



District Improvement Plan

Reed City Area Public Schools

Mr. Timothy Webster, Superintendent
225 West Church Ave Ste A
Reed City, MI 49677-1265

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School System

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

At the crossroads of US-131 and US-10, sits a bustling community located at the heart of Michigan, Reed City. Reed City Area Public Schools (RCAPS) sits on two campuses, G.T. Norman Elementary is located at 338 W. Lincoln Avenue and Reed City Middle School and High School are located less than a mile away on a shared campus on Church Avenue. RCAPS brings in students from Lake County, Mecosta County, Newaygo County and Osceola County, and is comprised of the communities of Reed City, Paris, Hersey, Chase, and Ashton.

The biggest employers in the surrounding area are General Mills- Yoplaite, Spectrum Health- Reed City Campus, the schools, and smaller factories such as Reed City Tool and Tubelite. Reed City has faced economic difficulties that have resulted in several businesses and factories shutting down or down-sizing, which has resulted in high unemployment rates, and for those that are employed, most have lower paying jobs. Factory work makes up a large part of the employment sector. This has negatively impacted the school system with declining enrollment. Additionally, the district has seen an increase in our homeless population, families qualifying for free/reduced lunch, and at-risk population.

Despite the economic hardships, Reed City remains a close community with an outpouring of support for anyone in need. From untimely deaths, to house fires, to undefeated football seasons, this community knows how to rally in support of the wonderful people that call it home.

Reed City Area Public Schools

Student Enrollment (as of Fall count): 1506 (High School= 484, Middle School = 358, GT Norman Elementary =664)

Gender: 52% Males/ 48% Females

Free and Reduced Lunch: 50%

Students With Disabilities: 16%

Homeless Students: 21 (1%)

English Language Learners: <1% (3 students)

Ethnicity of Student Population:

Caucasian: 96%

Hispanic: 2%

African American: <1%

Asian: <1%

Native American: <1%

Staff:

Central Office: Superintendent, Business Office Manager, HR/Payroll, Director of Curriculum & State/ Federal Reporting

Building Administrators: 5

Teachers: 84

Paraprofessionals: 12

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Counselors: 2

Social Worker: 1

Secretaries: 8

System's Purpose

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

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

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

Beliefs:

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

The district prides itself in its high-quality academic offerings, as well as a variety of extra-curricular offerings.. All students in the district receive a multi-tiered system of supports to promote high student achievement. In addition to the K-12 bricks and mortar offerings, the district is able to provide 100% online learning options for students in grades K-12.

- G.T. Norman Elementary is Title I school-wide which allows for additional support to provide interventions to at-risk students. Additionally, students at the elementary level receive enrichment opportunities in physical education, art education, Science and Social Studies support, technology enrichment as well as variety of events such as DARE education, dances, and evening activities. The school is also staffed with a full time social worker.
- At Reed City Middle School, student academic supports include core classes, art in the core, reading lab, physical education, technology class, as well as band and industrial arts. At-risk students are provided interventions aligned to their needs and action plans are developed and discussed at weekly grade level meetings.
- Reed City High School offers core and elective classes in all core content areas, as well as art, physical education, industrial arts, and technology. There is also a Bio Dome that supports additional science classes. Students are able attend the Career Center, dual enrollment at Ferris State University, Advanced Placement classes, online courses (21F), and a variety of extra-curricular activities.

Notable Achievements and Areas of Improvement

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

Notable Achievements:

District Achievements:

- Implementation of NWEA to support student achievement
- Development and alignment of Essential Outcomes in math and ELA for grades K-12
- Passing of millage to address structural repair needs and technology updates

High School:

- Improved culture of the school and student moral
- Highly involved staff
- Band continues to receive the highest ratings at District and State competition.
- Several Academic All-State Teams
- Successful Athletic Teams and Individuals
- Quiz Bowl qualified for State
- Equestrian Team excels at the Regional and State level
- Biodome was featured on MSCNBC

Middle School:

- Implementation of an Academic Success Program to support at-risk students
- Achievement in the core content areas has shown an increase
- 8th grade band scored perfect I rating in 2014, 2015, and 2016

G.T. Norman Elementary:

- Tremendous community and parent involvement at our Family Nights with attendance averages between 400-600 people each time which is funded by General Mills
- After school programs such as Fit Kids and Girls On The Run
- Active PTO who use funds to support programs such as Field Trips and Technology
- The Rotary Club is an active participant in supporting and building literacy foundations K-5.

Areas of Improvement Over the Last Three Years:

RCAPS is on the rise! The district is moving toward financial stability which has allowed us to work on improvements structurally and educationally. This is partially due to increasing enrollment and the passing of the millage. The district is working to define a coherent, aligned written curriculum for all content areas K-12. During the 2015-16 school year, the English team and the math team completed the alignment of Essential Outcomes.

Areas of Needed Improvement for the Next Three Years:

The district is working to ensure alignment with school improvement initiatives and a coherent, aligned written curriculum for all content areas SY 2015-2016

K-12. For the upcoming school year, the district is focused on improving technology throughout the district.

Additionally, based on the 2015-16 District Systems Review, the following indicators are considered high priority:

1. Establish and Ensure Support for Instruction (beginning)

The focus will be on the study and implementation of the Gradual Release of Responsibility (based on the research of Fisher and Frey) as well as Classroom Learning Labs. Continued work on the implementation of Essential Outcomes as well as working on the written curriculum will support this indicator.

2. Establish and Ensure Support for Instructional Leadership (beginning)

With the implementation of Classroom Learning Labs, the district is identifying lead teachers that will facilitate the labs. The focus is on empowering teachers in professional learning communities to lead school improvement initiatives. Additionally, there is a need to monitor consistent implementation by all stakeholders.

3. Establish and Ensure Support for Communication (beginning)

The district will be reviewing policies and procedures to provide consistent communication about needed updates to all stakeholders.

Additional Information

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

Reed City Area Public Schools continues to be proud of the staff and students, as well as the community as a whole, as they work to better themselves and support the school. The district is continuously focused on the implementation of a multi-tiered system of supports to improve student achievement. With the passing of the millage, it shows how the community can rally around the school to support its students.

High School:

- Ongoing implementation of Academic Centers to address the shift to SAT and high priority areas
- Addition of technology teacher for the 2016-17 school year
- Intervention Supports: English and math interventions, 31a interventionist to support students based on highest need, EBLI interventions

Middle School:

- The school continues to look for ways to increase student achievement and involvement while promoting positive self concept.
- Implementation of Family Groups with focus on social skills and community service
- Intervention Supports: English and math interventionists, Compass Learning, EBLI interventions

G.T. Norman Elementary:

- Family Nights geared toward a different core subject areas including but is not limited to Language Arts, Math, Science/Technology, Health & Fitness, and the Arts. Educational incentives are offered through door prizes and drawings for both students and parents. ---In the Fall, free flu shots are provided with the help of Spectrum Health - Reed City Campus
- In the Spring, our families are celebrated through a Community Family Night.
- Free parent workshops (Meals and daycare provided)
- Addition of a full time social worker, technology teacher, and half-time literacy coach

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process used to engage a variety of stakeholders in the development of the district improvement plan was two-fold for the 2015-2016 school year. Some tasks were completed with the district improvement team which was composed of each of the three buildings' school improvement team. Other tasks were completed with the district leadership team which is composed of a variety of stakeholders throughout the district.

The district improvement team is composed of the following individuals:

- Superintendent
- Director of Curriculum & State/Federal Reporting
- Building Principals
- Classroom teachers from each building including core and elective classes

For the 2016-17 school year, the following stakeholders will be included as well:

- Parent representation from each building
- Student representation from each building

The district improvement team met twice throughout the year with our school improvement consultant, Sara Shriver. Meeting dates were arranged with advance warning. Notification was provided via email and in person. Substitutes were provided for teaching staff.

The district leadership team included the following individuals:

- Superintendent
- Board of Education President
- Director of Curriculum & State/Federal Reporting
- Building Principals/Assistant Principals
- Classroom teachers from each building including core and elective classes
- Director of Food Services

The district leadership team meetings are scheduled when planning the district calendar. These dates were provided to members at the beginning of the year. Reminders were sent out via email with the agenda attached. Meetings took after the school day.

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

There were a variety of stakeholder groups that participated in the development of the improvement plan:

- Director of Curriculum & State/Federal Reporting: Facilitate meetings with school improvement consultant; provide leadership to building teams to support completion of building plans
- Superintendent: Provide leadership and guidance to the group to support the district's vision

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- Building Principals: Active participation in decision-making for district improvement plan; facilitator of building school improvement process and completion of plan
- Classroom teachers from each building including core and elective classes: provide input in the development of the plan; provide information to colleagues
- Board of Education President: active participation in the district improvement process; provide input; serve as Board liaison
- Director of Food Services: leadership in providing guidance to meet State requirements for healthy schools; provide input on plans

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

Upon the completion of the plan, it will be shared with key administrators in a administrative staff meeting. Building principals will share out with staff members. The superintendent will share the plan with the Board of Education. The district plan, as well as building plans, will be made available on the district's website.

Information regarding the progress of the school improvement plan will be provided in district newsletters that are published quarterly. Updates will also be provided at the Board of Education Work Study and General Meetings. Progress will also be discussed with the administrative team during monthly meetings.

District Additional Requirements Diagnostic

Introduction

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

District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes	The district special education supervisor reviews workbooks as they are released and addresses any needed follow-up.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	CIMS data is shared with building principals and the superintendent. Action plans are developed to address any immediate needs.	

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

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

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	All three buildings, and the district office, have internet agreements that must be signed at the beginning of the school year. These agreements are held in the building or district office for the entire year and must be re-signed each year. There are procedures in place, and approved by our local Board of Education (7540), for any disciplinary actions that may need to take place. These are in place for adults and students.	Staff Internet Policy 2016-2017 Student Internet Policy 2016-2017

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

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	Reed City Public Schools is inline with all the requirements set forth by TRIG. Our Mi-Trax reports show where our needs are located in each building. The district is focused on addressing the technology needs of the district. A technology team was assembled that had teacher representation from each building to identify and prioritize the needs of the district.	

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	In the 2015-16 school year, through the coordination of Title I, Title VI, 31a, and TRIG funds, the district purchased about 500 chromebooks, 64 iPads, 200 desktops and laptops, 7 document cameras and projection units, and wireless access points. The district also passed a bond proposal that provides about \$500,000 in technology updates over the next four years. Additionally, our district will be transitioning to a Google school, next year. Professional development will be needed to support full integration of devices.	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	Technology updates are listed in previous question. These updates will support technology integration in the classroom. An elementary technology enrichment teacher and a high school technology specialist will be hired to further support digital literacy K-12. The HS tech will also provide training to staff to support technology integration. The technology team will continue to provide suggestions to the leadership team.	

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Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	In 2016-17, each building will have a technology teacher to provide direct instruction to students. The HS tech specialist will also provide training to classroom teachers to further integrate technology into the classroom. All three teachers will plan curriculum aligned to Michigan's technology standards.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	In 2016-17, each building will have a technology teacher to provide direct instruction to students. The HS tech specialist will also provide training to classroom teachers to further integrate technology into the classroom. All three teachers will plan curriculum and instructional programs aligned to Michigan's technology standards.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Mr. Tim Webster, Superintendent 225 West Church St., Suite A Reed City MI 49677 231-832-2201 Mrs. DeAnna Goodman, Elementary Principal 338 W. Lincoln Ave Reed City, MI 49677 231-832-5548	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes	Board Policy 9250	

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

Goals and Plans 2016-2017

Overview

Plan Name

Goals and Plans 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Reed City Area Public Schools will be proficient in Mathematics.	Objectives: 2 Strategies: 4 Activities: 16	Academic	\$127474
2	All students at Reed City Area Public Schools will be proficient in English Language Arts.	Objectives: 2 Strategies: 6 Activities: 26	Academic	\$892895
3	All students at Reed City Area Public Schools will be proficient in Social Studies.	Objectives: 2 Strategies: 3 Activities: 7	Academic	\$0
4	All students at Reed City Area Public Schools will be proficient in Science.	Objectives: 2 Strategies: 4 Activities: 15	Academic	\$108449

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

Measurable Objective 1:

A 18% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All 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 on State standards in Mathematics by 06/30/2017 as measured by the State and local standardized assessments..

Strategy 1:

Gradual Release of Responsibility - Teachers will develop, implement, and reflect on their daily instructional practices with a focus on the Gradual Release of Responsibility with a primary emphasis on the framework: Focus Lesson (I do it), Guided Instruction (We do it), Collaborative Learning (You do it together), and Independent Practice (You do it alone).

Category: Mathematics

Research Cited: Fisher, Douglas. (2012). Gradual Release of Responsibility Model. Professor of Language and Literacy Education; San Diego State University.

Tier: Tier 1

Activity - Book Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Ed. By Fisher and Frey. All administrators will complete a book study on Focus, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions. All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs. Schools: All Schools	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting

Activity - Gradual Release PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates). 2 consultants for each date (one for K-5 and one for 6-12) @ \$700 piece= \$1400x 3 dates= \$4200 (funding accounted for in ELA activity) Schools: All Schools	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates (2 dates in both semesters) to facilitate a total of eight learning labs. 4 days total x 8 subs = 32 x \$82.60= \$2644 per building x each building= \$7932 (cost associated with ELA activity) Schools: All Schools	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	Lead Teachers and Colleagues with support from District Administration
Activity - Doug Fisher PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will attend the Design in 5 Workshop with Doug Fisher in Grand Rapids (JW Marriot) on 10/26-10/27 2016- school year focusing on using high quality effective assessments. Schools: All Schools	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		10/01/2016	10/31/2016	\$0	No Funding Required	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The FAME Team will meet quarterly with the FAME Coach to collaborate about best practices and implementation of formative assessment and the gradual release of responsibility framework.</p> <p>Schools: G.T. Norman Elementary School</p>	<p>Policy and Process, Teacher Collaboration, Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff</p>
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(shared) Strategy 2:

Improving Student Achievement - Teachers will implement instructional strategies and activities focused on the work of John Hattie and his top 10 strategies to raise student achievement including: teacher effectiveness: the number one predictor of student success; self reporting: students establish learning goals and track progress; student talk: as teachers introduce concepts, student talk will be used; and formative assessment: this will be used to drive teacher instruction and targeted.

Category: Mathematics

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

Tier: Tier 1

Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for mathematics. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Academic Support Program, Curriculum Development, Technology, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff</p>

Activity - Dr. Norma Bailey- Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement. Schools: Reed City Middle School	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Title II Part A	All middle school instructional staff with support from building administration
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Activity - District Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process. Schools: All Schools	Academic Support Program, Teacher Collaboration, Parent Involvement, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Title II Part A	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Activity - HS Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HS Math Consultant Dan Fouchs: Math staff will continue to work with a math consultant to support the following: reflective teaching with staff, best practices, content standards alignment, common assessments, and parent-support guides. The consultant will present every other month and staff will continue to meet opposite months to address agenda items provided by the consultant. Math Coach Daily Rate \$800/day x 6 days= \$4800; Mileage: 0.55/mile x 180 miles x 6 days= \$594; Subs: 9 days x 4 staff x \$82.60/day= \$2974 Schools: Reed City High School	Direct Instruction, Academic Support Program, Teacher Collaboration, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$2974	Title II Part A	HS Math Staff, Building Principal, and Director of Curriculum & State/Federal Reporting

Strategy 3:

Engage NY/Eureka Math - In an effort to have a K-12 aligned curriculum, all grade levels will be working with Engage NY/Eureka Math curriculum. This resource supports critical thinking, higher order thinking skills with a focus on the application of math.

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Category: Mathematics

Research Cited: Articles on research and case studies can be found at <https://www.engageny.org/resource/math-toolkit-studies-and-research>.

Tier: Tier 1

Activity - Implementation of Engage NY Math Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will work toward full implementation of the Engage NY Math curriculum with support from the Math and Science Consultant from the ISD that is trained in the program. Grade level teachers will meet with him for 1/2 day up to 4 times per year to discuss upcoming units, direct instruction, assessments and monitoring student progress. Schools: G.T. Norman Elementary School	Direct Instruction, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$4000	Title II Part A	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Activity - Pilot Engage NY	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 6-12 will pilot portions of the Engage NY curriculum. Ongoing conversations will take place to discuss the possibility to use Engage NY K-12 as a core resource. Schools: Reed City High School, Reed City Middle School	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1		07/01/2016	06/30/2017	\$0	No Funding Required	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Measurable Objective 2:

A 20% increase of Economically Disadvantaged students will demonstrate a proficiency on State Standards in Mathematics by 06/30/2017 as measured by State and local standardized assessments..

(shared) Strategy 1:

Improving Student Achievement - Teachers will implement instructional strategies and activities focused on the work of John Hattie and his top 10 strategies to raise student achievement including: teacher effectiveness: the number one predictor of student success; self reporting: students establish learning goals and track progress; student talk: as teachers introduce concepts, student talk will be used; and formative assessment: this will be used to drive teacher instruction and targeted.

Category: Mathematics

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

Tier: Tier 1

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Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for mathematics. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data.</p> <p>Schools: All Schools</p>	Direct Instruction, Academic Support Program, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Activity - Dr. Norma Bailey- Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement.</p> <p>Schools: Reed City Middle School</p>	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Title II Part A	All middle school instructional staff with support from building administration
Activity - District Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process.</p> <p>Schools: All Schools</p>	Academic Support Program, Teacher Collaboration, Parent Involvement, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Title II Part A	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Activity - HS Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>HS Math Consultant Dan Fouchs: Math staff will continue to work with a math consultant to support the following: reflective teaching with staff, best practices, content standards alignment, common assessments, and parent-support guides. The consultant will present every other month and staff will continue to meet opposite months to address agenda items provided by the consultant. Math Coach Daily Rate \$800/day x 6 days= \$4800; Mileage: 0.55/milex180 miles x 6 days= \$594; Subs: 9 days x 4 staff x \$82.60/day= \$2974</p> <p>Schools: Reed City High School</p>	Direct Instruction, Academic Support Program, Teacher Collaboration, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$2974	Title II Part A	HS Math Staff, Building Principal, and Director of Curriculum & State/Federal Reporting
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Strategy 2:

Multi-Tiered System of Supports - Using a multi-tiered system of supports, the district will identify students at-risk of failing to meet academic standards. Students will be identified through a variety of data sources. Each school has implemented a systematic approach to delivering targeted instruction to best meet the needs of the students. Student data and achievement is reviewed in a systematic manner to ensure that interventions are fluid and adaptable to improve student outcomes.

Category: Learning Support Systems

Research Cited: Bear, D.R., Templeton, S., Inverenizzi, M, Johnston, F. (1999). Words their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction. New Jersey; Prentice Hall. Blachman, B.A., Tangel, D.M., Ball, E.W., Black, R., and McGraw, C.K (1999). Developing Phonological Awareness and Word Recognition Skills: A Two Year Intervention with Low-Income, Inner-City Children. Reading Writing: An Interdisciplinary Journal, 11, 239-273 Lane, Kathleen, (2016) Comprehensive Integrated Three-Tiered Model of Prevention; www.ci3t.org. National Reading Panel Report, Dec 2000, Washington D.C.: National institute of Child Health and Human Development. NCRTI, 2010; Center on Response to Intervention at American Institutes for Research, Washington D.C.; <http://www.rti4success.org>;

Tier: Tier 2

Activity - Title Services- Academic Support in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students at-risk of failing to meet grade-level standards will receive targeted interventions in skill-based groups for 30-45 minutes/day, four days/week of which at least one group will address mathematical concepts. The Title teachers, as well as grade-level teachers, will provide targeted instruction using research and evidence-based instructional strategies to meet the needs of the students. Student progress will be monitored in a systematic way which allows fluid grouping of students throughout the year. Students in grades K-3 will have Power Hour. Students in grades 4-5 will have push in and pull out services. Costs associated with ELA Title Staff as they are responsible for addressing the needs of students in both Math and ELA. Schools: G.T. Norman Elementary School	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	07/01/2016	06/30/2017	\$0	Title I Part A	Classroom Teachers and Title Teachers with support from building administrators and Director of Curriculum & State/Federal Reporting
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Activity - Math Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the year, at least one family night will be scheduled with a focus on math. The event will include math based events, parent workshops, door prizes, meals for families, and child care (as needed). Families that attend will receive materials and activities to support math at home. Schools: G.T. Norman Elementary School	Community Engagement, Parent Involvement, Materials	Tier 1	Implement	07/01/2016	06/30/2017	\$500	Title I Part A	G.T. Norman Staff

Activity - Annual Title I Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The G.T. Norman Staff will host an Annual Parent Title I meeting to share information with parents about Title I services and how it may impact their students. Parents will be able to ask questions about Title I. This will occur one evening after school in the first month of school. Costs associated with evening will be for materials and refreshments for the parents. Schools: G.T. Norman Elementary School	Parent Involvement	Tier 1	Implement	09/01/2016	09/30/2016	\$0	No Funding Required	G.T. Norman Teaching Staff and Building Administrators

Activity - Math Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades 6-12 that are at-risk of failing grade-level standards will work with math interventionists to support targeted instructions. Interventionists will use research and evidence based instructional strategies. Students will receive support 2-4 times per week for 30-70 minutes. Schools: Reed City High School, Reed City Middle School	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	07/01/2016	06/30/2017	\$120000	Section 31a	Interventionists paid by 31a funds with support from building administration and the Director of Curriculum & State/Federal Reporting
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Activity - Teaching with Poverty in Mind	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MDE School Improvement Conference in Fall 2016 has a key note speaker about Teaching with Poverty in Mind by Dr. Jensen 11/21- 11/22/16. This was a book study during the 2015-16 school year and directly relates to the student population of RCAPS. Cost is associated with ELA activity. Schools: All Schools	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1	Implement	11/01/2016	11/30/2016	\$0	No Funding Required	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff Resources

Goal 2: All students at Reed City Area Public Schools will be proficient in English Language Arts.

Measurable Objective 1:

A 13% increase of All grade students will demonstrate a proficiency on State standards in English Language Arts by 06/30/2017 as measured by State and local standardized assessments..

Strategy 1:

EBLI Content Vocabulary - Teachers in grades 6-12 have received training on the EBLI strategy which will be utilized as a strategy to address academic vocabulary in all core classes.

Category: English/Language Arts

Research Cited: 1. National Reading Panel Report, Dec 2000, Washington D.C.: National institute of Child Health and Human Development. 2. Bear, D.R., Templeton, S., Inverenizzi, M, Johnston, F. (1999). Words their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction. New Jersey; Prentice Hall. 3. Blachman, B.A.,

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Tangel, D.M., Ball, E.W., Black, R., and McGraw, C.K (1999). Developing Phonological Awareness and Word Recognition Skills: A Two Year Intervention with Low-Income, Inner-City Children. Reading Writing: An Interdisciplinary Journal, 11, 239-273. 4. The EBLL research listed above can be found at the following website: www.ebli.com.

Tier: Tier 1

Activity - EBLL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of EBLL in all core classes to support academic vocabulary instruction. Additional training for new hires: Registration \$1500 x 3= \$4500 Subs \$82.60 x 3 days X 3 staff= \$743 Lodging: 2 rooms x 3 nights x \$150= \$900 Mileage: 1 car @ .54 x 272 miles= \$147 Meals: 3 staff x \$40 day x 3 days= \$360 Total= \$6650 Schools: Reed City High School, Reed City Middle School	Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2015	09/01/2016	\$6650	Title II Part A	Director of Curriculum & State/Federal Reporting, Building Admin for MS and HS, Teachers

Strategy 2:

Gradual Release of Responsibility - Teachers will develop, implement, and reflect on their daily instructional practices with a focus on the Gradual Release of Responsibility with a primary emphasis on the framework: Focus Lesson (I do it), Guided Instruction (We do it), Collaborative Learning (You do it together), and Independent Practice (You do it alone).

Category: English/Language Arts

Research Cited: Fisher, Douglas. (2012). Gradual Release of Responsibility Model. Professor of Language and Literacy Education; San Diego State University.

Tier: Tier 1

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

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<p>All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Ed. By Fisher and Frey.</p> <p>All administrators will complete a book study on Focus, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions.</p> <p>All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs.</p> <p>Schools: All Schools</p>	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	01/01/2016	06/30/2017	\$0	No Funding Required	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting
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Activity - Gradual Release PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates). 2 consultants for each date (one for K-5 and one for 6-12) @ \$700 piece= \$1400x 3 dates= \$4200</p> <p>Schools: All Schools</p>	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$4200	Title II Part A	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates (2 dates in both semesters) to facilitate a total of eight learning labs.</p> <p>4 days total x 8 subs = 32 x \$82.60= \$2644 per building x each building= \$7932</p> <p>Schools: All Schools</p>	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$7932	Title II Part A	Lead Teachers and Colleagues with support from District Administration

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Activity - Doug Fisher PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and administrators will attend the Design in 5 Workshop with Doug Fisher in Grand Rapids (JW Marriot) on 10/26-10/27 2016- school year focusing on using high quality effective assessments.</p> <p>Registration: \$649 x 5= \$3245 Mileage: 68.5 (one way)x4 ways x 2 vehicles x .54= \$296 Parking \$19/day x 2 vehicles for 2 days = \$76 Meals (lunch on own): \$40 x 2 days x 5 people= \$400 Subs: \$82.60 x 2 days x 3 people= \$496 Total: \$4513</p> <p>Registration: \$649 x 3= \$1947 Mileage: 68.5 (one way)x4 ways x 1 vehicles x .54= \$148 Parking \$19/day x 1 vehicles for 2 days = \$38 Meals (lunch on own): \$40 x 2 days x 3 people= \$240 Total: \$2373</p> <p>Schools: All Schools</p>	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		10/01/2016	10/31/2016	\$6886	Title II Part A	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The FAME Team will meet quarterly with the FAME Coach to collaborate about best practices and implementation of formative assessment and the gradual release of responsibility framework. This amount will cover the substitute cost for 2 teams of 9 members to meet 3 times during the year. 9 subs x 3= 27 subs @ \$82.60= \$2230</p> <p>Schools: G.T. Norman Elementary School</p>	Policy and Process, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$2230	Title II Part A	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

(shared) Strategy 3:

Improving Student Achievement - Teachers will implement instructional strategies and activities focused on the work of John Hattie and his top 10 strategies to raise student achievement including: teacher effectiveness: the number one predictor of student success; self reporting: students establish learning goals and track progress; student talk: as teachers introduce concepts, student talk will be used; and formative assessment: this will be used to drive teacher instruction and targeted.

Category: English/Language Arts

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

Tier: Tier 1

Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for reading and language usage. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Academic Support Program, Curriculum Development, Technology, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/01/2016</p>	<p>06/30/2017</p>	<p>\$30000</p>	<p>General Fund</p>	<p>Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff</p>
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Activity - Michigan Reading Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will attend the Michigan Reading Conference to learn about best practices to support student achievement in reading. The MRA conference has inspirational speakers, educators, authors and special events that connect literacy across the curriculum and provides best practices. It will be held in Detroit. Upon their return, knowledge and skills will be shared with elementary staff and Director of Curriculum.</p> <p>Registration \$190 x 5 = \$950 Mileage: 2 vehicles x 400 miles x .54= \$432 Food: 5 people @ \$25 (lunch)- 2days and \$20 (dinner) 2 nights= \$450 Lodging: \$150x 3 rooms= \$450 Sub \$82.60*2= \$165 Total: \$2447</p> <p>Schools: G.T. Norman Elementary School</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>03/01/2017</p>	<p>03/01/2017</p>	<p>\$2447</p>	<p>Title II Part A</p>	<p>Elementary Principal, Director of Curriculum, Teachers</p>

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>A 0.5 FTE Literacy Coach will work with K-5 teachers on implementing effective literacy instruction. The coach will push in and provide coaching and modeling with a focus on improving student outcomes, implementation of Read Now Network best practices, and improving student outcomes in English language Arts.</p> <p>Schools: G.T. Norman Elementary School</p>	<p>Direct Instruction, Teacher Collaboration, Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/30/2017</p>	<p>\$55000</p>	<p>Title II Part A</p>	<p>Literacy Coach to support K-5 teachers with support from building administrators and Director of Curriculum & State Federal Reporting</p>
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Activity - Dr. Norma Bailey- Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement. She will come on-site for 10 days at a rate of \$500/day plus mileage.</p> <p>Schools: Reed City Middle School</p>	<p>Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$550</p>	<p>Title II Part A</p>	<p>All middle school instructional staff with support from building administration</p>

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Through the coordination of multiple funding sources, all classrooms are equipped with projection units and document cameras. Furthermore, each building has at least 1.0 FTE Technology Teacher to provide direct instruction to students on computer skills and digital literacy. Additionally, each building is equipped with technology labs, Chromebook carts, iPads, etc., to support the use of technology to enhance instruction. Ongoing training and support will be provided to teachers.</p> <p>This will also include the integration of Accelerated Reader, Star Reading, Reading A-Z, Raz-Kids, etc.</p> <p>Schools: All Schools</p>	<p>Supplemental Materials, Direct Instruction, Academic Support Program, Curriculum Development, Materials, Technology, Professional Learning</p>	<p>Tier 1</p>	<p></p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$99577</p>	<p>General Fund, Title I Part A</p>	<p>All district staff, including building technology teachers, classroom teachers, and district administration</p>

District Improvement Plan

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Activity - Reading Now Network (RNN)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School superintendents from 13 West Michigan counties have formed the Reading Now Network (RNN) – a collective effort of superintendents, school boards and school districts throughout West Michigan to improve early literacy and, ultimately, student achievement across all grade levels. A facilitator will provide professional development throughout the school year.</p> <p>Schools: G.T. Norman Elementary School</p>	Supplemental Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Walkthrough, Curriculum Development, Materials, Technology, Professional Learning	Tier 1		08/01/2015	06/30/2017	\$0	No Funding Required	Elementary administration and teachers
Activity - MEMPSA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building Administrators will attend MEMPSA Conference to support professional learning and implementation of policies and procedures: 12/7/16-12/9/16 in Traverse City Registration \$290 x2= \$580 Mileage: 77 miles 1 way x 2 ways x .54= \$83 Lodging 2 rooms @ \$180 x 3 nights= \$1080 Meals \$20/person x 2 (lunch and dinner) x 3 days for 2 people= \$240 Total: \$1983</p> <p>Schools: G.T. Norman Elementary School</p>	Policy and Process, Professional Learning	Tier 1	Monitor	12/01/2016	12/31/2016	\$1983	Title II Part A	Building Administrators
Activity - Michigan Art Education Annual Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Two art teachers will attend the Michigan Art Education Annual Conference held in Traverse City on 10/27-10/30/16 to promote literacy across the curriculum and implementation of the strategy in the art curriculum. Registration: \$200 x 2= \$400 Mileage: 77 miles 1 way x 2 (there and back) x.54= \$83 Lodging= \$150 x4 nights= \$600 Meals: \$40/day X 4 days x 2 people= \$320 Sub 2 days @ \$82.60 x 2 people= \$330 Total: \$1733 Schools: G.T. Norman Elementary School, Reed City Middle School	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1733	Title II Part A	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
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Activity - District Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process. 4 days @ \$800= \$3200. 2 teacher leaders from each building will attend= 6 teachers x 4 days= 24 days x \$82.60 (subs) = \$1982 Total: \$5182 Schools: All Schools	Direct Instruction, Academic Support Program, Teacher Collaboration, Parent Involvement, Curriculum Development, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$5182	Title II Part A	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Strategy 4:

MyAccess Writing - My Access Writing - MyAccess Writing - 9-12 English department teachers will implement weekly MYACCESS writings to provide students, bimonthly, instant feedback and support for improvement of their writing skills while generating data by implementing pre and post grade level writing tests to generate student data that will drive instruction.

Category: English/Language Arts

Research Cited: Studies have consistently found that the MYACCESS writing program improves students' writing ability walks the walk: MYACCESS boosts scores across all categories: Publication: District Administration: Date: August 1, 2004: Publisher: Professional Media Group LLC:Volume: 40

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

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Tier: Tier 1

Activity - Monthly MyAccess	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a minimum of a monthly basis, ELA teachers in grades 9-12 will use the MyAccess program to monitor student growth in writing. Schools: Reed City High School	Supplemental Materials, Academic Support Program, Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$6226	General Fund	9-12 ELA teachers with support from building administration and Director of Curriculum & State/Federal Reporting

Strategy 5:

MAISA Reading and Writing Units - Teachers are implementing the MAISA concepts and activities into their writing and reading instruction to facilitate classroom discussion on literacy concepts. This training was introduced to all staff in August of 2014 with follow up training taking place each summer. Staff met throughout the year for additional training and coaching. Staff has continued to teach the MAISA units and scores are improving.

Category: English/Language Arts

Research Cited: Calkins & Oxenhorn. (2003). Small Moments: Personal Narrative Writing. (2003). Portsmouth, NH: Heinemann. (Units of Study for Primary Writing: A Yearlong Curriculum)

Calkins, Lucy. (2013). Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - MAISA Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet with a trained consultant to support the ongoing implementation of the MAISA units. Staff will continue to meet with the MAISA coach for continued training. Substitute teachers for 30 teachers to meet 4 times a year = \$82.60 x 4 x 30 = \$9912 Schools: G.T. Norman Elementary School	Direct Instruction, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$9912	Title II Part A	Teachers, Building Administration, Director of Curriculum & State/Federal Reporting
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Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will purchase additional materials such as chart paper, sticky notes, composition notebooks, graphic organizers, and similar items that are essential to the implementation of the MAISA units. Schools: G.T. Norman Elementary School	Supplemental Materials, Direct Instruction, Materials	Tier 1	Implement	07/01/2016	06/30/2017	\$2000	Title I Part A	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Measurable Objective 2:

A 20% increase of Economically Disadvantaged students will demonstrate a proficiency on State standards in English Language Arts by 06/30/2016 as measured by the State and local standardized assessments..

(shared) Strategy 1:

Improving Student Achievement - Teachers will implement instructional strategies and activities focused on the work of John Hattie and his top 10 strategies to raise student achievement including: teacher effectiveness: the number one predictor of student success; self reporting: students establish learning goals and track progress; student talk: as teachers introduce concepts, student talk will be used; and formative assessment: this will be used to drive teacher instruction and targeted.

Category: English/Language Arts

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

Tier: Tier 1

Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for reading and language usage. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Academic Support Program, Curriculum Development, Technology, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/01/2016</p>	<p>06/30/2017</p>	<p>\$30000</p>	<p>General Fund</p>	<p>Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff</p>
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Activity - Michigan Reading Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will attend the Michigan Reading Conference to learn about best practices to support student achievement in reading. The MRA conference has inspirational speakers, educators, authors and special events that connect literacy across the curriculum and provides best practices. It will be held in Detroit. Upon their return, knowledge and skills will be shared with elementary staff and Director of Curriculum.</p> <p>Registration \$190 x 5 = \$950 Mileage: 2 vehicles x 400 miles x .54= \$432 Food: 5 people @ \$25 (lunch)- 2days and \$20 (dinner) 2 nights= \$450 Lodging: \$150x 3 rooms= \$450 Sub \$82.60*2= \$165 Total: \$2447</p> <p>Schools: G.T. Norman Elementary School</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>03/01/2017</p>	<p>03/01/2017</p>	<p>\$2447</p>	<p>Title II Part A</p>	<p>Elementary Principal, Director of Curriculum, Teachers</p>

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Reed City Area Public Schools

<p>A 0.5 FTE Literacy Coach will work with K-5 teachers on implementing effective literacy instruction. The coach will push in and provide coaching and modeling with a focus on improving student outcomes, implementation of Read Now Network best practices, and improving student outcomes in English language Arts.</p> <p>Schools: G.T. Norman Elementary School</p>	<p>Direct Instruction, Teacher Collaboration, Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/30/2017</p>	<p>\$55000</p>	<p>Title II Part A</p>	<p>Literacy Coach to support K-5 teachers with support from building administrators and Director of Curriculum & State Federal Reporting</p>
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Activity - Dr. Norma Bailey- Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement. She will come on-site for 10 days at a rate of \$500/day plus mileage.</p> <p>Schools: Reed City Middle School</p>	<p>Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$550</p>	<p>Title II Part A</p>	<p>All middle school instructional staff with support from building administration</p>

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Through the coordination of multiple funding sources, all classrooms are equipped with projection units and document cameras. Furthermore, each building has at least 1.0 FTE Technology Teacher to provide direct instruction to students on computer skills and digital literacy. Additionally, each building is equipped with technology labs, Chromebook carts, iPads, etc., to support the use of technology to enhance instruction. Ongoing training and support will be provided to teachers.</p> <p>This will also include the integration of Accelerated Reader, Star Reading, Reading A-Z, Raz-Kids, etc.</p> <p>Schools: All Schools</p>	<p>Supplemental Materials, Direct Instruction, Academic Support Program, Curriculum Development, Materials, Technology, Professional Learning</p>	<p>Tier 1</p>	<p></p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$99577</p>	<p>General Fund, Title I Part A</p>	<p>All district staff, including building technology teachers, classroom teachers, and district administration</p>

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Activity - Reading Now Network (RNN)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School superintendents from 13 West Michigan counties have formed the Reading Now Network (RNN) – a collective effort of superintendents, school boards and school districts throughout West Michigan to improve early literacy and, ultimately, student achievement across all grade levels. A facilitator will provide professional development throughout the school year.</p> <p>Schools: G.T. Norman Elementary School</p>	Supplemental Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Walkthrough, Curriculum Development, Materials, Technology, Professional Learning	Tier 1		08/01/2015	06/30/2017	\$0	No Funding Required	Elementary administration and teachers
Activity - MEMPSA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building Administrators will attend MEMPSA Conference to support professional learning and implementation of policies and procedures: 12/7/16-12/9/16 in Traverse City Registration \$290 x2= \$580 Mileage: 77 miles 1 way x 2 ways x .54= \$83 Lodging 2 rooms @ \$180 x 3 nights= \$1080 Meals \$20/person x 2 (lunch and dinner) x 3 days for 2 people= \$240 Total: \$1983</p> <p>Schools: G.T. Norman Elementary School</p>	Policy and Process, Professional Learning	Tier 1	Monitor	12/01/2016	12/31/2016	\$1983	Title II Part A	Building Administrators
Activity - Michigan Art Education Annual Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Two art teachers will attend the Michigan Art Education Annual Conference held in Traverse City on 10/27-10/30/16 to promote literacy across the curriculum and implementation of the strategy in the art curriculum. Registration: \$200 x 2= \$400 Mileage: 77 miles 1 way x 2 (there and back) x.54= \$83 Lodging= \$150 x4 nights= \$600 Meals: \$40/day X 4 days x 2 people= \$320 Sub 2 days @ \$82.60 x 2 people= \$330 Total: \$1733 Schools: G.T. Norman Elementary School, Reed City Middle School	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1733	Title II Part A	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
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Activity - District Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process. 4 days @ \$800= \$3200. 2 teacher leaders from each building will attend= 6 teachers x 4 days= 24 days x \$82.60 (subs) = \$1982 Total: \$5182 Schools: All Schools	Direct Instruction, Academic Support Program, Teacher Collaboration, Parent Involvement, Curriculum Development, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$5182	Title II Part A	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Strategy 2:

Multi-Tiered System of Supports - Using a multi-tiered system of supports, the district will identify students at-risk of failing to meet academic standards. Students will be identified through a variety of data sources. Each school has implemented a systematic approach to delivering targeted instruction to best meet the needs of the students. Student data and achievement is reviewed in a systematic manner to ensure that interventions are fluid and adaptable to improve student outcomes.

Category: Learning Support Systems

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

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

Lane, Kathleen, (2016) Comprehensive Integrated Three-Tiered Model of Prevention; www.ci3t.org.

District Improvement Plan

Reed City Area Public Schools

National Reading Panel Report, Dec 2000, Washington D.C.: National institute of Child Health and Human Development.

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

Tier: Tier 2

Activity - Title Services- Academic Support in ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students at-risk of failing to meet grade-level standards will receive targeted interventions in skill-based groups for 30-45 minutes/day, four days/week. The Title teachers, as well as grade-level teachers, will provide targeted instruction using research and evidence-based instructional strategies to meet the needs of the students. Student progress will be monitored in a systematic way which allows fluid grouping of students throughout the year.</p> <p>Students in grades K-3 will have Power Hour. Students in grades 4-5 will have push in and pull out services.</p> <p>Schools: G.T. Norman Elementary School</p>	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	08/01/2016	06/30/2017	\$309500	Title I Part A	Classroom Teachers and Title Teachers with support from building administrators and Director of Curriculum & State/Federal Reporting

Activity - Literacy Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Throughout the year, at least two family nights will be scheduled with a focus on literacy. The event will include literacy based events, parent workshops, door prizes, meals for families, and child care (as needed). Families that attend will receive materials and books to support literacy at home.</p> <p>Schools: G.T. Norman Elementary School</p>	Community Engagement, Parent Involvement, Materials	Tier 1	Implement	07/01/2016	06/30/2017	\$1500	Title I Part A	G.T. Norman Staff

Activity - Annual Title I Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The G.T. Norman Staff will host an Annual Parent Title I meeting to share information with parents about Title I services and how it may impact their students. Parents will be able to ask questions about Title I. This will occur one evening after school in the first month of school. Costs associated with evening will be for materials and refreshments for the parents.</p> <p>Schools: G.T. Norman Elementary School</p>	Parent Involvement	Tier 1	Implement	09/02/2014	09/30/2014	\$0	No Funding Required	G.T. Norman Teaching Staff and Building Administrators

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Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The MDE Program Evaluation Tool will be used to evaluate the effectiveness of district's multi-tiered system of supports.</p> <p>Schools: All Schools</p>	Policy and Process	Tier 2	Evaluate	07/01/2016	06/30/2017	\$0	No Funding Required	All district staff with primary responsibility on district administration to complete in district improvement meetings.
Activity - ELA Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students in grades 6-12 that are at-risk of failing grade-level standards will work with ELA interventionists to support targeted instructions. Interventionists will use research and evidence based instructional strategies such as EBLI, Compass Learning, Read Naturally, as well as technology based interventions. Students will receive support 2-4 times per week for 30-70 minutes.</p> <p>Schools: Reed City High School, Reed City Middle School</p>	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	08/29/2016	06/30/2017	\$333000	Section 31a	Interventionists paid by 31a funds with support from building administration and the Director of Curriculum & State/Federal Reporting
Activity - MAS/FPS Fall and Winter Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A building administrator from the elementary school and the Director of State/Federal Programs will attend the MAS/FPS Fall and Winter Director's Conference to stay current with Federal regulations and best practices to support Title schools.</p> <p>1 Elementary Princ/1 Curric Dir; Registration \$800; Travel \$170; Lodging \$800; Meals \$180 x 2 times</p> <p>Schools: G.T. Norman Elementary School</p>	Policy and Process, Professional Learning	Tier 2	Monitor	07/01/2016	06/30/2017	\$3700	Title II Part A	Elementary Principal and Director of State/Federal Reporting ;

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Activity - Read Naturally Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists and Title teachers will attend the Read Naturally Seminar in GR, Michigan-to promote reading fluency 9/22/16 Registration 6x \$125= \$750 Mileage: 154*.54 *2 = \$166 Meals: \$20 x 6 = \$120 Total: \$1036 Schools: G.T. Norman Elementary School, Reed City Middle School	Supplemental Materials, Direct Instruction, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	09/01/2016	09/30/2016	\$1036	Title II Part A	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Activity - Teaching with Poverty in Mind	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MDE School Improvement Conference in Fall 2016 has a key note speaker about Teaching with Poverty in Mind by Dr. Jensen 11/21- 11/22/16. This was a book study during the 2015-16 school year and directly relates to the student population of RCAPS. Registration \$220 x 3=\$660 Lodging \$150x 2 rooms for 2 nights= \$600 Meals: 3 people @ \$40 per day x 2 days= \$240 Mileage: 140 miles x 2= 280x .54= \$151.20 Total: \$1651 Schools: All Schools	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1		11/01/2016	11/30/2016	\$1651	Title II Part A	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Goal 3: All students at Reed City Area Public Schools will be proficient in Social Studies.

Measurable Objective 1:

A 20% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All 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 on State standards in Social Studies by 06/30/2017 as measured by State standardized assessments..

Strategy 1:

Gradual Release of Responsibility Framework - Teachers will develop, implement, and reflect on their daily instructional practices with a focus on the Gradual Release of Responsibility with a primary emphasis on the framework: Focus Lesson (I do it), Guided Instruction (We do it), Collaborative Learning (You do it together), and Independent Practice (You do it alone).

District Improvement Plan

Reed City Area Public Schools

Category: Social Studies

Research Cited: Fisher, Douglas. (2012). Gradual Release of Responsibility Model. Professor of Language and Literacy Education; San Diego State University.

Tier: Tier 1

Activity - Book Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Ed. By Fisher and Frey. All administrators will complete a book study on Focus, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions. All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs.</p> <p>Schools: All Schools</p>	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Title II Part A	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting
Activity - Gradual Release PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates).</p> <p>Schools: All Schools</p>	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Title II Part A	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Reed City Area Public Schools

Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates. Schools: All Schools	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Title II Part A	Lead Teachers and Colleagues with support from District Administration
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(shared) Strategy 2:

Improving Student Achievement - Teachers will implement instructional strategies and activities focused on the work of John Hattie and his top 10 strategies to raise student achievement including: teacher effectiveness: the number one predictor of student success; self reporting: students establish learning goals and track progress; student talk: as teachers introduce concepts, student talk will be used; and formative assessment: this will be used to drive teacher instruction and targeted.

Category: Social Studies

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

Tier: Tier 1

Activity - Dr. Norma Bailey- Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement. Schools: Reed City Middle School	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Title II Part A	All middle school instructional staff with support from building administration

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

Reed City Area Public Schools

<p>Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process.</p>	<p>Direct Instruction, Policy and Process, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff</p>
<p>Schools: All Schools</p>								

Measurable Objective 2:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency on State standards in Social Studies by 06/30/2017 as measured by State standardized assessments..

(shared) Strategy 1:

Improving Student Achievement - Teachers will implement instructional strategies and activities focused on the work of John Hattie and his top 10 strategies to raise student achievement including: teacher effectiveness: the number one predictor of student success; self reporting: students establish learning goals and track progress; student talk: as teachers introduce concepts, student talk will be used; and formative assessment: this will be used to drive teacher instruction and targeted.

Category: Social Studies

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

Tier: Tier 1

Activity - Dr. Norma Bailey- Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement.</p>	<p>Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>All middle school instructional staff with support from building administration</p>
<p>Schools: Reed City Middle School</p>								

Activity - District Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process. Schools: All Schools	Direct Instruction, Policy and Process, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Title II Part A	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
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Strategy 2:

Multi-Tiered System of Supports - Using a multi-tiered system of supports, the district will identify students at-risk of failing to meet academic standards. Students will be identified through a variety of data sources. Each school has implemented a systematic approach to delivering targeted instruction to best meet the needs of the students. Student data and achievement is reviewed in a systematic manner to ensure that interventions are fluid and adaptable to improve student outcomes.

Category: Learning Support Systems

Research Cited: Bear, D.R., Templeton, S., Invernizzi, M, Johnston, F. (1999). Words their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction. New Jersey; Prentice Hall. Blachman, B.A., Tangel, D.M., Ball, E.W., Black, R., and McGraw, C.K (1999). Developing Phonological Awareness and Word Recognition Skills: A Two Year Intervention with Low-Income, Inner-City Children. Reading Writing: An Interdisciplinary Journal, 11, 239-273 Lane, Kathleen, (2016) Comprehensive Integrated Three-Tiered Model of Prevention; www.ci3t.org. National Reading Panel Report, Dec 2000, Washington D.C.: National institute of Child Health and Human Development. NCRTI, 2010; Center on Response to Intervention at American Institutes for Research, Washington D.C.; <http://www.rti4success.org>;

Tier: Tier 2

Activity - Title Services- Academic Enrichment in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-5 receive a minimum of 35 minutes of additional instruction to support social studies concepts through hands-on experiments and activities that would otherwise not be provided in the classroom. Schools: G.T. Norman Elementary School	Supplemental Materials, Direct Instruction, Academic Support Program, Technology	Tier 1		07/01/2016	06/30/2017	\$0	Title I Part A	Science/Social Studies Title Teacher, Building Administrators, Director of Curriculum & State/Federal Reporting

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Activity - 31a Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students with the highest needs receive academic support from a teacher. The teacher provides a variety of interventions to students to support their academic achievement. Schools: Reed City High School	Supplemental Materials, Direct Instruction, Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$0	Section 31a	31a Intervention Teacher, Building Administration, Director of Curriculum & State/Federal Reporting

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

Measurable Objective 1:

A 22% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All 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 on State standards in Science by 06/30/2017 as measured by State and local standardized assessments..

Strategy 1:

Gradual Release of Responsibility - Teachers will develop, implement, and reflect on their daily instructional practices with a focus on the Gradual Release of Responsibility with a primary emphasis on the framework: Focus Lesson (I do it), Guided Instruction (We do it), Collaborative Learning (You do it together), and Independent Practice (You do it alone).

Category: Science

Research Cited: Fisher, Douglas. (2012). Gradual Release of Responsibility Model. Professor of Language and Literacy Education; San Diego State University.

Tier: Tier 1

Activity - Book Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Ed. By Fisher and Frey. All administrators will complete a book study on Focus, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions. All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs. Schools: All Schools	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	No Funding Required	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting
Activity - Gradual Release PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates). Schools: All Schools	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$0	No Funding Required	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates. Schools: All Schools	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Lead Teachers and Colleagues with support from District Administration
Activity - Doug Fisher PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers and administrators will attend the Design in 5 Workshop with Doug Fisher in Grand Rapids (JW Marriot) on 10/26-10/27 2016- school year focusing on using high quality effective assessments. Schools: All Schools	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	10/01/2016	10/31/2016	\$0	No Funding Required	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
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Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FAME Team will meet quarterly with the FAME Coach to collaborate about best practices and implementation of formative assessment and the gradual release of responsibility framework. Schools: G.T. Norman Elementary School	Policy and Process, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

(shared) Strategy 2:

Improving Student Achievement - Teachers will implement instructional strategies and activities focused on the work of John Hattie and his top 10 strategies to raise student achievement including: teacher effectiveness: the number one predictor of student success; self reporting: students establish learning goals and track progress; student talk: as teachers introduce concepts, student talk will be used; and formative assessment: this will be used to drive teacher instruction and targeted.

Category: Science

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

Tier: Tier 1

Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Reed City Area Public Schools

<p>The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for science. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Academic Support Program, Teacher Collaboration, Curriculum Development, Technology, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>07/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff</p>
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Activity - Dr. Norma Bailey- Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement.</p> <p>Schools: Reed City Middle School</p>	<p>Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>All middle school instructional staff with support from building administration</p>

Activity - District Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Policy and Process, Academic Support Program, Teacher Collaboration, Parent Involvement, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff</p>

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Activity - Michigan Science Teacher Annual Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the Michigan Science Teacher Annual Conference in March 2017 to learn about MI Science Standards to support classroom instruction. 3 HS Science Teachers 3 Reg x \$150=\$450; 3 people's meals x 3 days x \$40= \$360; Mileage x.54 x 366= \$198; Lodging x 2 rooms x \$150 x 2 nights= \$600; Subs: 2 days x 3 teachers @ \$82.60= \$496; Total \$2104 Schools: Reed City High School	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	03/01/2017	03/31/2017	\$2104	Title II Part A	HS Science Teachers, Building Administrators, and Director of Curriculum & State/Federal Reporting.

Activity - MACUL (Michigan Association for Computer Users and Learning)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 RCHS Science Teachers will attend the MACUL (Michigan Association for Computer Users and Learning) to support technology integration in the classroom which supports STEM 3 registration x\$200= \$600; Lodging: 2 rooms x \$150 X 2 nights = \$600; Food: 3 people x 3 days x \$40= \$360; Mileage: 402 x .54=\$217; 3 subs x 3 days x \$82.60= \$744; Total: \$2521 Schools: Reed City High School	Teacher Collaboration, Technology, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$2521	Title II Part A	HS Science Staff, Building Administrators, Director of Curriculum & State/Federal Reporting

Strategy 3:

EBLI Content Vocabulary - Teachers in grades 6-12 have received training on the EBLI strategy which will be utilized as a strategy to address academic vocabulary in all core classes.

Category: Learning Support Systems

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

Tier: Tier 1

Activity - Implementation of EBLI strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Reed City Area Public Schools

Teachers will use EBLI strategies to support direct instruction in academic vocabulary acquisition. Schools: Reed City High School, Reed City Middle School	Direct Instruction, Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	No Funding Required	Principal
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Measurable Objective 2:

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

(shared) Strategy 1:

Improving Student Achievement - Teachers will implement instructional strategies and activities focused on the work of John Hattie and his top 10 strategies to raise student achievement including: teacher effectiveness: the number one predictor of student success; self reporting: students establish learning goals and track progress; student talk: as teachers introduce concepts, student talk will be used; and formative assessment: this will be used to drive teacher instruction and targeted.

Category: Science

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

Tier: Tier 1

Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for science. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data. Schools: All Schools	Direct Instruction, Academic Support Program, Teacher Collaboration, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	07/01/2016	07/30/2016	\$0	No Funding Required	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Activity - Dr. Norma Bailey- Student Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Reed City Area Public Schools

Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement. Schools: Reed City Middle School	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Title II Part A	All middle school instructional staff with support from building administration
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Activity - District Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process. Schools: All Schools	Direct Instruction, Policy and Process, Academic Support Program, Teacher Collaboration, Parent Involvement, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Title II Part A	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Activity - Michigan Science Teacher Annual Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the Michigan Science Teacher Annual Conference in March 2017 to learn about MI Science Standards to support classroom instruction. 3 HS Science Teachers 3 Reg x \$150=\$450; 3 people's meals x 3 days x \$40= \$360; Mileage x.54 x 366= \$198; Lodging x 2 rooms x \$150 x 2 nights= \$600; Subs: 2 days x 3 teachers @ \$82.60= \$496; Total \$2104 Schools: Reed City High School	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	03/01/2017	03/31/2017	\$2104	Title II Part A	HS Science Teachers, Building Administrators, and Director of Curriculum & State/Federal Reporting.

Activity - MACUL (Michigan Association for Computer Users and Learning)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Reed City Area Public Schools

3 RCHS Science Teachers will attend the MACUL (Michigan Association for Computer Users and Learning) to support technology integration in the classroom which supports STEM 3 registration x\$200= \$600; Lodging: 2 rooms x \$150 X 2 nights = \$600; Food: 3 poeple x 3 days x \$40= \$360; Mileage: 402 x .54=\$217; 3 subs x 3 days x \$82.60= \$744; Total: \$2521 Schools: Reed City High School	Teacher Collaborati on, Technology , Professiona l Learning	Tier 1		07/01/2016	06/30/2017	\$2521	Title II Part A	HS Science Staff, Building Administrat ors, Director of Curriculum & State/ Federal Reporting
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Strategy 2:

Multi-Tiered System of Supports - Using a multi-tiered system of supports, the district will identify students at-risk of failing to meet academic standards. Students will be identified through a variety of data sources. Each school has implemented a systematic approach to delivering targeted instruction to best meet the needs of the students. Student data and achievement is reviewed in a systematic manner to ensure that interventions are fluid and adaptable to improve student outcomes.

Category: Learning Support Systems

Research Cited: Bear, D.R., Templeton, S., Inverenizzi, M, Johnston, F. (1999). Words their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction. New Jersey; Prentice Hall. Blachman, B.A., Tangel, D.M., Ball, E.W., Black, R., and McGraw, C.K (1999). Developing Phonological Awareness and Word Recognition Skills: A Two Year Intervention with Low-Income, Inner-City Children. Reading Writing: An Interdisciplinary Journal, 11, 239-273 Lane, Kathleen, (2016) Comprehensive Integrated Three-Tiered Model of Prevention; www.ci3t.org. National Reading Panel Report, Dec 2000, Washington D.C.: National institute of Child Health and Human Development. NCRTI, 2010; Center on Response to Intervention at American Institutes for Research, Washington D.C.; <http://www.rti4success.org>;

Tier: Tier 2

Activity - Title Services- Academic Enrichment in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responibl e
All students in grades K-5 receive a minimum of 35 minutes of additional instruction to support science concepts through hands-on experiments and activities that would otherwise not be provided in the classroom. Schools: G.T. Norman Elementary School	Supplemen tal Materials, Direct Instruction, Academic Support Program, Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$103324	Title I Part A	Science Title Teacher, Building Administrat ors, Director of Curriculum & State/Feder al Reporting
Activity - Science Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responibl e

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Throughout the year, at least one family night will be scheduled with a focus on science. The event will include science based events, parent workshops, door prizes, meals for families, and child care (as needed). Families that attend will receive materials and activities to support science at home. Schools: G.T. Norman Elementary School	Supplemental Materials, Community Engagement, Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$500	Title I Part A	G.T. Norman Staff
Activity - 31a Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students with the highest needs receive academic support from a teacher. The teacher provides a variety of interventions to students to support their academic achievement. Schools: Reed City High School	Supplemental Materials, Direct Instruction, Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$0	Section 31a	31a Intervention Teacher, Building Administration, Director of Curriculum & State/Federal Reporting
Activity - Teaching with Poverty in Mind	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MDE School Improvement Conference in Fall 2016 has a key note speaker about Teaching with Poverty in Mind by Dr. Jensen 11/21- 11/22/16. This was a book study during the 2015-16 school year and directly relates to the student population of RCAPS. Cost is associated with ELA activity. Schools: All Schools	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1	Implement	11/01/2016	11/30/2016	\$0	Title II Part A	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

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
MEMPSA Conference	Building Administrators will attend MEMPSA Conference to support professional learning and implementation of policies and procedures: 12/7/16-12/9/16 in Traverse City Registration \$290 x2= \$580 Mileage: 77 miles 1 way x 2 ways x .54= \$83 Lodging 2 rooms @ \$180 x 3 nights= \$1080 Meals \$20/person x 2 (lunch and dinner) x 3 days for 2 people= \$240 Total: \$1983	Policy and Process, Professional Learning	Tier 1	Monitor	12/01/2016	12/31/2016	\$1983	Building Administrators
Read Naturally Conference	Interventionists and Title teachers will attend the Read Naturally Seminar in GR, Michigan-to promote reading fluency 9/22/16 Registration 6x \$125= \$750 Mileage: 154*.54 *2 = \$166 Meals: \$20 x 6 =\$120 Total: \$1036	Supplemental Materials, Direct Instruction, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	09/01/2016	09/30/2016	\$1036	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
District Improvement	Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process.	Academic Support Program, Teacher Collaboration, Parent Involvement, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

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FAME	The FAME Team will meet quarterly with the FAME Coach to collaborate about best practices and implementation of formative assessment and the gradual release of responsibility framework. This amount will cover the substitute cost for 2 teams of 9 members to meet 3 times during the year. 9 subs x 3= 27 subs @ \$82.60= \$2230	Policy and Process, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$2230	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Dr. Norma Bailey-Student Engagement Strategies	Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement.	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	All middle school instructional staff with support from building administration
HS Math Coach	HS Math Consultant Dan Fouchs: Math staff will continue to work with a math consultant to support the following: reflective teaching with staff, best practices, content standards alignment, common assessments, and parent-support guides. The consultant will present every other month and staff will continue to meet opposite months to address agenda items provided by the consultant. Math Coach Daily Rate \$800/day x 6 days= \$4800; Mileage: 0.55/mile x 180 miles x 6 days= \$594; Subs: 9 days x 4 staff x \$82.60/day= \$2974	Direct Instruction, Academic Support Program, Teacher Collaboration, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$2974	HS Math Staff, Building Principal, and Director of Curriculum & State/Federal Reporting
Classroom Learning Labs	Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates.	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Lead Teachers and Colleagues with support from District Administration

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<p>MACUL (Michigan Association for Computer Users and Learning)</p>	<p>3 RCHS Science Teachers will attend the MACUL (Michigan Association for Computer Users and Learning) to support technology integration in the classroom which supports STEM 3 registration x\$200= \$600; Lodging: 2 rooms x \$150 X 2 nights = \$600; Food: 3 poeple x 3 days x \$40= \$360; Mileage: 402 x .54=\$217; 3 subs x 3 days x \$82.60= \$744; Total: \$2521</p>	<p>Teacher Collaboration, Technology, Professional Learning</p>	<p>Tier 1</p>		<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$2521</p>	<p>HS Science Staff, Building Administrators, Director of Curriculum & State/Federal Reporting</p>
<p>Dr. Norma Bailey-Student Engagement Strategies</p>	<p>Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement. She will come on-site for 10 days at a rate of \$500/day plus mileage.</p>	<p>Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$550</p>	<p>All middle school instructional staff with support from building administration</p>
<p>EBLI</p>	<p>Teachers will implement the use of EBLI in all core classes to support academic vocabulary instruction. Additional training for new hires: Registration \$1500 x 3= \$4500 Subs \$82.60 x 3 days X 3 staff= \$743 Lodging: 2 rooms x 3 nights x \$150= \$900 Mileage: 1 car @ .54 x 272 miles= \$147 Meals: 3 staff x \$40 day x 3 days= \$360 Total= \$6650</p>	<p>Direct Instruction, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2015</p>	<p>09/01/2016</p>	<p>\$6650</p>	<p>Director of Curriculum & State/Federal Reporting, Building Admin for MS and HS, Teachers</p>
<p>Teaching with Poverty in Mind</p>	<p>The MDE School Improvement Conference in Fall 2016 has a key note speaker about Teaching with Poverty in Mind by Dr. Jensen 11/21- 11/22/16. This was a book study during the 2015-16 school year and directly relates to the student population of RCAPS. Registration \$220 x 3=\$660 Lodging \$150x 2 rooms for 2 nights= \$600 Meals: 3 people @ \$40 per day x 2 days= \$240 Mileage: 140 miles x 2= 280x .54= \$151.20 Total: \$1651</p>	<p>Academic Support Program, Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>		<p>11/01/2016</p>	<p>11/30/2016</p>	<p>\$1651</p>	<p>Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff</p>

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MAS/FPS Fall and Winter Institute	A building administrator from the elementary school and the Director of State/Federal Programs will attend the MAS/FPS Fall and Winter Director's Conference to stay current with Federal regulations and best practices to support Title schools. 1 Elementary Princ/1 Curric Dir; Registration \$800; Travel \$170; Lodging \$800; Meals \$180 x 2 times	Policy and Process, Professional Learning	Tier 2	Monitor	07/01/2016	06/30/2017	\$3700	Elementary Principal and Director of State/Federal Reporting ;
Teaching with Poverty in Mind	The MDE School Improvement Conference in Fall 2016 has a key note speaker about Teaching with Poverty in Mind by Dr. Jensen 11/21- 11/22/16. This was a book study during the 2015-16 school year and directly relates to the student population of RCAPS. Cost is associated with ELA activity.	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1	Implement	11/01/2016	11/30/2016	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Classroom Learning Labs	Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates (2 dates in both semesters) to facilitate a total of eight learning labs. 4 days total x 8 subs = 32 x \$82.60= \$2644 per building x each building= \$7932	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$7932	Lead Teachers and Colleagues with support from District Administration
Gradual Release PD	Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates).	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

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Michigan Science Teacher Annual Conference	Teachers will attend the Michigan Science Teacher Annual Conference in March 2017 to learn about MI Science Standards to support classroom instruction. 3 HS Science Teachers 3 Reg x \$150=\$450; 3 people's meals x 3 days x \$40= \$360; Mileage x.54 x 366= \$198; Lodging x 2 rooms x \$150 x 2 nights= \$600; Subs: 2 days x 3 teachers @ \$82.60= \$496; Total \$2104	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	03/01/2017	03/31/2017	\$2104	HS Science Teachers, Building Administrators, and Director of Curriculum & State/Federal Reporting.
Dr. Norma Bailey-Student Engagement Strategies	Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement.	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	All middle school instructional staff with support from building administration
Dr. Norma Bailey-Student Engagement Strategies	Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement.	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	All middle school instructional staff with support from building administration
Literacy Coach	A 0.5 FTE Literacy Coach will work with K-5 teachers on implementing effective literacy instruction. The coach will push in and provide coaching and modeling with a focus on improving student outcomes, implementation of Read Now Network best practices, and improving student outcomes in English language Arts.	Direct Instruction, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$55000	Literacy Coach to support K-5 teachers with support from building administrators and Director of Curriculum & State Federal Reporting

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District Improvement	Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process.	Direct Instruction, Policy and Process, Academic Support Program, Teacher Collaboration, Parent Involvement, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Michigan Reading Conference	Teachers will attend the Michigan Reading Conference to learn about best practices to support student achievement in reading. The MRA conference has inspirational speakers, educators, authors and special events that connect literacy across the curriculum and provides best practices. It will be held in Detroit. Upon their return, knowledge and skills will be shared with elementary staff and Director of Curriculum. Registration \$190 x 5 = \$950 Mileage: 2 vehicles x 400 miles x .54= \$432 Food: 5 people @ \$25 (lunch)- 2days and \$20 (dinner) 2 nights= \$450 Lodging: \$150x 3 rooms= \$450 Sub \$82.60*2= \$165 Total: \$2447	Professional Learning	Tier 2	Implement	03/01/2017	03/01/2017	\$2447	Elementary Principal, Director of Curriculum, Teachers
Implementation of Engage NY Math Units	Teachers in grades K-5 will work toward full implementation of the Engage NY Math curriculum with support from the Math and Science Consultant from the ISD that is trained in the program. Grade level teachers will meet with him for 1/2 day up to 4 times per year to discuss upcoming units, direct instruction, assessments and monitoring student progress.	Direct Instruction, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$4000	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

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District Improvement	Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process. 4 days @ \$800= \$3200. 2 teacher leaders from each building will attend= 6 teachers x 4 days= 24 days x \$82.60 (subs) = \$1982 Total: \$5182	Direct Instruction, Academic Support Program, Teacher Collaboration, Parent Involvement, Curriculum Development, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$5182	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Doug Fisher PD	Teachers and administrators will attend the Design in 5 Workshop with Doug Fisher in Grand Rapids (JW Marriot) on 10/26-10/27 2016- school year focusing on using high quality effective assessments. Registration: \$649 x 5= \$3245 Mileage: 68.5 (one way)x4 ways x 2 vehicles x .54= \$296 Parking \$19/day x 2 vehicles for 2 days = \$76 Meals (lunch on own): \$40 x 2 days x 5 people= \$400 Subs: \$82.60 x 2 days x 3 people= \$496 Total: \$4513 Registration: \$649 x 3= \$1947 Mileage: 68.5 (one way)x4 ways x 1 vehicles x .54= \$148 Parking \$19/day x 1 vehicles for 2 days = \$38 Meals (lunch on own): \$40 x 2 days x 3 people= \$240 Total: \$2373	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		10/01/2016	10/31/2016	\$6886	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

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Book Studies	All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Ed. By Fisher and Frey. All administrators will complete a book study on Focus, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions. All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs.	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting
District Improvement	Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process.	Direct Instruction, Policy and Process, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Michigan Art Education Annual Conference	Two art teachers will attend the Michigan Art Education Annual Conference held in Traverse City on 10/27-10/30/16 to promote literacy across the curriculum and implementation of the strategy in the art curriculum. Registration: \$200 x 2= \$400 Mileage: 77 miles 1 way x 2 (there and back) x.54= \$83 Lodging= \$150 x4 nights= \$600 Meals: \$40/day X 4 days x 2 people= \$320 Sub 2 days @ \$82.60 x 2 people= \$330 Total: \$1733	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1733	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

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Reed City Area Public Schools

Gradual Release PD	Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates). 2 consultants for each date (one for K-5 and one for 6-12) @ \$700 piece= \$1400x 3 dates= \$4200	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$4200	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
MAISA Coaching	Teachers will meet with a trained consultant to support the ongoing implementation of the MAISA units. Staff will continue to meet with the MAISA coach for continued training. Substitute teachers for 30 teachers to meet 4 times a year = \$82.60 x 4 x 30 = \$9912	Direct Instruction, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$9912	Teachers, Building Administration, Director of Curriculum & State/Federal Reporting

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Annual Title I Parent Meeting	The G.T. Norman Staff will host an Annual Parent Title I meeting to share information with parents about Title I services and how it may impact their students. Parents will be able to ask questions about Title I. This will occur one evening after school in the first month of school. Costs associated with evening will be for materials and refreshments for the parents.	Parent Involvement	Tier 1	Implement	09/02/2014	09/30/2014	\$0	G.T. Norman Teaching Staff and Building Administrators
Doug Fisher PD	Teachers and administrators will attend the Design in 5 Workshop with Doug Fisher in Grand Rapids (JW Marriot) on 10/26-10/27 2016- school year focusing on using high quality effective assessments.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		10/01/2016	10/31/2016	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

District Improvement Plan

Reed City Area Public Schools

Gradual Release PD	Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates).	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Implementation of EBLI strategies	Teachers will use EBLI strategies to support direct instruction in academic vocabulary acquisition.	Direct Instruction, Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Principal
Book Studies	All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Ed. By Fisher and Frey. All administrators will complete a book study on Focus, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions. All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs.	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting
FAME	The FAME Team will meet quarterly with the FAME Coach to collaborate about best practices and implementation of formative assessment and the gradual release of responsibility framework.	Policy and Process, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Annual Title I Parent Meeting	The G.T. Norman Staff will host an Annual Parent Title I meeting to share information with parents about Title I services and how it may impact their students. Parents will be able to ask questions about Title I. This will occur one evening after school in the first month of school. Costs associated with evening will be for materials and refreshments for the parents.	Parent Involvement	Tier 1	Implement	09/01/2016	09/30/2016	\$0	G.T. Norman Teaching Staff and Building Administrators

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Classroom Learning Labs	Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates.	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Lead Teachers and Colleagues with support from District Administration
FAME	The FAME Team will meet quarterly with the FAME Coach to collaborate about best practices and implementation of formative assessment and the gradual release of responsibility framework.	Policy and Process, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Book Studies	<p>All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Ed. By Fisher and Frey.</p> <p>All administrators will complete a book study on Focus, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions.</p> <p>All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs.</p>	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	01/01/2016	06/30/2017	\$0	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting
Doug Fisher PD	Teachers and administrators will attend the Design in 5 Workshop with Doug Fisher in Grand Rapids (JW Marriot) on 10/26-10/27 2016- school year focusing on using high quality effective assessments.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	10/01/2016	10/31/2016	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

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Pilot Engage NY	Teachers in grades 6-12 will pilot portions of the Engage NY curriculum. Ongoing conversations will take place to discuss the possibility to use Engage NY K-12 as a core resource.	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1		07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
NWEA MAP Testing	The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for mathematics. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data.	Direct Instruction, Academic Support Program, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Program Evaluation	The MDE Program Evaluation Tool will be used to evaluate the effectiveness of district's multi-tiered system of supports.	Policy and Process	Tier 2	Evaluate	07/01/2016	06/30/2017	\$0	All district staff with primary responsibility on district administration to complete in district improvement meetings.
Classroom Learning Labs	Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates (2 dates in both semesters) to facilitate a total of eight learning labs. 4 days total x 8 subs = 32 x \$82.60= \$2644 per building x each building= \$7932 (cost associated with ELA activity)	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	Lead Teachers and Colleagues with support from District Administration

District Improvement Plan

Reed City Area Public Schools

Gradual Release PD	Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates). 2 consultants for each date (one for K-5 and one for 6-12) @ \$700 piece= \$1400x 3 dates= \$4200 (funding accounted for in ELA activity)	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Book Studies	All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Ed. By Fisher and Frey. All administrators will complete a book study on Focus, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions. All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs.	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting
NWEA MAP Testing	The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for science. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data.	Direct Instruction, Academic Support Program, Teacher Collaboration, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	07/01/2016	07/30/2016	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

District Improvement Plan

Reed City Area Public Schools

Reading Now Network (RNN)	School superintendents from 13 West Michigan counties have formed the Reading Now Network (RNN) – a collective effort of superintendents, school boards and school districts throughout West Michigan to improve early literacy and, ultimately, student achievement across all grade levels. A facilitator will provide professional development throughout the school year.	Supplemental Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Walkthrough, Curriculum Development, Materials, Technology, Professional Learning	Tier 1		08/01/2015	06/30/2017	\$0	Elementary administration and teachers
Teaching with Poverty in Mind	The MDE School Improvement Conference in Fall 2016 has a key note speaker about Teaching with Poverty in Mind by Dr. Jensen 11/21- 11/22/16. This was a book study during the 2015-16 school year and directly relates to the student population of RCAPS. Cost is associated with ELA activity.	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1	Implement	11/01/2016	11/30/2016	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff Resources

General Fund

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

Reed City Area Public Schools

Monthly MyAccess	On a minimum of a monthly basis, ELA teachers in grades 9-12 will use the MyAccess program to monitor student growth in writing.	Supplemental Materials, Academic Support Program, Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$6226	9-12 ELA teachers with support from building administration and Director of Curriculum & State/Federal Reporting
NWEA MAP Testing	The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for reading and language usage. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data.	Direct Instruction, Academic Support Program, Curriculum Development, Technology, Professional Learning	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$30000	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Technology Integration	Through the coordination of multiple funding sources, all classrooms are equipped with projection units and document cameras. Furthermore, each building has at least 1.0 FTE Technology Teacher to provide direct instruction to students on computer skills and digital literacy. Additionally, each building is equipped with technology labs, Chromebook carts, iPads, etc., to support the use of technology to enhance instruction. Ongoing training and support will be provided to teachers. This will also include the integration of Accelerated Reader, Star Reading, Reading A-Z, Raz-Kids, etc.	Supplemental Materials, Direct Instruction, Academic Support Program, Curriculum Development, Materials, Technology, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$15000	All district staff, including building technology teachers, classroom teachers, and district administration

Section 31a

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

Reed City Area Public Schools

ELA Interventionists	Students in grades 6-12 that are at-risk of failing grade-level standards will work with ELA interventionists to support targeted instructions. Interventionists will use research and evidence based instructional strategies such as EBLI, Compass Learning, Read Naturally, as well as technology based interventions. Students will receive support 2-4 times per week for 30-70 minutes.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	08/29/2016	06/30/2017	\$333000	Intervention ists paid by 31a funds with support from building administrati on and the Director of Curriculum & State/Federal Reporting
Math Interventionists	Students in grades 6-12 that are at-risk of failing grade-level standards will work with math interventionists to support targeted instructions. Interventionists will use research and evidence based instructional strategies. Students will receive support 2-4 times per week for 30-70 minutes.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	07/01/2016	06/30/2017	\$120000	Intervention ists paid by 31a funds with support from building administrati on and the Director of Curriculum & State/Federal Reporting
31a Intervention Teacher	The students with the highest needs receive academic support from a teacher. The teacher provides a variety of interventions to students to support their academic achievement.	Supplemental Materials, Direct Instruction, Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$0	31a Intervention Teacher, Building Administrati on, Director of Curriculum & State/Federal Reporting

District Improvement Plan

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31a Intervention Teacher	The students with the highest needs receive academic support from a teacher. The teacher provides a variety of interventions to students to support their academic achievement.	Supplemental Materials, Direct Instruction, Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$0	31a Intervention Teacher, Building Administration, Director of Curriculum & State/Federal Reporting
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title Services- Academic Support in Math	Students at-risk of failing to meet grade-level standards will receive targeted interventions in skill-based groups for 30-45 minutes/day, four days/week of which at least one group will address mathematical concepts. The Title teachers, as well as grade-level teachers, will provide targeted instruction using research and evidence-based instructional strategies to meet the needs of the students. Student progress will be monitored in a systematic way which allows fluid grouping of students throughout the year. Students in grades K-3 will have Power Hour. Students in grades 4-5 will have push in and pull out services. Costs associated with ELA Title Staff as they are responsible for addressing the needs of students in both Math and ELA.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	07/01/2016	06/30/2017	\$0	Classroom Teachers and Title Teachers with support from building administrators and Director of Curriculum & State/Federal Reporting
Title Services- Academic Enrichment in Science	All students in grades K-5 receive a minimum of 35 minutes of additional instruction to support science concepts through hands-on experiments and activities that would otherwise not be provided in the classroom.	Supplemental Materials, Direct Instruction, Academic Support Program, Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$103324	Science Title Teacher, Building Administrators, Director of Curriculum & State/Federal Reporting

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Title Services- Academic Enrichment in Social Studies	All students in grades K-5 receive a minimum of 35 minutes of additional instruction to support social studies concepts through hands-on experiments and activities that would otherwise not be provided in the classroom.	Supplemental Materials, Direct Instruction, Academic Support Program, Technology	Tier 1		07/01/2016	06/30/2017	\$0	Science/Social Studies Title Teacher, Building Administrators, Director of Curriculum & State/Federal Reporting
Literacy Nights	Throughout the year, at least two family nights will be scheduled with a focus on literacy. The event will include literacy based events, parent workshops, door prizes, meals for families, and child care (as needed). Families that attend will receive materials and books to support literacy at home.	Community Engagement, Parent Involvement, Materials	Tier 1	Implement	07/01/2016	06/30/2017	\$1500	G.T. Norman Staff
Math Nights	Throughout the year, at least one family night will be scheduled with a focus on math. The event will include math based events, parent workshops, door prizes, meals for families, and child care (as needed). Families that attend will receive materials and activities to support math at home.	Community Engagement, Parent Involvement, Materials	Tier 1	Implement	07/01/2016	06/30/2017	\$500	G.T. Norman Staff
Science Nights	Throughout the year, at least one family night will be scheduled with a focus on science. The event will include science based events, parent workshops, door prizes, meals for families, and child care (as needed). Families that attend will receive materials and activities to support science at home.	Supplemental Materials, Community Engagement, Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$500	G.T. Norman Staff
Title Services- Academic Support in ELA	Students at-risk of failing to meet grade-level standards will receive targeted interventions in skill-based groups for 30-45 minutes/day, four days/week. The Title teachers, as well as grade-level teachers, will provide targeted instruction using research and evidence-based instructional strategies to meet the needs of the students. Student progress will be monitored in a systematic way which allows fluid grouping of students throughout the year. Students in grades K-3 will have Power Hour. Students in grades 4-5 will have push in and pull out services.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	08/01/2016	06/30/2017	\$309500	Classroom Teachers and Title Teachers with support from building administrators and Director of Curriculum & State/Federal Reporting

District Improvement Plan

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Technology Integration	<p>Through the coordination of multiple funding sources, all classrooms are equipped with projection units and document cameras. Furthermore, each building has at least 1.0 FTE Technology Teacher to provide direct instruction to students on computer skills and digital literacy. Additionally, each building is equipped with technology labs, Chromebook carts, iPads, etc., to support the use of technology to enhance instruction. Ongoing training and support will be provided to teachers.</p> <p>This will also include the integration of Accelerated Reader, Star Reading, Reading A-Z, Raz-Kids, etc.</p>	Supplemental Materials, Direct Instruction, Academic Support Program, Curriculum Development, Materials, Technology, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$84577	All district staff, including building technology teachers, classroom teachers, and district administration
Supplemental Materials	The school will purchase additional materials such as chart paper, sticky notes, composition notebooks, graphic organizers, and similar items that are essential to the implementation of the MAISA units.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Implement	07/01/2016	06/30/2017	\$2000	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Evaluation	The MDE Program Evaluation Tool will be used to evaluate the effectiveness of district's multi-tiered system of supports.	Policy and Process	Tier 2	Evaluate	07/01/2016	06/30/2017	\$0	All district staff with primary responsibility on district administration to complete in district improvement meetings.
NWEA MAP Testing	The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for reading and language usage. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data.	Direct Instruction, Academic Support Program, Curriculum Development, Technology, Professional Learning	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$30000	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

District Improvement Plan

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Book Studies	<p>All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, <i>Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility</i>, 2nd Ed. By Fisher and Frey.</p> <p>All administrators will complete a book study on <i>Focus</i>, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions.</p> <p>All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs.</p>	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	01/01/2016	06/30/2017	\$0	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting
Gradual Release PD	Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates). 2 consultants for each date (one for K-5 and one for 6-12) @ \$700 piece= \$1400x 3 dates= \$4200	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$4200	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Classroom Learning Labs	Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates (2 dates in both semesters) to facilitate a total of eight learning labs. 4 days total x 8 subs = 32 x \$82.60= \$2644 per building x each building= \$7932	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$7932	Lead Teachers and Colleagues with support from District Administration

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Technology Integration	<p>Through the coordination of multiple funding sources, all classrooms are equipped with projection units and document cameras. Furthermore, each building has at least 1.0 FTE Technology Teacher to provide direct instruction to students on computer skills and digital literacy. Additionally, each building is equipped with technology labs, Chromebook carts, iPads, etc., to support the use of technology to enhance instruction. Ongoing training and support will be provided to teachers.</p> <p>This will also include the integration of Accelerated Reader, Star Reading, Reading A-Z, Raz-Kids, etc.</p>	Supplemental Materials, Direct Instruction, Academic Support Program, Curriculum Development, Materials, Technology, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$99577	All district staff, including building technology teachers, classroom teachers, and district administration
Doug Fisher PD	<p>Teachers and administrators will attend the Design in 5 Workshop with Doug Fisher in Grand Rapids (JW Marriot) on 10/26-10/27 2016- school year focusing on using high quality effective assessments.</p> <p>Registration: \$649 x 5= \$3245 Mileage: 68.5 (one way)x4 ways x 2 vehicles x .54= \$296 Parking \$19/day x 2 vehicles for 2 days = \$76 Meals (lunch on own): \$40 x 2 days x 5 people= \$400 Subs: \$82.60 x 2 days x 3 people= \$496 Total: \$4513</p> <p>Registration: \$649 x 3= \$1947 Mileage: 68.5 (one way)x4 ways x 1 vehicles x .54= \$148 Parking \$19/day x 1 vehicles for 2 days = \$38 Meals (lunch on own): \$40 x 2 days x 3 people= \$240 Total: \$2373</p>	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		10/01/2016	10/31/2016	\$6886	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Teaching with Poverty in Mind	<p>The MDE School Improvement Conference in Fall 2016 has a key note speaker about Teaching with Poverty in Mind by Dr. Jensen 11/21- 11/22/16. This was a book study during the 2015-16 school year and directly relates to the student population of RCAPS.</p> <p>Registration \$220 x 3=\$660 Lodging \$150x 2 rooms for 2 nights= \$600 Meals: 3 people @ \$40 per day x 2 days= \$240 Mileage: 140 miles x 2= 280x .54= \$151.20 Total: \$1651</p>	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1		11/01/2016	11/30/2016	\$1651	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

District Improvement Plan

Reed City Area Public Schools

District Improvement	Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process. 4 days @ \$800= \$3200. 2 teacher leaders from each building will attend= 6 teachers x 4 days= 24 days x \$82.60 (subs) = \$1982 Total: \$5182	Direct Instruction, Academic Support Program, Teacher Collaboration, Parent Involvement, Curriculum Development, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$5182	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Book Studies	All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Ed. By Fisher and Frey. All administrators will complete a book study on Focus, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions. All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs.	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting
Gradual Release PD	Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates). 2 consultants for each date (one for K-5 and one for 6-12) @ \$700 piece= \$1400x 3 dates= \$4200 (funding accounted for in ELA activity)	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

District Improvement Plan

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Classroom Learning Labs	Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates (2 dates in both semesters) to facilitate a total of eight learning labs. 4 days total x 8 subs = 32 x \$82.60= \$2644 per building x each building= \$7932 (cost associated with ELA activity)	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	Lead Teachers and Colleagues with support from District Administration
Doug Fisher PD	Teachers and administrators will attend the Design in 5 Workshop with Doug Fisher in Grand Rapids (JW Marriot) on 10/26-10/27 2016- school year focusing on using high quality effective assessments.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		10/01/2016	10/31/2016	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
NWEA MAP Testing	The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for mathematics. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data.	Direct Instruction, Academic Support Program, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
District Improvement	Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process.	Academic Support Program, Teacher Collaboration, Parent Involvement, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

District Improvement Plan

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Teaching with Poverty in Mind	The MDE School Improvement Conference in Fall 2016 has a key note speaker about Teaching with Poverty in Mind by Dr. Jensen 11/21- 11/22/16. This was a book study during the 2015-16 school year and directly relates to the student population of RCAPS. Cost is associated with ELA activity.	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1	Implement	11/01/2016	11/30/2016	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff Resources
Book Studies	All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Ed. By Fisher and Frey. All administrators will complete a book study on Focus, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions. All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs.	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting
Gradual Release PD	Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates).	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Classroom Learning Labs	Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates.	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Lead Teachers and Colleagues with support from District Administration

District Improvement Plan

Reed City Area Public Schools

Doug Fisher PD	Teachers and administrators will attend the Design in 5 Workshop with Doug Fisher in Grand Rapids (JW Marriot) on 10/26-10/27 2016- school year focusing on using high quality effective assessments.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	10/01/2016	10/31/2016	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
NWEA MAP Testing	The NWEA MAP assessments will be used in all three buildings, as a district initiative to improve student achievement. Students will take the applicable MAP assessments for science. Ongoing training will be provided to teachers on the administration of the assessment and the analysis and use of data.	Direct Instruction, Academic Support Program, Teacher Collaboration, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	07/01/2016	07/30/2016	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
District Improvement	Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process.	Direct Instruction, Policy and Process, Academic Support Program, Teacher Collaboration, Parent Involvement, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

District Improvement Plan

Reed City Area Public Schools

Teaching with Poverty in Mind	The MDE School Improvement Conference in Fall 2016 has a key note speaker about Teaching with Poverty in Mind by Dr. Jensen 11/21- 11/22/16. This was a book study during the 2015-16 school year and directly relates to the student population of RCAPS. Cost is associated with ELA activity.	Academic Support Program, Behavioral Support Program, Professional Learning	Tier 1	Implement	11/01/2016	11/30/2016	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Book Studies	All instructional staff will participate in a book study that will be facilitated in building staff meetings. The focus will be on professional learning and collaboration surrounding the components of the gradual release of responsibility by reading the book, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Ed. By Fisher and Frey. All administrators will complete a book study on Focus, by Mike Schmoker, to be facilitated in monthly Principal Working Sessions. All teacher leaders will complete a book study on the first two components of the gradual release model to facilitate coaching in Classroom Learning Labs.	Supplemental Materials, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	All Instruction Staff, including Building Principals and Director of Curriculum & State/Federal Reporting
Gradual Release PD	Gradual Release of Responsibility on-site training provided by Kent ISD consultant Nelli Koster and Ann Hyde on 3 different dates (early release PD dates).	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Classroom Learning Labs	Teachers will participate in classroom learning labs identifying key areas of focus when observing a guest teacher. Reflections will take place with the facilitator, host teacher, and guest teacher with use of strategies from cognitive coaching and adaptive schools. Each building will schedule a total of 4 dates.	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Lead Teachers and Colleagues with support from District Administration

District Improvement Plan

Reed City Area Public Schools

District Improvement	Each school will have a school improvement team that includes a variety of stakeholders from administrators to teachers, to parents (and students, as applicable). The school improvement teams will make up the district leadership team. The district leadership team will meet with a school improvement consultant, Sara Shriver, who will train staff on requirements to maintain compliance and drive the school improvement process.	Direct Instruction, Policy and Process, Academic Support Program, Teacher Collaboration, Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Superintendent, Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
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Reed City Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EBLI	Teachers will implement the use of EBLI in all core classes to support academic vocabulary instruction. Additional training for new hires: Registration \$1500 x 3= \$4500 Subs \$82.60 x 3 days X 3 staff= \$743 Lodging: 2 rooms x 3 nights x \$150= \$900 Mileage: 1 car @ .54 x 272 miles= \$147 Meals: 3 staff x \$40 day x 3 days= \$360 Total= \$6650	Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2015	09/01/2016	\$6650	Director of Curriculum & State/Federal Reporting, Building Admin for MS and HS, Teachers
ELA Interventionists	Students in grades 6-12 that are at-risk of failing grade-level standards will work with ELA interventionists to support targeted instructions. Interventionists will use research and evidence based instructional strategies such as EBLI, Compass Learning, Read Naturally, as well as technology based interventions. Students will receive support 2-4 times per week for 30-70 minutes.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	08/29/2016	06/30/2017	\$333000	Interventionists paid by 31a funds with support from building administration and the Director of Curriculum & State/Federal Reporting

District Improvement Plan

Reed City Area Public Schools

Dr. Norma Bailey- Student Engagement Strategies	Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement. She will come on-site for 10 days at a rate of \$500/day plus mileage.	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$550	All middle school instructional staff with support from building administration
Read Naturally Conference	Interventionists and Title teachers will attend the Read Naturally Seminar in GR, Michigan-to promote reading fluency 9/22/16 Registration 6x \$125= \$750 Mileage: 154*.54 *2 = \$166 Meals: \$20 x 6 =\$120 Total: \$1036	Supplemental Materials, Direct Instruction, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	09/01/2016	09/30/2016	\$1036	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Michigan Art Education Annual Conference	Two art teachers will attend the Michigan Art Education Annual Conference held in Traverse City on 10/27-10/30/16 to promote literacy across the curriculum and implementation of the strategy in the art curriculum. Registration: \$200 x 2= \$400 Mileage: 77 miles 1 way x 2 (there and back) x.54= \$83 Lodging= \$150 x4 nights= \$600 Meals: \$40/day X 4 days x 2 people= \$320 Sub 2 days @ \$82.60 x 2 people= \$330 Total: \$1733	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1733	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Dr. Norma Bailey- Student Engagement Strategies	Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement.	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	All middle school instructional staff with support from building administration

District Improvement Plan

Reed City Area Public Schools

Math Interventionists	Students in grades 6-12 that are at-risk of failing grade-level standards will work with math interventionists to support targeted instructions. Interventionists will use research and evidence based instructional strategies. Students will receive support 2-4 times per week for 30-70 minutes.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	07/01/2016	06/30/2017	\$120000	Interventionists paid by 31a funds with support from building administration and the Director of Curriculum & State/Federal Reporting
Pilot Engage NY	Teachers in grades 6-12 will pilot portions of the Engage NY curriculum. Ongoing conversations will take place to discuss the possibility to use Engage NY K-12 as a core resource.	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1		07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Dr. Norma Bailey-Student Engagement Strategies	Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement.	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	All middle school instructional staff with support from building administration
Implementation of EBLI strategies	Teachers will use EBLI strategies to support direct instruction in academic vocabulary acquisition.	Direct Instruction, Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Principal
Dr. Norma Bailey-Student Engagement Strategies	Dr. Norma Bailey, a professor from CMU highly trained in the education of middle school students will provide on-site professional development and coaching to support instructional strategies that promote student engagement.	Direct Instruction, Teacher Collaboration, Walkthrough, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	All middle school instructional staff with support from building administration

District Improvement Plan

Reed City Area Public Schools

Reed City High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EBLI	Teachers will implement the use of EBLI in all core classes to support academic vocabulary instruction. Additional training for new hires: Registration \$1500 x 3= \$4500 Subs \$82.60 x 3 days X 3 staff= \$743 Lodging: 2 rooms x 3 nights x \$150= \$900 Mileage: 1 car @ .54 x 272 miles= \$147 Meals: 3 staff x \$40 day x 3 days= \$360 Total= \$6650	Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2015	09/01/2016	\$6650	Director of Curriculum & State/Federal Reporting, Building Admin for MS and HS, Teachers
ELA Interventionists	Students in grades 6-12 that are at-risk of failing grade-level standards will work with ELA interventionists to support targeted instructions. Interventionists will use research and evidence based instructional strategies such as EBLI, Compass Learning, Read Naturally, as well as technology based interventions. Students will receive support 2-4 times per week for 30-70 minutes.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	08/29/2016	06/30/2017	\$333000	Interventionists paid by 31a funds with support from building administration and the Director of Curriculum & State/Federal Reporting
Monthly MyAccess	On a minimum of a monthly basis, ELA teachers in grades 9-12 will use the MyAccess program to monitor student growth in writing.	Supplemental Materials, Academic Support Program, Technology	Tier 1	Monitor	07/01/2016	06/30/2017	\$6226	9-12 ELA teachers with support from building administration and Director of Curriculum & State/Federal Reporting

District Improvement Plan

Reed City Area Public Schools

Math Interventionists	Students in grades 6-12 that are at-risk of failing grade-level standards will work with math interventionists to support targeted instructions. Interventionists will use research and evidence based instructional strategies. Students will receive support 2-4 times per week for 30-70 minutes.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	07/01/2016	06/30/2017	\$120000	Interventionists paid by 31a funds with support from building administration and the Director of Curriculum & State/Federal Reporting
HS Math Coach	HS Math Consultant Dan Fouchs: Math staff will continue to work with a math consultant to support the following: reflective teaching with staff, best practices, content standards alignment, common assessments, and parent-support guides. The consultant will present every other month and staff will continue to meet opposite months to address agenda items provided by the consultant. Math Coach Daily Rate \$800/day x 6 days= \$4800; Mileage: 0.55/mile x 180 miles x 6 days= \$594; Subs: 9 days x 4 staff x \$82.60/day= \$2974	Direct Instruction, Academic Support Program, Teacher Collaboration, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$2974	HS Math Staff, Building Principal, and Director of Curriculum & State/Federal Reporting
Pilot Engage NY	Teachers in grades 6-12 will pilot portions of the Engage NY curriculum. Ongoing conversations will take place to discuss the possibility to use Engage NY K-12 as a core resource.	Direct Instruction, Teacher Collaboration, Curriculum Development	Tier 1		07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

District Improvement Plan

Reed City Area Public Schools

Michigan Science Teacher Annual Conference	Teachers will attend the Michigan Science Teacher Annual Conference in March 2017 to learn about MI Science Standards to support classroom instruction. 3 HS Science Teachers 3 Reg x \$150=\$450; 3 people's meals x 3 days x \$40= \$360; Mileage x.54 x 366= \$198; Lodging x 2 rooms x \$150 x 2 nights= \$600; Subs: 2 days x 3 teachers @ \$82.60= \$496; Total \$2104	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	03/01/2017	03/31/2017	\$2104	HS Science Teachers, Building Administrators, and Director of Curriculum & State/Federal Reporting.
MACUL (Michigan Association for Computer Users and Learning)	3 RCHS Science Teachers will attend the MACUL (Michigan Association for Computer Users and Learning) to support technology integration in the classroom which supports STEM 3 registration x\$200= \$600; Lodging: 2 rooms x \$150 X 2 nights = \$600; Food: 3 people x 3 days x \$40= \$360; Mileage: 402 x .54=\$217; 3 subs x 3 days x \$82.60= \$744; Total: \$2521	Teacher Collaboration, Technology, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$2521	HS Science Staff, Building Administrators, Director of Curriculum & State/Federal Reporting
31a Intervention Teacher	The students with the highest needs receive academic support from a teacher. The teacher provides a variety of interventions to students to support their academic achievement.	Supplemental Materials, Direct Instruction, Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$0	31a Intervention Teacher, Building Administration, Director of Curriculum & State/Federal Reporting
Implementation of EBLI strategies	Teachers will use EBLI strategies to support direct instruction in academic vocabulary acquisition.	Direct Instruction, Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	Principal
31a Intervention Teacher	The students with the highest needs receive academic support from a teacher. The teacher provides a variety of interventions to students to support their academic achievement.	Supplemental Materials, Direct Instruction, Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$0	31a Intervention Teacher, Building Administration, Director of Curriculum & State/Federal Reporting

District Improvement Plan

Reed City Area Public Schools

G.T. Norman Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title Services- Academic Support in ELA	Students at-risk of failing to meet grade-level standards will receive targeted interventions in skill-based groups for 30-45 minutes/day, four days/week. The Title teachers, as well as grade-level teachers, will provide targeted instruction using research and evidence-based instructional strategies to meet the needs of the students. Student progress will be monitored in a systematic way which allows fluid grouping of students throughout the year. Students in grades K-3 will have Power Hour. Students in grades 4-5 will have push in and pull out services.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	08/01/2016	06/30/2017	\$309500	Classroom Teachers and Title Teachers with support from building administrators and Director of Curriculum & State/Federal Reporting
Literacy Nights	Throughout the year, at least two family nights will be scheduled with a focus on literacy. The event will include literacy based events, parent workshops, door prizes, meals for families, and child care (as needed). Families that attend will receive materials and books to support literacy at home.	Community Engagement, Parent Involvement, Materials	Tier 1	Implement	07/01/2016	06/30/2017	\$1500	G.T. Norman Staff
Annual Title I Parent Meeting	The G.T. Norman Staff will host an Annual Parent Title I meeting to share information with parents about Title I services and how it may impact their students. Parents will be able to ask questions about Title I. This will occur one evening after school in the first month of school. Costs associated with evening will be for materials and refreshments for the parents.	Parent Involvement	Tier 1	Implement	09/02/2014	09/30/2014	\$0	G.T. Norman Teaching Staff and Building Administrators

District Improvement Plan

Reed City Area Public Schools

<p>Michigan Reading Conference</p>	<p>Teachers will attend the Michigan Reading Conference to learn about best practices to support student achievement in reading. The MRA conference has inspirational speakers, educators, authors and special events that connect literacy across the curriculum and provides best practices. It will be held in Detroit. Upon their return, knowledge and skills will be shared with elementary staff and Director of Curriculum. Registration \$190 x 5 = \$950 Mileage: 2 vehicles x 400 miles x .54= \$432 Food: 5 people @ \$25 (lunch)- 2days and \$20 (dinner) 2 nights= \$450 Lodging: \$150x 3 rooms= \$450 Sub \$82.60*2= \$165 Total: \$2447</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>03/01/2017</p>	<p>03/01/2017</p>	<p>\$2447</p>	<p>Elementary Principal, Director of Curriculum, Teachers</p>
<p>Literacy Coach</p>	<p>A 0.5 FTE Literacy Coach will work with K-5 teachers on implementing effective literacy instruction. The coach will push in and provide coaching and modeling with a focus on improving student outcomes, implementation of Read Now Network best practices, and improving student outcomes in English language Arts.</p>	<p>Direct Instruction, Teacher Collaboration, Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/30/2017</p>	<p>\$55000</p>	<p>Literacy Coach to support K-5 teachers with support from building administrators and Director of Curriculum & State Federal Reporting</p>
<p>Reading Now Network (RNN)</p>	<p>School superintendents from 13 West Michigan counties have formed the Reading Now Network (RNN) – a collective effort of superintendents, school boards and school districts throughout West Michigan to improve early literacy and, ultimately, student achievement across all grade levels. A facilitator will provide professional development throughout the school year.</p>	<p>Supplemental Materials, Direct Instruction, Policy and Process, Teacher Collaboration, Walkthrough, Curriculum Development, Materials, Technology, Professional Learning</p>	<p>Tier 1</p>	<p></p>	<p>08/01/2015</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Elementary administration and teachers</p>

District Improvement Plan

Reed City Area Public Schools

MAISA Coaching	Teachers will meet with a trained consultant to support the ongoing implementation of the MAISA units. Staff will continue to meet with the MAISA coach for continued training. Substitute teachers for 30 teachers to meet 4 times a year = $\$82.60 \times 4 \times 30 = \9912	Direct Instruction, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$9912	Teachers, Building Administration, Director of Curriculum & State/Federal Reporting
Supplemental Materials	The school will purchase additional materials such as chart paper, sticky notes, composition notebooks, graphic organizers, and similar items that are essential to the implementation of the MAISA units.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Implement	07/01/2016	06/30/2017	\$2000	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
MAS/FPS Fall and Winter Institute	A building administrator from the elementary school and the Director of State/Federal Programs will attend the MAS/FPS Fall and Winter Director's Conference to stay current with Federal regulations and best practices to support Title schools. 1 Elementary Princ/1 Curric Dir; Registration \$800; Travel \$170; Lodging \$800; Meals \$180 x 2 times	Policy and Process, Professional Learning	Tier 2	Monitor	07/01/2016	06/30/2017	\$3700	Elementary Principal and Director of State/Federal Reporting ;
Read Naturally Conference	Interventionists and Title teachers will attend the Read Naturally Seminar in GR, Michigan-to promote reading fluency 9/22/16 Registration 6x \$125= \$750 Mileage: $154 \times .54 \times 2 = \166 Meals: $\$20 \times 6 = \120 Total: \$1036	Supplemental Materials, Direct Instruction, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	09/01/2016	09/30/2016	\$1036	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

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MEMPSA Conference	Building Administrators will attend MEMPSA Conference to support professional learning and implementation of policies and procedures: 12/7/16-12/9/16 in Traverse City Registration \$290 x2= \$580 Mileage: 77 miles 1 way x 2 ways x .54= \$83 Lodging 2 rooms @ \$180 x 3 nights= \$1080 Meals \$20/person x 2 (lunch and dinner) x 3 days for 2 people= \$240 Total: \$1983	Policy and Process, Professional Learning	Tier 1	Monitor	12/01/2016	12/31/2016	\$1983	Building Administrators
Michigan Art Education Annual Conference	Two art teachers will attend the Michigan Art Education Annual Conference held in Traverse City on 10/27-10/30/16 to promote literacy across the curriculum and implementation of the strategy in the art curriculum. Registration: \$200 x 2= \$400 Mileage: 77 miles 1 way x 2 (there and back) x .54= \$83 Lodging= \$150 x4 nights= \$600 Meals: \$40/day X 4 days x 2 people= \$320 Sub 2 days @ \$82.60 x 2 people= \$330 Total: \$1733	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1733	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
FAME	The FAME Team will meet quarterly with the FAME Coach to collaborate about best practices and implementation of formative assessment and the gradual release of responsibility framework. This amount will cover the substitute cost for 2 teams of 9 members to meet 3 times during the year. 9 subs x 3= 27 subs @ \$82.60= \$2230	Policy and Process, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$2230	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
FAME	The FAME Team will meet quarterly with the FAME Coach to collaborate about best practices and implementation of formative assessment and the gradual release of responsibility framework.	Policy and Process, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

District Improvement Plan

Reed City Area Public Schools

Title Services- Academic Support in Math	Students at-risk of failing to meet grade-level standards will receive targeted interventions in skill-based groups for 30-45 minutes/day, four days/week of which at least one group will address mathematical concepts. The Title teachers, as well as grade-level teachers, will provide targeted instruction using research and evidence-based instructional strategies to meet the needs of the students. Student progress will be monitored in a systematic way which allows fluid grouping of students throughout the year. Students in grades K-3 will have Power Hour. Students in grades 4-5 will have push in and pull out services. Costs associated with ELA Title Staff as they are responsible for addressing the needs of students in both Math and ELA.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	07/01/2016	06/30/2017	\$0	Classroom Teachers and Title Teachers with support from building administrators and Director of Curriculum & State/Federal Reporting
Math Nights	Throughout the year, at least one family night will be scheduled with a focus on math. The event will include math based events, parent workshops, door prizes, meals for families, and child care (as needed). Families that attend will receive materials and activities to support math at home.	Community Engagement, Parent Involvement, Materials	Tier 1	Implement	07/01/2016	06/30/2017	\$500	G.T. Norman Staff
Annual Title I Parent Meeting	The G.T. Norman Staff will host an Annual Parent Title I meeting to share information with parents about Title I services and how it may impact their students. Parents will be able to ask questions about Title I. This will occur one evening after school in the first month of school. Costs associated with evening will be for materials and refreshments for the parents.	Parent Involvement	Tier 1	Implement	09/01/2016	09/30/2016	\$0	G.T. Norman Teaching Staff and Building Administrators
Implementation of Engage NY Math Units	Teachers in grades K-5 will work toward full implementation of the Engage NY Math curriculum with support from the Math and Science Consultant from the ISD that is trained in the program. Grade level teachers will meet with him for 1/2 day up to 4 times per year to discuss upcoming units, direct instruction, assessments and monitoring student progress.	Direct Instruction, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$4000	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff

District Improvement Plan

Reed City Area Public Schools

FAME	The FAME Team will meet quarterly with the FAME Coach to collaborate about best practices and implementation of formative assessment and the gradual release of responsibility framework.	Policy and Process, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Director of Curriculum & State/Federal Reporting, Building Principals, and Instructional Staff
Title Services- Academic Enrichment in Science	All students in grades K-5 receive a minimum of 35 minutes of additional instruction to support science concepts through hands-on experiments and activities that would otherwise not be provided in the classroom.	Supplemental Materials, Direct Instruction, Academic Support Program, Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$103324	Science Title Teacher, Building Administrators, Director of Curriculum & State/Federal Reporting
Science Nights	Throughout the year, at least one family night will be scheduled with a focus on science. The event will include science based events, parent workshops, door prizes, meals for families, and child care (as needed). Families that attend will receive materials and activities to support science at home.	Supplemental Materials, Community Engagement, Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$500	G.T. Norman Staff
Title Services- Academic Enrichment in Social Studies	All students in grades K-5 receive a minimum of 35 minutes of additional instruction to support social studies concepts through hands-on experiments and activities that would otherwise not be provided in the classroom.	Supplemental Materials, Direct Instruction, Academic Support Program, Technology	Tier 1		07/01/2016	06/30/2017	\$0	Science/Social Studies Title Teacher, Building Administrators, Director of Curriculum & State/Federal Reporting