	Direct Instruction	Tier 1	Implement	08/29/2016	06/16/2017	\$11353	General Fund	Heather Luoto

Strategy 2:

Transition to NGSS - Science teachers in grades K-7 will receive grade-specific training for Battle Creek Science Kits.

Category: Science

Research Cited: Inquiry-based science instruction-what is it and does it matter? Results from a research synthesis years 1984-2002. J. Res. Sci. Teach., 47: 474-496.

doi 10.1002/tea.20347

Tier: Tier 1

Activity - PD for Science Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers in grades K-7 will receive grade-level instruction to better present science content with the Battle Creek Science Kits.	Professional Learning	Tier 1	Getting Ready	09/01/2016	01/27/2017	\$959	Title II Part A	Kendra Feldhusen

Goal 6: All students at Engadine Schools will be proficient in Social Studies.

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Measurable Objective 1:

A 40% increase of Female Economically Disadvantaged students will demonstrate a proficiency in their knowledge of history and economics in Social Studies by 06/30/2017 as measured by improvement in pre and post assessments on teacher created and state assessment.

Strategy 1:

Guided Highlighted Reading - Incorporate social studies into the readings for Guided Highlighted Reading activities. This will connect students in K-12 to the social studies curriculum.

Category: Social Studies

Research Cited: Social Studies for Early Childhood and Elementary School Children: Preparing for the 21st Century. (1988)

<http://www.socialstudies.org/positions/elementary>

Chick, A. & Corle, S. A Gender Analysis of NCSS Notable Trade Books for the Intermediate Grades. Vol 7, Number2. www.socstrp.org

Tier: Tier 1

Activity - Social Studies Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan and implement events and activities across grade spans, including Social Studies Fair and Women's History Month.	Academic Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$500	General Fund	Denise McClelland, Walter Hanson

Goal 7: All staff will work together to elevate instructional and behavioral strategies to meet the diverse needs of all learners.

Measurable Objective 1:

collaborate to define instructional and behavioral strategies that work for Tier I, II and III students in various subjects, courses and classrooms based on researched based strategies compiled in the Thoughtful Classroom by 06/30/2020 as measured by teacher outcomes data in Stages (The Thoughtful Classroom).

Strategy 1:

Implement the Thoughtful Classroom rubric in each classroom K-12 - To achieve desired goals.the district must provide support to individual teachers to meet institutional expectations. This also fosters productive work environments. Engadine Schools will use the rubrics of the Thoughtful Classroom as the cornerstone for professional development within professional learning communities, staff meetings, and professional development selection. All teachers will receive coaching on the strategies that work best for their unique groups of students and course/grade level.

Category: School Culture

Research Cited: Silver, H., Perini, M., & Strong, R. (2007). The strategic teacher: selecting the right research-based

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strategy for every lesson. Alexandria, VA: ASCD

<http://www.thoughtfulclassroom.com/PDFs/TheStrategicTeacher-BetterInstruction.pdf>

Tier: Tier 1

Activity - PD for Administrators in Teaching the Thoughtful Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All administrators will participate in four days of training on the rubrics designed for classroom practice.	Professional Learning	Tier 1	Getting Ready	08/15/2016	09/30/2016	\$300	Other	Angie McArthur, Kendra Feldhusen

Activity - PD for all Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the option on .5-2.5 days of learning about the language and practice represented in the Thoughtful Classroom.	Professional Learning	Tier 1	Getting Ready	08/15/2016	06/30/2017	\$9554	Title II Part A, Title II Part A	Angie McArthur

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive feedback in accordance to district requirements on the Thoughtful; Classroom.	Professional Learning	Tier 1	Monitor	08/15/2016	06/30/2017	\$0	No Funding Required	Angie McArthur, Kendra Feldhusen

Strategy 2:

Horizontal and Vertical Alignment of Curriculum - All staff will develop curriculum maps for each grade level and content area. Staff will collaborate to review curriculum maps, building understanding across grade levels and content areas.

Category: School Culture

Research Cited: Marzano, R. (2003) What Works in Schools: Translating Research into Action. Association for Supervision and Curriculum Development. Alexandria, VA.

Tier: Tier 1

Activity - Collaboration-Curriculum Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop curriculum maps for each content area and grade level. Staff will review them at monthly staff meetings, as well as on professional development days, in collaborative conversations with other staff members.	Curriculum Development	Tier 1	Implement	08/29/2016	06/16/2017	\$8241	Title I Part A	Angie McArthur

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD for Science Teachers	Science teachers in grade K-7 will receive grade-level instruction to better present science content with the Battle Creek Science Kits.	Professional Learning	Tier 1	Getting Ready	09/01/2016	01/27/2017	\$959	Kendra Feldhusen
Math Recovery	Two teachers and one administrator will attend the Math Recovery Training in Sault Ste. Marie (summer 2016) to learn instructional and assessment strategies to facilitate greater understanding of math concepts by students. In addition, three new teachers will attend the 16-17 AMVR Math Recovery Training 9/2016-2/2017.	Professional Learning	Tier 1	Getting Ready	07/11/2016	02/28/2017	\$4014	Summer 2016 Diane Selinger, Heather Reese, Kendra Feldhusen 2016-2017 - Debra Reeves, Jeanne Krenek, first grade teacher
Guided Highlighted Reading Support	Teachers will work collaboratively to plan and implement the Guided Highlighted Reading Strategies for student instruction. Two staff will provide the training to staff in three 1-hour segments on training days.	Teacher Collaboration	Tier 1	Implement	09/01/2016	06/16/2017	\$3280	Jeanette Wade/Heather Reese
RTI/MTSS Training	17 Teachers will attend training in strategies for Response to Intervention/Multi-Tiered Systems of Support. Trainings will be on local professional development days in addition to the regular contract (9/26, 10/24, 11/28, 2/24 and 4/17). The trainers will be five staff members who attended a training in June 2016. Teachers will use these strategies to maximize the impact of WIN Time.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$5417	Kendra Feldhusen, Heather Reese, Jeanette Wade, Lila King, Angie McArthur
PD for all Teachers	All teachers will have the option on .5-2.5 days of learning about the language and practice represented in the Thoughtful Classroom.	Professional Learning	Tier 1	Getting Ready	08/15/2016	06/30/2017	\$9095	Angie McArthur
Technology Integration	Purchase and integrate computers in the junior high for student use in differentiated computer-assisted instruction.	Technology	Tier 1	Implement	08/22/2016	06/30/2017	\$14721	Janice Wagner

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PD for all Teachers	All teachers will have the option on .5-2.5 days of learning about the language and practice represented in the Thoughtful Classroom.	Professional Learning	Tier 1	Getting Ready	08/15/2016	06/30/2017	\$459	Angie McArthur
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD for Administrators in Teaching the Thoughtful Classroom	All administrators will participate in four days of training on the rubrics designed for classroom practice.	Professional Learning	Tier 1	Getting Ready	08/15/2016	09/30/2016	\$300	Angie McArthur, Kendra Feldhusen
MCTM Conference	Staff will attend the MCTM Annual Conference 7/26-28, 2016 to learn strategies to address learning needs of struggling students.	Professional Learning	Tier 1	Getting Ready	07/26/2016	07/30/2016	\$700	Ty Eienbaas
Student Conferencing	Teachers and administrators will meet with identified students and parents for Individual conferencing to identify barriers for school attendance. Any student with three absences will be contacted and assigned Saturday School.	Behavioral Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	06/16/2017	\$4000	Angie McArthur
Math Recovery	Two teachers and one administrator will attend the Math Recovery Training in Sault Ste. Marie (summer 2016) to learn instructional and assessment strategies to facilitate greater understanding of math concepts by students. In addition, three new teachers will attend the 16-17 AMVR Math Recovery Training 9/2016-2/2017.	Professional Learning	Tier 1	Getting Ready	07/11/2016	02/28/2017	\$1500	Summer 2016 Diane Selinger, Heather Reese, Kendra Feldhusen 2016-2017 - Debra Reeves, Jeanne Krenek, first grade teacher
Pastoral Care	All teachers will continue to implement the basic tenets of student/teacher relationships as identified in the 2014-15 book study of Creating Productive Cultures in Schools (Murphy J. and Torre, D).	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All Teachers and support staff

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Social Work Interventionist	Students will have access to instruction on positive relationships, goal-setting, conflict resolution, anti-bullying and other topics through classroom presentations. The social work interventionist will also work with student individually, and provide "lunch-bunch" team building sessions for small groups. Individual referrals will be made by parent or teacher. Identified students will selected by identified criteria, including attendance, and failing core subjects.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$18494	Deb DeWyse
Reading Workshop Training	Professional Development for new elementary teaching staff and middle school staff in the reading workshop approach.	Professional Learning	Tier 1	Getting Ready	06/01/2016	06/30/2017	\$918	Jefferson Matthews, Erin Wheeler

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Points of Pride	Each teacher will contact two parents/families per week by phone, email, text, or personal contact to provide an avenue for dialogue about student achievement and/or submit Points of Pride Postcards for mailing. Teachers will document the contacts made and submit to administration.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$100	all teachers
Guided Highlighted Activity	At least once every two weeks, all classroom teachers will provide students with an informational reading passage and provide direct, explicit instruction to guide students in reading the passage and identifying key information that students will use to summarize the passage and provide supporting details.	Direct Instruction	Tier 1	Implement	08/29/2016	06/16/2017	\$0	All K-6 teachers, 7-12 ELA staff
Yoga Instruction	Yoga instruction will be taught to students once weekly from 7:30 am - 8:00 am.	Behavioral Support Program	Tier 1	Implement	09/12/2016	06/09/2017	\$600	Leah Troyer
STEM Instruction	A STEM Course will be added to the master schedule as an elective science course to stimulate student interest in science.	Direct Instruction	Tier 1	Implement	08/29/2016	06/16/2017	\$11353	Heather Luoto
Social Studies Activities	Plan and implement events and activities across grade spans, including Social Studies Fair and Women's History Month.	Academic Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$500	Denise McClelland, Walter Hanson

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Parent/Family Activities	Four parent/family activities will be planned and offered to families and students. Activities will be held at a variety of times with refreshments offered. Each event will have 2-4 areas of focus to provide information to parents and students to help improve conditions to support learning. Family Nights will include Early Reading Family Night, and Family Engineering Night.	Parent Involvement	Tier 1	Implement	09/01/2016	06/16/2017	\$1305	Deb DeWyse/Leah Troyer
Writing Workshop Training	District educators will attend sessions at the EUPISD in Writing Workshop to learn instructional strategies to improve the writing of their students.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$1400	Jeanette Wade, Erin Wheeler

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring - Reading	Teachers will use MobyMax to monitor identified students and track progress.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/16/2017	\$500	Kendra Feldhusen
Social Work Interventionist	Students will have access to instruction on positive relationships, goal-setting, conflict resolution, anti-bullying and other topics through classroom presentations. The social work interventionist will also work with student individually, and provide "lunch-bunch" team building sessions for small groups. Individual referrals will be made by parent or teacher. Identified students will be selected by identified criteria, including attendance, and failing core subjects.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$29830	Deb DeWyse

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategic Tutoring	Teachers will provide intensive small-group strategic tutoring to identified students twice per week for one hour. Each session will work on remediation and re-teaching of learning gaps.	Academic Support Program	Tier 3	Implement	09/06/2016	06/16/2017	\$2240	Ty Elenbaas, Deb DeWyse
Reading Recovery Instruction	The trained reading recovery teacher will provide one-to-one instruction for four 1/2 hour sessions daily to eight identified first-grade students for twelve to twenty weeks. She will document progress and planning during a prep period per session.	Direct Instruction	Tier 3	Implement	08/29/2016	06/16/2017	\$48319	Kendra Feldhusen

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Strategic Tutoring	Teachers will provide daily after school academic intervention sessions for students in grades 2-12.	Academic Support Program	Tier 2	Implement	08/29/2016	06/16/2017	\$3965	Angie McArthur
RtI/MTSS Summer Institute	Four staff will attend the RtI Summer Institute by Kim Gibbons, anticipated to be held in Minnesota during June, 2016. Last year, four teachers attended. Two of the four have since left the district. This training was highly regarded and the attendees recommend more staff get the training. The budget includes conference fees, mileage, lodging, and meals.	Professional Learning	Tier 2	Implement	06/01/2016	06/30/2016	\$5358	Kendra Feldhusen
Continuing Contact	The Reading Recovery teacher will receive required professional development and coaching from the Teacher Trainer at the EUPISD monthly during the school year and attend the Reading Recovery Conference in Troy, MI November 17-18, 2016.	Professional Learning	Tier 3	Monitor	08/29/2016	06/16/2017	\$4432	Kendra Feldhusen
Collaboration-Curriculum Maps	Staff will develop curriculum maps for each content area and grade level. Staff will review them at monthly staff meetings, as well as on professional development days, in collaborative conversations with other staff members.	Curriculum Development	Tier 1	Implement	08/29/2016	06/16/2017	\$8241	Angie McArthur
Strategic Tutoring-Mobile Summer School	A Mobile Summer School will be provided to identified students in Kindergarten through 8th grades to offer remediation in identified gaps in math. Students will be selected for the extended services based on year-end NWEA MAP scores. The services will be offered in area township halls to provide access to all students. There will be 25 days of tutoring scheduled. Transportation will be provided.	Academic Support Program	Tier 3	Implement	07/10/2017	08/11/2017	\$16030	Kendra Feldhusen

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor	All teachers will receive feedback in accordance to district requirements on the Thoughtful; Classroom.	Professional Learning	Tier 1	Monitor	08/15/2016	06/30/2017	\$0	Angie McArthur, Kendra Feldhusen