



District Improvement Plan

Mt. Pleasant City School District

Mrs. Jennifer Verleger
720 North Kinney Ave
Mount Pleasant, MI 48858-1757

TABLE OF CONTENTS

Introduction.....	1
Improvement Plan Stakeholder Involvement	
Introduction.....	3
Improvement Planning Process.....	4
2018-2020 Mt. Pleasant Public Schools	
Overview.....	6
Goals Summary.....	7
Goal 1: All students at Mt. Pleasant Public Schools will college or career ready in the academic subject of mathematics..	8
Goal 2: All students at Mt. Pleasant Public School District will be college or career ready in the academic area of science.....	25
Goal 3: All students at Mt. Pleasant Public School District will be college or career ready in the academic area of Social Studies.....	35
Goal 4: All students at Mt. Pleasant Public Schools will be college or career ready in the academic area of reading and writing.....	46
Activity Summary by Funding Source.....	71
Activity Summary by School.....	113

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.

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.

Mt. Pleasant Public Schools requests stakeholder input in the development of school and district improvement plans. Data used to develop the district's improvement plan aligns with process and data used to develop building improvement plans and the district strategic plan. During planning meetings, groups work collaboratively to evaluate district collected data (student achievement data including subgroups, perception surveys, demographic and process data), regional and state data, and local data. This group discusses what student achievement looks like K-12 at MPPS and plans professional development for staff in the areas of need to increase student achievement. The Superintendent makes sure all stakeholder groups are represented. These groups include: parents, board members, teachers, principals, and students and community members when appropriate. Principals select teacher volunteers and parent volunteers to assist in the development of building plans. When the district seeks community involvement, usually those interested are asked to complete a short application. The applicants are then selected by the Superintendent and Assistant Superintendent.

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

District Improvement co-chairs develop the agenda, lead the group discussions and are responsible making sure the group schedules time to meet and plan. Staff members, take part in gathering data to evaluate, research instructional strategies, and participate in diagnostics at both the building and district level. Prepare building level School Improvement Plans that filter into the development of the District Improvement Plan. Stakeholders including community members offer suggestions via perception surveys and face to face meetings when appropriate.

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

When completed, the District Improvement plan is presented to the board of education for approval. All board meetings are digitally recorded, and then archived on the district website where community members can view them. In addition, the DIP is placed on the District Website and each buildings' websites. Lastly, paper copies are available in all building offices including the Superintendent's office.

2018-2020 Mt. Pleasant Public Schools

Overview

Plan Name

2018-2020 Mt. Pleasant Public Schools

Plan Description

District Improvement Plan

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 Mt. Pleasant Public Schools will be college or career ready in the academic subject of mathematics.	Objectives: 3 Strategies: 3 Activities: 34	Academic	\$688100
2	All students at Mt. Pleasant Public School District will be college or career ready in the academic area of science.	Objectives: 3 Strategies: 3 Activities: 14	Academic	\$618209
3	All students at Mt. Pleasant Public School District will be college or career ready in the academic area of Social Studies.	Objectives: 3 Strategies: 3 Activities: 16	Academic	\$71900
4	All students at Mt. Pleasant Public Schools will be college or career ready in the academic area of reading and writing.	Objectives: 3 Strategies: 3 Activities: 53	Academic	\$17502400

Goal 1: All students at Mt. Pleasant Public Schools will college or career ready in the academic subject of mathematics.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level in Mathematics by 05/31/2022 as measured by the state assessment.

Strategy 1:

Multi Tier Systems of Support M1 - Multi-tiered System of Supports (MTSS)

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources,

promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

gains in reading and math assessment scores for all students;

a decrease in inappropriate referrals to special education, particularly for minority students and boys;

a decrease in suspensions and expulsions;

improved collaboration between general and special education; and
corresponding cost benefits.

<http://nclld.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006). Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.

District Improvement Plan

Mt. Pleasant City School District

Tier: Tier 1

Activity - K-6, 60 Minutes of Math Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students participate in 60 minutes of mathematics direct instruction. During this time, students work as a whole group, small group, or individually on math concepts on a daily basis. For the younger grades this 60 minutes of direct instruction is divided up into manageable and age appropriate chunks of time. Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	No Funding Required	K-6 Administrators

Activity - Core Academic Technology Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 Core Academic Technology Coach provides one-on-on, small or whole group professional development opportunities for staff and administration in an effort to increase instructional technologies in the classroom setting. In addition, the Core Academic Technology Coordinator teaches staff how to incorporate best practice strategies as it relates to mobile devices as teaching and learning tools to increase both student motivation and achievement across the core academics. To provide current best practice strategies using educational technology strategies, this person attends professional development opportunities and trains staff from what was learned. In order to provide educational technology training across the district, mileage reimbursement is also necessary to support the success of this position. Lastly, necessary technology supplies are also funded in order for this person to have working knowledge of current technology devices being introduced in the classroom to support student achievement across the Core Content Areas. Mileage reimbursement for Core Academic Coach to travel between buildings during the school year. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2015	06/28/2019	\$104000	Title IV Part A, Title II Part A, General Fund	State and Federal Programs Coordinator and Human Resources Director

Activity - Google Apps for Educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Mt. Pleasant City School District

Participants will learn to use Google Apps for Education, Chrome OS, and Google Play for Education in order to become equipped to become Google Education experts. Certified Google Educators are equipped to train others on the use of Google Apps for Education, Chrome OS, and Google Play for Education.	Professional Learning	Tier 1	Monitor	07/13/2015	06/28/2019	\$4000	Title II Part A	State and Federal Programs Coordinator
Schools: All Schools								

Activity - Building Positive School Culture: Establishing relationships and motivating students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn about developing the will and the skills necessary to improve schools. Creating a positive school culture is essential to the success of school improvement initiatives. Skill: Teachers and administrators will learn pedagogical tools and strategies to engage students. The tools and strategies will be drawn from the areas of responsive classroom management, responsive academic vocabulary, responsive academic literacy, and responsive learning environment. Technology will play a pivotal role in engaging students within many of these areas. Learning will be drawn from Eric Jensen, ACEs training, West Michigan Trauma Center, and local experts that will help staff learn how best to support students and each other.	Professional Learning	Tier 1	Monitor	06/01/2015	06/28/2019	\$8000	Title II Part A	State and Federal Programs Coordinator and Assistant Superintendent
Schools: All Schools								

Activity - PLC Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff across the district will utilize collaboration time, to implement PLC Grade Level Collaboration during the school year. While working as a PLC, teachers will use Thomas Many's article SOAP Notes, as well as his article called, "Look for the Leverage Points" to guide how to effectively collaborate about student achievement. S=subject O=objective A=assessment P=plan. Collaborative planning about units to be taught, how they are assessed, and how to analyze the strands or concepts that students need more time with will be an integral part of the PLC. The Data focus will be Math, however professional planning will include the opportunity for creating common units across subject areas. (IE-integration of writing in science and social studies, non-fiction writing, etc) Growth Mindset is a book that will be studied during Pullen's PLC time and staff meetings.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2015	06/28/2019	\$4000	No Funding Required, Title II Part A	Administrators and School Improvement Team Members
Schools: Fancher School								

District Improvement Plan

Mt. Pleasant City School District

Activity - Poverty Simulation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During the school year, district team members will conduct a Poverty Simulation that is open to any staff member. During this two hour simulation, staff will learn how to survive day to day for a month while acting as a agency worker or an individual in need with many challenges. This activity/workshop will provide "just-in-time" training for all MPPS staff as we continue to see a steady increase with our ED population. This training will dramatically impact tier I instruction across the district not just in math, but in all core academic areas.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Getting Ready	08/24/2015	06/28/2019	\$0	No Funding Required	Assistant Superintendent of Schools, SFP Coordinator, lead building administrators
Activity - Integrating Differentiated Instruction by Carol Ann Tomlinson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff at Pullen staff will continue to implement the strategies presented in the book, Integrating Differentiated Instruction by Carol Ann Tomlinson. DI strategies will be shared during PLCs and instructional round sessions.</p> <p>Schools: Pullen Elementary School</p>	Professional Learning	Tier 1	Monitor	02/09/2015	06/28/2019	\$0	No Funding Required	Pullen Principal and School Improvement team members
Activity - PowerSchool / Illuminate Data Warehouse Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will learn how to effectively utilize the built in functions of Illuminate to produce tangible data that can lead to improved instruction. Trained staff will provide training and staff development during next school year as we train all staff how to utilize Illuminate.</p> <p>Schools: All Schools</p>	Technology, Professional Learning	Tier 1	Monitor	06/10/2015	06/28/2019	\$3000	Title II Part A	State and Federal Programs Coordinator and HR
Activity - Instructional Technology Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>MPPS will send the Core Academic Technology Coach to instructional technology training that is necessary and reasonable to fulfill the job duties. Training opportunities include MACUL, MI-GOOGLE for Educators Conference, NWEA training opportunities, and PowerSchool user trainin.</p> <p>Schools: All Schools</p>	Technology, Professional Learning	Tier 1	Monitor	07/01/2016	06/28/2019	\$2000	Title II Part A	State and Federal programs coordinator

District Improvement Plan

Mt. Pleasant City School District

Activity - Strategic Intervention Solutions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Guiding teachers to understand how to delayer students skills across all academic arenas is vital to promoting systematic interventions, formative assessment and quality instruction. Strategic Intervention Solution trainings promote early learning success, data driven instruction and response to intervention for the 21 century learner.</p> <p>Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School</p>	Supplemental Materials, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/15/2016	07/05/2019	\$10000	Title I Part A, Title II Part A	State/Federal Programs Coordinator and building principals.
Activity - Guided School Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School improvement is an on going process that guides a system in identifying strengths and challenges. With the many responsibilities that educators face, it is difficult to find the time to focus on this process. GIRESD has planned Guided School/District Improvement Sessions to assist educators with the improvement cycle and MDE requirements. School/district leaders, improvement team members, and any interested individual are invited to attend the sessions outlined. In addition, MPPS, will contract with Sara Shriver to provide on-site guided school improvement training to assist schools with the development of comprehensive needs assessments. Building improvement team members along with district improvement team members will work with Sara during extended contract sessions.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	08/15/2016	06/28/2019	\$7000	Title II Part A	State/Federal Programs Coordinator and Building Administrators
Activity - Educational Technology - Mobile Devices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>With supplemental funds, TRIG Funds, and MPPS bond funds, educational technology will be purchased to enable staff and students to utilize 21st century and best practice educational technology instructional strategies in the classroom and outside the classroom. Mobile devices allow for anytime, any place and any pace differentiated learning. Mobile devices to purchase: Chromebooks, iPads and iPad minis including Apple Care and protective cases, charging stations/security carts, headphones, mice,</p> <p>Schools: All Schools</p>	Supplemental Materials, Technology, Academic Support Program	Tier 1	Monitor	01/30/2017	06/30/2019	\$95000	Other, Title I Schoolwide	Building administrators, state/federal programs coordinator, and CFO

District Improvement Plan

Mt. Pleasant City School District

Activity - Math/Game Night - Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Title I buildings, host many family engagement events throughout the school year. Math/Game night will allow families to learn how board games can be played at home to support important reading and math skills. CMU professor will share his expertise with families at Ganiard to learn just how important playing board games can be when supporting student learning. Pullen, Mcguire and Vowles elementary schools are all hosting math/game family engagement events during the winter months as well.</p> <p>Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School</p>	Parent Involvement	Tier 1	Monitor	01/16/2017	06/01/2019	\$5000	Title I Schoolwide	Building administrators and Title I staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional learning communities provide staff with a structured process for reviewing and collaborating around student learning. Staff work in grade level teams or curriculum departments to study student learning and assessment results. Through collaborative dialogue, staff work together to learn best practice strategies to improve student achievement.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/25/2017	06/28/2019	\$0	No Funding Required	Building administrators and school improvement team members
Activity - Math Seeds Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Mathseeds is a comprehensive online mathematics program for children aged 3-9. It offers a huge range of carefully structured lessons and activities that build mathematical skills over a broad range of number, shape and measurement topics.</p> <p>Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School</p>	Academic Support Program	Tier 1	Implement	01/15/2018	06/28/2019	\$4000	Title I Part A	Elementary Principals and SFP coordinator
Activity - Chromebooks, headphones, mice, carts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

With additional Title I funds, Ganiard, Pullen, Vowles and McGuire elementary schools will purchase additional Chromebooks, headphones, and mice to be used with Tier 1 instruction in classrooms and small groups to support personalized learning. Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School	Academic Support Program	Tier 1	Implement	01/15/2018	06/13/2019	\$55000	Title I Part A	Building principals
Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reflex Math Site License to provide students of all abilities with an intervention to help develop fluency with basic facts in addition, subtraction, multiplication and division. The program is adaptive and is individualized for each student's unique needs. Reflex Math will be used as a tier 1 intervention where students can gain access even from home or a mobile device. Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$15000	Title I Part A	Building Principals
Activity - Oiler Hour After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Oiler Hour is being offered at MPMS to support students academic success and increase student achievement across science, reading and mathematics. Students can participate in an hour of additional academic support up to 3 times a week with certified teachers available to provide the support needed. Students will have the chance to leave with a sack meal as an incentive to participate. Schools: Mt. Pleasant Middle School	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$20000	Section 31a	MPMS administrators and SFP Coordinator
Activity - Principal Mentorship and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

<p>To provide ongoing Principal Mentoring and Coaching that will provide support and structure to the development of the principal in order to effectively lead learning communities using the National Association of Elementary School Principals (NAESP) Standards for what principals should know and be able to do. Goals: Principal Mentoring and Coaching -The principal will: Understand the National Elementary School Principal Association's (NAESP) Standards for Leading Learning Communities Use self-assessment to identify strengths and challenges in practice Create and use an action plan to build principal competencies (according to NAESP standards) Have ongoing reflection with Mentor</p> <p>Schools: Mt. Pleasant Middle School, Fancher School, Mary McGuire School</p>	<p>Other - Mentoring and Coaching, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/29/2018</p>	<p>07/03/2020</p>	<p>\$6000</p>	<p>Title II Part A</p>	<p>State/Federal Programs Coordinator and Assistant Superintendent</p>
--	--	---------------	------------------	-------------------	-------------------	---------------	------------------------	--

Measurable Objective 2:

A 15% increase of Bottom 30%, Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency level in Mathematics by 06/28/2019 as measured by the state assessment.

Strategy 1:

Multi-Tier Systems of Support M2 - Multi-tiered System of Supports (MTSS)

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop

systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

- gains in reading and math assessment scores for all students;

- a decrease in inappropriate referrals to special education, particularly for minority students and boys;

- a decrease in suspensions and expulsions;

- improved collaboration between general and special education; and
- corresponding cost benefits.

<http://nclld.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).

Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

District Improvement Plan

Mt. Pleasant City School District

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.

Tier: Tier 2

Activity - At Risk Supplemental Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental math support class is designed to help support and meet the needs of at risk students who have failed or are at risk of failing the general math class. Students work with highly qualified math teacher who assesses each student's individual needs and provides scientific, research based strategies and direct instruction to meet those individual needs. Student progress is monitored during the trimester to assure student growth. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay. Schools: Mt. Pleasant Middle School, Mt. Pleasant Senior High School	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$60000	Section 31a	State and Federal Programs Coordinator and West Intermediate Administrator

Activity - At Risk Support Math Certified Teachers and Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-Risk Tutors work with individual students who qualify on the State At-Risk Identification worksheet and are among the neediest of the needy in an effort to increase student achievement in the area of mathematics. At-Risk tutors work closely with classroom teachers in order to provide additional supplemental math support in addition to core math instruction delivered by classroom teachers. Student progress is monitored and program changes are modified or adjusted based on data. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay. Schools: Fancher School, Mary McGuire School	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$90000	General Fund, Section 31a	State and Federal Programs Coordinator and Building Administrators

District Improvement Plan

Mt. Pleasant City School District

Activity - At Risk Math Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>At Risk Math credit recovery is offered to at risk students who have previously failed a math course at the high school. The credit recovery program is a web based program called OdysseyWare and is offered to qualifying students as an extended day/year learning opportunity. Students receive support from highly qualified teachers while working to complete the credit recovery course and receive credit. Math credit recovery for at risk students is offered during summer months.</p> <p>Schools: Mt. Pleasant Senior High School</p>	Technology	Tier 2	Monitor	09/01/2015	06/28/2019	\$12000	Section 31a	State and Federal Programs Coordinator and High School Administrator
Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Co-teaching is the concept where two highly qualified individuals work together with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.</p> <p>Schools: Mt. Pleasant Middle School, Mt. Pleasant Senior High School, Fancher School, Mary McGuire School</p>	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	No Funding Required	Human Resources Director, Special Education Director, and Building Administrators
Activity - Title I / Tier II Extended Day Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Each K-5 elementary building offers extended day learning opportunities to students who qualify. Supplemental reading and or math support is offered as an extended day offering, which is taught by either a certified teacher or highly qualified paraprofessional. Transportation is provided to those students who do attend the before or after school learning opportunities.</p> <p>Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School</p>	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$20000	Title I Part A	State and Federal Programs Coordinator and Title I Building Administrators
Activity - Title I, D Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

Highly qualified support staff will work with adjudicated youth while they are residing within Mt. Pleasant Public School District. Support will be provided at both the secured and non-secured youth facilities in conjunction with the county court system. Staff will work with sending schools to assure credits earned are reported back to the sending school. Schools: Mt. Pleasant Adult and Community Education	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$25000	Title I Part D	State and Federal Programs Coordinator and Adult and Community Education Director
--	--------------------------	--------	---------	------------	------------	---------	----------------	---

Activity - K-6 Title I, Tier II, Math Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified, Title I paraprofessionals work with K-6 students in a supplemental math support setting under direct guidance from classroom teachers and Title I/Tier II certified teachers. Paraprofessionals work on specific skills with at risk identified students. Student progress is monitored and adjustments are made when necessary. Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$25000	Title I Part A	State and Federal Programs Coordinator and Title I Building Administrators

Activity - At Risk Student Success/Graduation Mentor-Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The At Risk Graduation Mentor - Student Support, works with identified at risk students mainly in grades 9 and 11 who are at risk of graduating from high school. One Grad Mentor will focus on students who are at risk due to academic needs while the second Grad Mentor will focus on students who are at risk due to chronic absences. Both grad mentors work closely with the transition counselor from West Intermediate in order to have an established caseload of students to support as 9th grade students. This person works with at risk students on a daily basis to establish relationships and trouble shoot problems related to attendance and poor academics. The At Risk Grad. Mentors works closely with high school at risk counselors when a student is in need of social and emotional supports. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay. Schools: Mt. Pleasant Senior High School	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$60000	Section 31a, General Fund	High School Administrator and State and Federal Programs Coordinator

Activity - At Risk Summer Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Mt. Pleasant City School District

At Risk summer camp is offered to students at MPHS who are at risk of graduating on time. Students have the opportunity to earn credits lost by working and completing credits via the Odyssey Ware an online credit recovery program. Highly qualified staff provide instructional support in addition to the online supports. Schools: Mt. Pleasant Middle School, Mt. Pleasant Senior High School	Academic Support Program	Tier 2	Monitor	07/01/2017	06/28/2019	\$10000	Section 31a	State and Federal Programs Coordinator and High School Administrators
---	--------------------------	--------	---------	------------	------------	---------	-------------	---

Activity - Think Stretch Summer Learning Program and Family Involvement Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I buildings this summer are planning an alternative summer learning opportunity. Think Stretch summer learning workbooks will be purchased for every student K-6 who are below grade level in both reading and math. The summer workbooks are set up with math, writing and reading activities. Students can work independently or attend a direct instruction summer learning session with a certified teacher to receive additional academic support during the summer months. Parents are also able to attend these learning sessions and learn ways to provide academic support when students need help at home. Transportation and childcare for little ones will be offered to families who would other wise not be able to attend. Schools: Vowles School	Supplemental Materials, Parent Involvement, Direct Instruction	Tier 2	Monitor	05/02/2016	06/28/2019	\$3000	Title I Part A	SFP Coord., Building Principals and Title I staff

Activity - McKinney-Vento Ext Day Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who may be living in a homeless situation and attend a non-Title I building are eligible to receive academic tutoring after school with a HQ and certified teacher. Transportation is also included when students stay after school for additional instruction and practice. Currently our non-Title I buildings are Fancher, MPMS, and High School. Schools: Mt. Pleasant Middle School, Mt. Pleasant Senior High School, Fancher School	Direct Instruction	Tier 2	Implement	01/04/2016	06/28/2019	\$6000	Title I Part A	SFP and McKinney-Vento Liaison

Measurable Objective 3:

A 10% increase of English Learners students will demonstrate student proficiency (pass rate) increase in Mathematics by 06/28/2019 as measured by the state assessment.

Strategy 1:

Multi Tier Systems of Support - Multi-tiered System of Supports (MTSS)

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

- gains in reading and math assessment scores for all students;
- a decrease in inappropriate referrals to special education, particularly for minority students and boys;
- a decrease in suspensions and expulsions;
- improved collaboration between general and special education; and
- corresponding cost benefits.

<http://ncl.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

District Improvement Plan

Mt. Pleasant City School District

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006). Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.

Tier: Tier 2

Activity - English Second Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Mt. Pleasant City School District

Certified English Language teacher will continue to educate staff and provide training to our current English Language tutors. In addition, EL teacher will update electronic resources and train staff with best practice strategies for meeting the unique individual needs of EL students in the classroom. Staff will also learn how academic language of mathematics develops with direct instruction and most often takes several years for English Learners to master.	Professional Learning	Tier 1	Monitor	08/01/2015	06/28/2019	\$0	No Funding Required	State and Federal Programs Coordinator and Building Administrators
Schools: All Schools								

Activity - EL Support Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language tutors work closely with certified ESL teacher and classroom teachers to provide supplemental support to students who have been identified as English Language Learners. Students work individually or in a small group setting usually outside of the general classroom. English Language skills are assessed on a yearly basis using the WIDA Access and can be progress monitored using the W-APT two to three times during the instructional school year.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/28/2019	\$30000	General Fund	Human Resources Director and Building Administrators
Schools: Vowles School, Pullen Elementary School								

Activity - Immigrant English Learner Student and Family New Comer Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Immigrant English Learner student and family New Comer Events will be offered in September and January to welcome new Immigrant students and families to Mt. Pleasant Schools and the community. Required school paperwork will be explained and translators will be present to assist families with questions. Snacks, transportation and childcare will be made available for those who need the support. In addition, bilingual dictionaries will be ordered as needed for immigrant students and families to use to help effective communication in school and the community. With carryover funds, events like public skating, Jump Station, Morey Courts and CMU Museum of Natural History are being planned.	Parent Involvement	Tier 2	Implement	01/03/2017	07/04/2019	\$2100	Title III	State/Federal Programs Coordinator and New Comer Event Staff
Schools: All Schools								

Activity - WIDA National Conference in Detroit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

Mt. Pleasant Public Schools two English Second Language teachers will attend the National WIDA conference in Detroit to collaborate with State and National experts in the field of English Second language instruction and learning. Teachers will bring back new learning and share with staff who work closely with EL students on a day to day basis in an effort to provide specific language development in the areas of core academics to increase student achievement. Training will take place during 2018-2019 school year Schools: All Schools	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	06/30/2018	06/29/2019	\$3000	Title II Part A	State/Federal Programs Coordinator
--	--	--------	-----------	------------	------------	--------	-----------------	------------------------------------

Goal 2: All students at Mt. Pleasant Public School District will be college or career ready in the academic area of science.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level in Science by 06/30/2022 as measured by NWEA and state assessment.

Strategy 1:

Multi-Tier Systems of Support S1 - Multi-tiered System of Supports (MTSS)

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead

to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

- gains in reading and math assessment scores for all students;

- a decrease in inappropriate referrals to special education, particularly for minority students and boys;

- a decrease in suspensions and expulsions;

- improved collaboration between general and special education; and
- corresponding cost benefits.

<http://nclld.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an Rtl framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006). Rigorous research clearly shows that implementing the four essential Rtl components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of

District Improvement Plan

Mt. Pleasant City School District

learning. American Educational Research Journal, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency.

Exceptional Children, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. Language, Speech and Hearing Services in Schools, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. Journal of Special Education, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69(4), 391-409.

Tier: Tier 1

Activity - WAY-Oasis Lab and Student Researcher Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who participate in the district's alternative education, OASIS-WAY program are assigned a mentor who provides academic support on a daily basis. The academic support/mentor makes daily contact with the student either face-to-face, via e-mail, or phone conversations. Once students are enrolled in the program, students have access to an online learning environment 24 hours a day, 365 days per year with a community of staff to assist them. The lab mentor assists researchers while in a on campus lab setting. The Student Researcher Mentor, is the person who checks in daily with the researcher to assure all is going well. Every student researcher mentor is assigned 6 students to monitor and assist. Schools: Mt. Pleasant Adult and Community Education, WAY - Oasis	Academic Support Program	Tier 1	Monitor	09/01/2015	07/05/2019	\$110000	Section 31a	State and Federal Programs Coordinator, Assistant Superintendent, and Adult and Community Education Director

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

District Improvement Plan

Mt. Pleasant City School District

North West Educational Assessment is an online adaptive assessment that currently K-11 grade students are assessed with in the areas of Reading, Language, and Mathematics. Students in grade 7 are also taking the science portion of the assessment. Staff is all buildings where the assessment is administered will receive training in order to be able to understand student results in an effort to make sound instructional decisions based on the assessment results. Training will be lead by the district Core Academic Technology Coach. Core Academic Technology Coach will receive training during the summer and will carry out additional staff development sessions during the school year. Schools: Mt. Pleasant Middle School, Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Professional Learning	Tier 1	Monitor	08/01/2015	07/05/2019	\$3000	Title II Part A, No Funding Required	State and Federal Programs Coordinator and Building Administrators
---	-----------------------	--------	---------	------------	------------	--------	--------------------------------------	--

Activity - Instructional Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Core Academic Technology Coach will provide learning opportunities for staff members who wish expand their instructional strategies to include current best practice strategies that infuse technology into instruction. Training opportunities will be designed based on surveyed participant needs. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/13/2015	07/05/2019	\$12000	Title II Part A	State and Federal Programs Coordinator

Activity - National Geographic - Elementary Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mt. Pleasant Public Schools - Professional Studies Committee recommends the purchase of new science curriculum - National Geographic for grades K-5. The new curriculum will meet the challenges faced by the rigor of the new standards and approach to teaching science. It will provide students with skills and knowledge needed to prepare them for careers of the 21st century. Staff will receive professional development in addition to collaboration time in order to learn the and implement the new curriculum with fidelity. Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$78709	Other	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals

Activity - Middle School Science Curriculum- Holt Science and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Mt. Pleasant City School District

Mt. Pleasant Public Schools - Professional Studies Committee - Recommendation to purchase needed texts books - Holt Science and Technology. Curriculum task force developed curriculum based on the new Michigan Science Standards which are based on the Next Generation Science Standards. Staff will receive professional development in addition to teacher collaboration time to implement the curriculum with fidelity. Schools: Mt. Pleasant Middle School	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$15000	Other	Superintendent of Schools, Assistant Superintendent of Schools and West Intermediate Administrators
--	---	--------	-----------	------------	------------	---------	-------	---

Activity - Glencoe - High School - Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mt. Pleasant Public Schools - Professional Studies Committee - high school task force has developed curriculum based on the new Michigan Science Standards that are based on the Next Generation Science Standards. Glencoe curriculum will be purchased over summer 2017 and implemented during 2017-2018 school year. Pacing guides, common assessments have also been developed. Staff will receive professional development in addition to teacher collaboration time to implement the new curriculum with fidelity. Schools: Mt. Pleasant Senior High School	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$76000	Other	Superintendent of Schools, Assistant Superintendent of Schools and High School Administration

Activity - Science Alive Student Assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Alive student assembly will bring science to elementary students. Students will have the opportunity to see live science presentations right in the classroom to learn about various animals, their habitats, eating habits, and survival skills. This is a hands on presentation where students can get up close and personal with the animals. Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School	Academic Support Program	Tier 1	Implement	01/15/2018	06/07/2019	\$2000	Title I Part A	Ganiard Principal and SFP Coordinator

Measurable Objective 2:

A 25% increase of Bottom 30%, Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency level in Science by 06/28/2019 as measured by NWEA and the state assessment.

Strategy 1:

Multi-Tier Systems of Support S2 - Multi-tiered System of Supports (MTSS)

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

- gains in reading and math assessment scores for all students;
- a decrease in inappropriate referrals to special education, particularly for minority students and boys;
- a decrease in suspensions and expulsions;
- improved collaboration between general and special education; and
- corresponding cost benefits.

<http://nclld.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006). Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.

Tier: Tier 2

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

<p>Co-teaching is the concept of two highly qualified individuals who jointly work with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.</p> <p>Schools: Mt. Pleasant Middle School, Mt. Pleasant Senior High School, Fancher School, Mary McGuire School</p>	Direct Instruction	Tier 1	Monitor	09/01/2015	06/29/2019	\$0	No Funding Required	Building Administrators, Special Education Director and Human Resources Director
<p>Activity - Title I, Tier II Science Support</p>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During extended day and year opportunities, qualifying students, will participate and explore science concepts through literacy integration via National Geographic Summer Science Literacy program.</p> <p>Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School</p>	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$5000	Title I Part A	State and Federal Programs Coordinator and Elementary Building Administrators
<p>Activity - Oasis-WAY Researcher and Lab Mentors</p>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students who participate in the district's alternative education, OASIS-WAY program are assigned a mentor who provides academic support on a daily basis. The academic support/mentor makes daily contact with the student either face-to-face, via e-mail, or phone conversations.</p> <p>Schools: WAY - Oasis</p>	Academic Support Program	Tier 2	Monitor	09/01/2015	07/05/2019	\$65000	Section 31a	Oasis-Way Director and Adult and Community Education Director along with State and Federal Programs Coordinator
<p>Activity - K-5 Title I, Parent Engagement Annual Meetings</p>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

K-5 Title I families are invited to attend the annual fall and spring Title I picnics. At these events, parents learn about Title I supports and have an opportunity to voice concerns, make suggestions, and learn how to be more involved in their students' education. Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$200	Title I Part A	State and Federal Programs Coordinator and Title I building administrators
--	--------------------	--------	---------	------------	------------	-------	----------------	--

Activity - Social Emotional Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk Counselors work with identified At Risk students to provide social emotional supplemental support. In addition, an all school supplemental behavioral support, Mindfulness, will be implemented at upper elementary level next school year. Schools: Mt. Pleasant Middle School, Mt. Pleasant Senior High School, Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Other, Behavioral Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$240000	Section 31a, General Fund	State/Federal Programs Coordinator and Building Administrators

Activity - Mt. Pleasant Middle School - Focus - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Intermediate administrators and SIP teacher leaders along with 2 6th grade teachers from both Fancher and McGuire elementary will participate in 2-3 days of professional development during summer 2017 in preparation of transitioning to a 6, 7, 8 building beginning fall 2017. Staff will work with Molly Funk to strengthen relationships in an effort to improve climate and culture with a special focus on closing the achievement gap between the highest and lowest achieving students. Schools: Mt. Pleasant Middle School	Professional Learning	Tier 1	Implement	01/16/2017	06/29/2018	\$10000	Title II Part A	State/Federal Programs Coordinator and West Intermediate administrators

Measurable Objective 3:

A 15% increase of English Learners students will demonstrate student proficiency (pass rate) in Science in Science by 06/28/2019 as measured by as measured by the State assessment.

Strategy 1:

Multi Tier Systems of Support - Multi-tiered System of Supports (MTSS) The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools. Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met

with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category: Other - English Learner Support

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

Research aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide. School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

- gains in reading and math assessment scores for all students;
- a decrease in inappropriate referrals to special education, particularly for minority students and boys;
- a decrease in suspensions and expulsions;
- improved collaboration between general and special education; and
- corresponding cost benefits.

<http://nclld.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).

Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

District Improvement Plan

Mt. Pleasant City School District

- Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21
- Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.
- Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.
- Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.rch:

Tier: Tier 2

Activity - Immigrant English Learner Student and Family Local Community Outings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Immigrant English Learner students and families will be encouraged to participate in local community outing events to the Childrens Museum and Ziibiwing Center to explore and learn. Funds will be provides to pay for entrance fees, transportation, and to pay staff to coordinate and attend each event. By offering local community outings, our immigrant English Learner students and families will have an opportunity to develop stronger relationships and learn more about our local community.	Other - Immigrant English Learner Support	Tier 2	Implement	01/02/2017	02/14/2019	\$1300	Title III	State/Federal Programs Coordinator and ESL Staff
Schools: All Schools								

Goal 3: All students at Mt. Pleasant Public School District will be college or career ready in the academic area of Social Studies.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level in Social Studies by 06/30/2022 as measured by the state assessment.

Strategy 1:

Multi-Tier Systems of Support SS1 - Multi-tiered System of Supports (MTSS)

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and

intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

- gains in reading and math assessment scores for all students;
- a decrease in inappropriate referrals to special education, particularly for minority students and boys;
- a decrease in suspensions and expulsions;
- improved collaboration between general and special education; and
- corresponding cost benefits.

<http://nclld.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for

District Improvement Plan

Mt. Pleasant City School District

students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006). Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.

Tier: Tier 1

Activity - MEMSPA - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A small group of administrators will attend the Michigan Elementary and Middle School Principals Association annual conference. At this conference, participants will learn about current strategies to successfully lead staff, students, and parents in a ever changing 21st century world. Upon return, administrators will share new learning with the rest of the administrative team during admin. team meetings. Schools: All Schools	Professional Learning	Tier 1	Implement	12/01/2015	07/05/2019	\$2500	Title II Part A	Assistant Superintendent of Human Resources and State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

Activity - Professional Book Study - Schools Can't Do it Alone	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Schools Can't Do it Alone - Community Book Study facilitated by our Assistant Superintendent. This book study will take place during our Strategic Planning Sessions this spring. Drawing on work from hundreds of school districts, Schools Cannot Do It Alone offers parents, teachers, board members, administrators, business and community members a practical approach to understanding, trust, permission, and support needed to change the educational system.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Getting Ready	01/15/2018	07/01/2019	\$1500	Title II Part A	Assistant Superintendent and SFP Coordinator
Activity - MDE - Fall School Improvement Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>State and Federal Programs Coordinator along HS school improvement team will attend the fall MDE school improvement conference in Lansing. Participants will have the opportunity to learn first hand State updates to the school improvement process along with collaboration with professionals about student achievement and student success models.</p> <p>Schools: Mt. Pleasant Middle School, Mt. Pleasant Senior High School</p>	Professional Learning	Tier 1	Monitor	09/14/2015	12/13/2019	\$2000	Title II Part A	State and Federal Programs coordinator and High School Principal
Activity - MDE Special Populations Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>State and Federal programs coordinator to attend the fall MDE Special Populations Conference in Lansing. This is an opportunity to learn about State and Federal updates to EL, At Risk, Title I, A neglected, McKinney-Vento and Title I, D supplemental programs.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	09/14/2015	06/29/2018	\$500	Title II Part A	State and Federal Programs Coordinator
Activity - Professional Book Study - John Hattie's Visible Learning Publications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

Studying the work of John Hattie: Visible Learning Synthesis Visible Learning For Teachers Visible Learning Into Action Teachers will read and study the work of John Hattie, related journal articles, and other supporting research to then implement previously identified (by staff) and studied influences on achievement that are above an effect size of .40 Reading, researching, and implementing the strategies that the staff has selected will be the essence of our PLC discussions. Analysis of common assessments and the resulting impact on student achievement data will be a natural extension of each PLC.	Professional Learning	Tier 1	Monitor	09/06/2016	07/05/2019	\$6000	Title II Part A	Building Administrator and SIP Team Members
Schools: Fancher School								

Activity - ACEs Training & Trauma Informed Classrooms- WMU	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in a full day training with WMU guest speaker, Jim Henry and or co-presenter from WMU to teach staff about Adverse Childhood Experiences (ACEs). Staff will learn what ACEs are, how to identify if a student is in crisis or struggling, and learn more about trauma informed care teams that when trained, will respond to student situations in an effort to intervene and seek help for the student. Additional training will be needed in order to create a school level, trauma informed care team. In February and June, presenter will return to work with small and whole groups. Groups will learn about trauma informed classroom practices to support students who are or have gone through traumatic events. Dr. Stephanie Grant will provide all staff training in August of 2018 to teach staff strategies to change lives of those who have been touched by trauma. Local presenter and therapist, Kim Seidel will also work with staff and provide Darkness to Light training in addition to how to work with the most tricky student at any level.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/04/2017	07/03/2020	\$10000	Title IV Part A, Title II Part A	SFP, MPHS administrator
Schools: All Schools								

Activity - CMU Play on the Way	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CMU Play on the Way - mobile activity unit and CMU staff supervision will provide an evening of family fun for all	Parent Involvement	Tier 1	Implement	08/01/2017	06/01/2020	\$5000	Title I Part A	Building Principals
Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School								

District Improvement Plan

Mt. Pleasant City School District

Activity - Multicultural Night at Vowles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multicultural Night at Vowles - Vowles Elementary has the largest population of English Learners in the district. Families will be invited to come to school and learn about other cultures that are a part of our community. Presentations will include learning about the culture, language and food. Books may be purchased to support the cultural learning from specific countries that volunteer presenters are from. These stories would be shared with others at the event as families rotate around to different classrooms to experience a different country and or culture. Schools: Vowles School	Parent Involvement	Tier 1	Implement	01/15/2018	06/14/2019	\$3000	Title I Part A	Building Principal

Activity - MV Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With Title I, a required set aside funds, Mt. Pleasant Public Schools will hire a counselor to provide support for identified McKinney-Vento students. The counselor will work closely with the district MV liaison to provide face-to-face support for unaccompanied homeless youth and youth who are residing in the local ICRH shelter. The purpose of this support is to provide support for students seeking employment, applying to college, post secondary institutions and military. In addition, the counselor will be able to provide just in time social and emotional support by sharing coping strategies with youth. Schools: All Schools	Other - Social/Emotional Support and Career Cruising	Tier 1	Implement	01/16/2018	06/28/2019	\$8000	Title I Part A	SFP Coordinator

Measurable Objective 2:

A 20% increase of Bottom 30%, Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency level in Social Studies by 06/28/2019 as measured by the state assessment.

Strategy 1:

Multi-Tier Systems of Support SS2 - Multi-tiered System of Supports (MTSS)

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not

met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

- gains in reading and math assessment scores for all students;
- a decrease in inappropriate referrals to special education, particularly for minority students and boys;
- a decrease in suspensions and expulsions;
- improved collaboration between general and special education; and
- corresponding cost benefits.

<http://nclld.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an Rtl framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).

District Improvement Plan

Mt. Pleasant City School District

Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.

Tier: Tier 2

Activity - K-6 Title I/Tier II Family Engagement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Schoolwide buildings coordinate parent engagement opportunities throughout the school year. Social Studies and or Geography night events are offered at each Title I building in the district. Families are engaged with fun social studies type activities to participate together. CMU - National Geography group also offers learning opportunities that can be worked on at home and the results shared with others at a school event. Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$7800	Title I Part A	Building Administrators and Staff

Activity - Title I, A Homeless Education Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Mt. Pleasant City School District

Mt. Pleasant Public School district is required to set aside a portion of its district Title I, A, allocation for the purpose of supporting students who are living in a homeless situation. The approved supports are meant for students who attend a non-Title I buildings. The supplemental supports can be either academic supports like tutoring or social emotional supports like counseling or medial needs. If a homeless student attends a school where Title I, A is offered, s/he automatically qualifies for these supplemental services if needed.	Other	Tier 2	Implement	07/01/2015	07/05/2019	\$15000	Title I Part A	State and Federal Programs Coordinator
Schools: All Schools								

Activity - State School Improvement Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuous School Improvement is a process that that includes gathering data, planning, monitoring, and evaluating programs. At the State School Improvement Conference, participants will learn about current instructional practices across the content areas, educator effectiveness, school cultural and climate along with assessment for learning. Those who attend this annual conference will bring back new learning to share with other staff members across the district.	Professional Learning	Tier 1	Monitor	09/01/2015	07/05/2019	\$2500	Title II Part A	Assistant Superintendent of Human Resources and State and Federal Programs Coordinator
Schools: All Schools								

Activity - Transportation ICTC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transportation for students who participate in before/after school or during the summer At Risk or Title I learning activities. In addition, students who have been identified as McKinney-Vento and need supplemental transportation often utilize ICTC.	Other	Tier 2	Monitor	09/06/2016	06/29/2018	\$3000	Section 31a, Title I Part A	State/Federal Programs Coordinator /McKinney-Vento Liaison
Schools: All Schools								

Activity - Student Support PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk Student Support Teams Training provided by At Risk Counselor during 2 hr extended contract PD session. Staff will learn best practice strategies to deescalate student behavior, redirect student behavior, and to better meet student needs.	Behavioral Support Program, Professional Learning	Tier 2	Monitor	09/06/2016	07/05/2019	\$2500	Title II Part A	High School Building Administrator
Schools: Mt. Pleasant Senior High School								

Measurable Objective 3:

A 15% increase of English Learners students will demonstrate student proficiency (pass rate) in Social Studies in Social Studies by 06/28/2019 as measured by the State assessment.

Strategy 1:

Multi Tier Systems of Support - Multi-tiered System of Supports (MTSS) The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools. Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category: Other - English Learner Support

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

Research aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide. School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

- gains in reading and math assessment scores for all students;
- a decrease in inappropriate referrals to special education, particularly for minority students and boys;
- a decrease in suspensions and expulsions;
- improved collaboration between general and special education; and
- corresponding cost benefits.

<http://ncl.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RTI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction.

District Improvement Plan

Mt. Pleasant City School District

The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006). Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.rch:

Tier: Tier 2

Activity - Translator Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Translator services will be provided for families who need communication assistance because of limited English. We will collaborate with Central Michigan University and English Learner Institute to locate and hire translators who speak primarily Chinese, Arabic, and Japanese. Copy and postage costs in order to communicate with parents about immigrant student and family supports are also necessary. Schools: All Schools	Other - Immigrant English Learner Support	Tier 2	Monitor	01/03/2017	07/05/2019	\$1000	General Fund	State/Federal Programs Coordinator
Activity - EL Immigrant Student College Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

English Learners immigrant students will visit local post secondary institutions to explore campuses and learn what programs are offered. The goal of these field trips is to introduce students to college life and post secondary learning opportunities. Schools: Mt. Pleasant Middle School, Mt. Pleasant Senior High School	Field Trip, Career Preparation /Orientation, Community Engagement	Tier 2	Implement	01/03/2017	07/05/2019	\$1600	Title III	State/Federal Programs Coordinator
---	---	--------	-----------	------------	------------	--------	-----------	------------------------------------

Goal 4: All students at Mt. Pleasant Public Schools will be college or career ready in the academic area of reading and writing.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level in English Language Arts by 05/27/2022 as measured by the state assessment.

Strategy 1:

Multi Tier Systems of Support 1 - Multi-tiered System of Supports (MTSS)

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS
aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students

most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

- gains in reading and math assessment scores for all students;

- a decrease in inappropriate referrals to special education, particularly for minority students and boys;

- a decrease in suspensions and expulsions;

- improved collaboration between general and special education; and

- corresponding cost benefits.

<http://ncl.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006). Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency.

District Improvement Plan

Mt. Pleasant City School District

Exceptional Children, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. Language, Speech and Hearing Services in Schools, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. Journal of Special Education, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69(4), 391-409.

Tier: Tier 1

Activity - 90 Minutes of ELA Instruction Daily	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day, students in grades K-5 receive 90 minutes of guided ELA instruction. During this time, students receive a focus lesson, have guided practice time, and have opportunities to read and write and receive focus instruction based on individual needs. For students in younger grades, this 90 minute block of time is divided into developmentally appropriate chunks of time. Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Direct Instruction	Tier 1	Monitor	09/02/2014	06/28/2019	\$0	No Funding Required	Building Administrators and Certified K-6 Teachers
Activity - DRA 2 Training for K-8 New Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DRA 2 is a new reading assessment in the district last school year. With each new school year, we have new staff that need to be trained how to conduct the assessment and how to read the data collected to make sound instructional decisions. Schools: Mt. Pleasant Middle School, Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Professional Learning	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	No Funding Required	State and Federal Programs Coordinator
Activity - 60 Minutes of Daily Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

Students in grades K-6 receive 60 minutes of writing instruction and practice each day. Staff present a model lesson and guide students through writing assignments. Staff will implement MAISA writing units during the 2014-2015 school year across grades K-6. Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	No Funding Required	Building Administrators
--	--------------------	--------	---------	------------	------------	-----	---------------------	-------------------------

Activity - Core Academic Technology (K-12 PD Coach)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 Core Academic Technology Coach provides one-on-one, small or whole group professional development opportunities for staff and administration in an effort to increase instructional technologies to supplement curriculum in the classroom setting. In addition, the Core Academic Technology Coordinator teaches staff how to incorporate best practice strategies as it relates to mobile devices as teaching and learning tools to increase both student motivation, engagement and achievement across the core academics. To provide current best practice strategies using educational technology strategies, this person attends professional development opportunities and trains staff from what was learned. In order to provide educational technology training across the district, mileage reimbursement is also necessary to support the success of this position. Lastly, necessary technology supplies are also funded in order for this person to have working knowledge of current technology devices being introduced in the classroom to support student achievement across the Core Content Areas. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2015	06/29/2018	\$104000	General Fund, Title II Part A, Title IV Part A	State and Federal Programs Coordinator and Human Resources Director

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Mt. Pleasant City School District

Staff at MPHS, MPMS Ganiard Elementary, Fancher Elementary, Vowles Elementary school will learn the importance of Professional Learning Communities as it relates to teacher collaboration. Successful PLCs are committed to professional learning for continuous improvement. The PLC model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? The answer to the third question separates learning communities from traditional schools. Federal funds may be used to provide extended contract training opportunities for new hire staff around the constructs of a solid PLC structure.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2015	06/28/2019	\$5000	Title II Part A	State and Federal Programs Coordinator and Building Administrators
Schools: All Schools								

Activity - MAS/FPS Fall and Winter Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State and Federal Programs coordinator and building administrators will attend the fall and winter institute to learn about new grant regulations, best practice strategies to increase student achievement with at risk learners. Content learned from the conferences will be shared with Title I, and at risk staff as it applies. In addition, regulatory issues will be shared with building administrators and the superintendent.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$17000	Title II Part A, Title I Part A	State and Federal Programs Coordinator
Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School								

Activity - DIBELS Next Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-4 new hire staff and current staff who need a refresher will be trained to use DIBELS Next. DIBELS Next is a universal screener used to identify basic early literacy skills for each student. DIBELS Next is also used to progress monitor literacy skills of those students who receive additional supports or interventions in order to be a successful reader.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$3000	Title II Part A	State and Federal Programs Coordinator
Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School								

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Mt. Pleasant City School District

<p>Staff at MPMS, Pullen, Fancher, and Ganiard Elementary School will participate in Instructional Rounds during the school year. Instructional Rounds offers participants the opportunity to showcase exceptional instruction in a supportive and collaborative way. During Instructional Rounds, staff members observe and provide peer coaching to other staff members conducting a lesson. Those who are observing have specific areas they focus on in order to provide constructive feedback to the staff member being observed. All-in-all, instructional rounds create an atmosphere where professionals can support each other in a non-threatening manner. Funding amounts will be used to hire highly qualified substitute teachers to allow release time in order to participate effectively in the Instructional Rounds processes.</p> <p>Schools: Mt. Pleasant Middle School, Mt. Pleasant Senior High School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School</p>	Professional Learning	Tier 1	Monitor	06/01/2016	06/28/2019	\$9500	Title II Part A, Title IV Part A	Building Administrators and State and Federal Programs Coordinator
---	-----------------------	--------	---------	------------	------------	--------	----------------------------------	--

Activity - Lindamood Bell Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Two teacher leaders from Vowles, Pullen, and Ganiard Elementary School will attend a one day workshop from Lindamood Bell specifically the Visualizing and Verbalizing program. Teachers will then train staff on the process of this intervention to be used with our at risk readers. Staff will learn and teach how to integrate language comprehension, written language expression and vocabulary.</p> <p>Schools: Ganiard School</p>	Professional Learning	Tier 1	Implement	08/01/2014	06/28/2019	\$9000	Title I Part A, Title II Part A	Ganiard, Pullen and Vowles Elementary Administrator

Activity - Seeing Stars Reading Intervention Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff at Pullen, Vowles and Ganiard Elementary will participate in the Seeing Stars symbol imagery for phonological and orthographic processing in reading and spelling program that helps struggling readers develop the sensory-cognitive function of symbol imagery. Seeing Stars instruction directly applies symbol imagery to sight word development, contextual fluency, spelling, and increasing the speed and stability of phonemic awareness. Students in the Seeing Stars program move through a series of steps-from single consonants/vowels to multisyllabic and contextual reading - to develop the imagery-language connection for competency in written language.</p> <p>Schools: Ganiard School, Vowles School, Pullen Elementary School</p>	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/07/2019	\$5900	Title I Part A, Title II Part A	Ganiard Administrator

District Improvement Plan

Mt. Pleasant City School District

Activity - MAISA Reading/Writing Units Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>GIRESD will provide professional learning for staff to learn all components of the MAISA Reading/Writing units along with understanding how to incorporate these new units into current curriculum.</p> <p>Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School</p>	Professional Learning	Tier 1		08/10/2015	07/05/2019	\$1000	Title I Part A, Title II Part A	Elementary Building Principals
Activity - Reading Workshop Professional Learning for New Hire Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>New hire staff who need additional training, will attend Readers Workshop training to learn the framework of the reading workshop model to provide strong tier 1 reading instruction for all students.</p> <p>Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School</p>	Professional Learning	Tier 1		07/01/2016	06/24/2019	\$0	No Funding Required	Building principals
Activity - Literacy Leader Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

<p>Starting next school year and for two years, Ganiard, Pullen, and Vowles Elementary schools will partner with GIRESD to support a literacy coach position at each of the buildings. The following job responsibilities will be expected.</p> <p>Actively participate as a learner in the GIRESD Early Literacy Network, including monthly meetings. (Substitute costs covered by the grant). In addition, the building Literacy Coach will train teachers in the use of the Essential Literacy Practices document. The training will be done through PLC half days and will involve Tier 1 which includes how to implement high leverage reading instructional strategies and how to analyze and use reading assessment data to guide instruction. The coach will also provide modeling and push-in support to classroom teachers.</p> <p>In addition, teachers will participate in a book study facilitated by the Literacy Coach and Principal using the book, Visible learning for Literacy by Douglas Fisher, Nancy Frey, and John Hattie. Teachers will use this learning to implement the practices that work best to accelerate student learning.</p> <p>Plan, organize and provide early literacy professional development to building level K-2 colleagues on the topics listed below. (Note: The planning will take place at the Early Literacy Network meetings. PD could be provided during PD Days, grade level meeting time, staff meeting time, or with a small group of teachers with a floating substitute).</p> <ul style="list-style-type: none"> o Analyzing and using reading assessment data to guide instruction. o Implementing high leverage reading instructional strategies in the classroom. o Implementing Tier I reading intervention strategies. <p>Serve as a resource to K-2 teachers in the building, including classroom modeling and push-in support.</p> <p>Work with the building school improvement team to identify K-2 literacy strategies and activities, based upon data.</p> <p>Facilitate a building level K-2 Collaborative Inquiry PLC on some aspect of K-2 reading instruction.</p> <p>Participate in 5 days (total) of regional summer literacy PD (August 2016 and June 2017) with Early Literacy Network Colleagues. This PD will focus on strategies for facilitating a K-2 Collaborative Inquiry PLC in their building.</p> <p>Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/28/2019</p>	<p>\$23000</p>	<p>Other, Title I Part A, Title II Part A</p>	<p>State/Federal Programs Coordinator, HR director, building principals and GIRESD Instructional Staff</p>
--	--	---------------	------------------	-------------------	-------------------	----------------	---	--

District Improvement Plan

Mt. Pleasant City School District

Activity - Professional Book Study - The Reading Strategy Book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead by building principal, staff at Pullen and McGuire elementary will learn current, evidence based strategies to support strong readers. Professional book study will take place during embedded PD opportunities. Schools: Pullen Elementary School, Mary McGuire School	Professional Learning	Tier 1	Implement	01/16/2017	07/05/2019	\$1200	Title II Part A	Pullen and McGuire Administrator
Activity - Houghton Mifflin - Journeys New Curriculum K-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mt. Pleasant Public Schools - Professional Studies Committee has worked all year to research make a recommendation to purchase new K-5 ELA curriculum. Houghton Mifflin - Journeys is the recommended curriculum to be purchased and implemented during 2017-2018 school year. Staff will receive professional development and will have collaboration time in order to implement grade level curriculum and formative assessments with fidelity to support tier 1 English Language Arts. Schools: Mt. Pleasant Middle School, Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Curriculum Development, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	07/31/2017	07/01/2019	\$15802400	Other, Title I Part A	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
Activity - MPMSTransitional Leadership Team Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transitional Leadership Team training with Molly Funk August 7 and 8, 2017. Training focus will include PLC protocols, MTSS vs RTI, collaborative efficacy including growth mindset. Trained transitional leadership team will then provide training and leadership during staff development days prior to the start of the new school year. Schools: Mt. Pleasant Middle School	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/01/2017	06/27/2019	\$9500	Title II Part A	West administrators, Assistant Superintendent of Schools and State/Federal Programs Coordinator
Activity - Professional Book Study - The Writing Strategy Book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

Staff at Pullen Elementary will study current and best practice writing strategies by reading, studying and implementing strategies learned from The Writing Strategy book by Jennifer Serravallo. Schools: Pullen Elementary School	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2017	06/28/2019	\$1000	Title II Part A	Pullen administrator and school improvement teacher leaders
---	--	--------	-----------	------------	------------	--------	-----------------	---

Activity - Elementary At Risk Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk Counselors who has Mindfulness training will be hired to provide tier 1 intervention of Mindfulness with our elementary students in addition to personal and group care groups with students who struggle with social emotional situations. Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Behavioral Support Program, Academic Support Program	Tier 1	Implement	01/15/2018	06/14/2019	\$200000	Section 31a	SFP and Assistant Superintendent along with elementary building principals

Activity - Story Champs Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Story Champs (multi-tiered language intervention): This intervention targets story structures and complex language features necessary for understanding and producing oral and written language. It will be used both in Tier 1 instruction and Tier 2 interventions for K-1 to build strong vocabulary and retelling to improve comprehension skills. Schools: Ganiard School, Vowles School, Pullen Elementary School	Academic Support Program	Tier 1	Implement	01/15/2018	06/28/2019	\$3000	Title I Part A	Ganiard Principal

Activity - Student Reading Assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McGuire and Pullen Elementary will have Reading Assemblies to kick-off March is Reading Month activities at each building. Wild About Reading and Reading Magic are the two assemblies coming to Mt. Pleasant. Schools: Pullen Elementary School, Mary McGuire School	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$2000	Title I Part A	Building Principals

Activity - Universal Breakfast Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

With new mandatory legislation, Mt. Pleasant Public Schools will use up to \$10/ed up to \$10,000 student of State Section 31a funds toward universal breakfast at Vowles, Ganaird and Pullen with plans to expand to McGuire and Fancher. Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Other - School Breakfast Program	Tier 1	Implement	01/01/2018	07/01/2019	\$10000	Section 31a	SFP Coordinator, CFO
---	----------------------------------	--------	-----------	------------	------------	---------	-------------	----------------------

Activity - ISTE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ISTE conference and expo is the most comprehensive edtech event in the world and the must-attend event for thousands of educators looking to harness the power of technology to advance learning and teaching. Five technology teachers from across the district will comprise a small group to attend; new learning is to be shared with teachers during one-on-one, small, or whole group training sessions and implemented into technology classes. Schools: All Schools	Professional Learning	Tier 1	Implement	01/15/2018	07/01/2019	\$12000	Title II Part A	SFP Coordinator

Activity - Mindfulness for School Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With Title IV funds, Mindfulness of Mid-Michigan will provide Mindfulness training for up to 20 teachers/staff during the winter of 2018. Once trained, staff feel less stressed, have greater energy and enthusiasm, increased happiness, increased concentration and awareness, and transfer of skills to students. Books to support Mindfulness in the classroom will be purchased to accompany the Mindfulness training. Staff will earn one of the books by participating in the training. During 2018-19 school year, staff will continue learning and practicing Mindfulness. Schools: All Schools	Professional Learning	Tier 1	Implement	01/15/2018	07/12/2019	\$7500	Title IV Part A	SFP Coordinator

Activity - Molly Funk - Educational Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

Professional Educational consultant, Molly Funk, will provide onsite staff development in June of 2018 and during 2018-2019 school year. Molly has worked with our administrative teams and a transition team from Mt. Pleasant Middle School over the past year and a half. During the 5 days, Molly will work with MPMS to analyze the year and make a plan for continued growth for next year. She will provide transition team leadership for both Fancher and McGuire on separate days, one full day will be devoted to building administrators and utilizing observations/teacher evaluations to increase student learning. There will be one other day offered to all staff up to 100 people can participate and learn effective strategies to engage the most reluctant learners.	Professional Learning	Tier 1	Implement	01/15/2018	07/01/2019	\$26000	Title II Part A, Title II Part A	SFP Coordinator and Assistant Superintendent
Schools: All Schools								

Activity - Kindergarten Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers at each elementary school will be trained to administer the state approved kindergarten assessment during 2018-10 school year. Once trained, staff are expected to administer the assessment during a student's kindergarten year to measure growth. Data will be used to inform instruction and for accountability purposes.	Professional Learning, Policy and Process	Tier 1	Implement	07/27/2018	07/26/2019	\$0	Other	Assistant Superintendent and Building Principals
Schools: Ganiard School, Vowles School, Pullen Elementary School								

Activity - K-3 Essential Instructional Practices in Early Literacy Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 Essential Instructional Practices in Early Literacy Institute is hosted by MDE, GELN, and MAISA. Topics focus on deeper understanding of the k-3 instructional practices.	Curriculum Development, Professional Learning	Tier 1	Implement	06/29/2018	07/05/2019	\$1000	Title II Part A	State/federal Programs and Building Principal
Schools: Vowles School								

Activity - The Learning Leadership Compass Cohort Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Mt. Pleasant City School District

The Learning Leadership Compass is a cohort-based, professional learning experience for learning leaders, both teachers and administrators, who want to individually and collaboratively grow their leadership will and skills in support of student learning. Focus is on supporting and immersing teacher leaders, instructional coaches and administrators in high-leverage learning structures that focus on the accelerating teaching and learning through teaching clarity, culturally responsive learning environments, classroom management for empowering students, student intellectual engagement, successful learning using feedback and formative assessment and purposeful professionalism. Schools: All Schools	Curriculum Development, Teacher Collaboration, Professional Learning		Implement	06/29/2018	07/05/2019	\$13200	Title IV Part A, Title II Part A	State/Federal Programs Coordinator
---	--	--	-----------	------------	------------	---------	----------------------------------	------------------------------------

Measurable Objective 2:

A 15% increase of Bottom 30%, Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency increase in English Language Arts by 06/28/2019 as measured by the State assessment.

Strategy 1:

Multi Tier Systems of Support 2 - Multi-tiered System of Supports (MTSS)

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted

their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

- gains in reading and math assessment scores for all students;

- a decrease in inappropriate referrals to special education, particularly for minority students and boys;

- a decrease in suspensions and expulsions;

- improved collaboration between general and special education; and
- corresponding cost benefits.

<http://nclld.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006). Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

District Improvement Plan

Mt. Pleasant City School District

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.

Tier: Tier 2

Activity - Title I (K-5) Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Title I/Tier II Intervention Specialists provide supplemental educational support for K-5 students who are among the bottom 15% in each grade level. After each benchmark period, assessments and classroom data are analyzed during grade level data training days to identify the bottom 15% who will then receive the additional support. Research based intervention programs and strategies are used to provide additional supplemental academic support in English Language Arts. Students who receive Title I additional supports in ELA are progress monitored using DIBELS Next. Title I program is evaluated on a yearly basis for effectiveness using MDE's approved program evaluation tool. Consumable and non-consumable supplies are used to support learning.</p> <p>Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School</p>	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/28/2019	\$600000	Title I Part A, Section 31a	State and Federal Programs Coordinator and Elementary Building Administrators

Activity - Native American Mentor/Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Native American Advocates are assigned to each building and provide academic and behavioral support to our Native American population. NA advocates work not only with the students but also help educate building staff members on Native American culture.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/28/2019	\$0	No Funding Required	Building Administrators and Saginaw Chippewa Tribe

Activity - Academic Office Administrative Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

Academic Office Administrative Assistant is responsible for maintaining Title I, A and D program documentation and evidence. In addition, this person maintains the approved Title I budget and works closely with the CFO. Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School	Other	Tier 1	Monitor	06/01/2015	06/28/2019	\$12000	Title I Part A	State and Federal Programs Coordinator
Activity - ELA At Risk Support Class High School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at risk students who are in grades 9, or 10 and qualify for the supplemental ELA support class, work with highly qualified, certified teacher, acquire the necessary skills needed to be successful in English 9 and 10. Student achievement is monitored in both the ELA support class and English 9 and 10. At Risk staff who earn highly effective rating will earn and be paid merit pay. Schools: Mt. Pleasant Senior High School	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$20000	Section 31a	State and Federal Programs Coordinator and High School Administrators
Activity - ELA At Risk Support MPMS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at risk students who attend MPMS and who qualify for the support work with highly qualified, certified English Language Arts teacher in order to acquire the necessary skills to be successful in 7th and 8th grade English Language Arts. Students in the support class receive direct instruction in a small group setting in addition to 7th or 8th grade English Language Arts. Progress monitoring is done often to assure student growth. Student achievement is monitored in both the ELA support class and 7th and 8th English Language Arts. At Risk Staff who earn highly effective rating evaluation will earn and be paid merit pay. For the 2018-19 school year, the At Risk ELA position will be a .5 FTE position. Schools: Mt. Pleasant Middle School	Academic Support Program	Tier 2	Monitor	09/02/2014	06/28/2019	\$65000	Section 31a	State and Federal Programs Coordinator and West Intermediate Administrator
Activity - ELA At Risk Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

At Risk ELA credit recovery is offered to at risk students who have previously failed an ELA course at the high school. The credit recovery program is a web based program called PLATO and is offered to qualifying students as an extended day learning opportunity. Students receive support from highly qualified teachers while working to complete the credit recovery course and receive credit. ELA credit recovery for at risk students is offered each trimester. Schools: Mt. Pleasant Senior High School	Technology	Tier 2	Monitor	09/02/2014	06/28/2019	\$3000	Section 31a	State and Federal Programs Coordinator and High School Administrator
---	------------	--------	---------	------------	------------	--------	-------------	--

Activity - Title I, D Transition Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I, D Transition Counselor is a new position funded with Federal Title I, D funds specifically for at risk students who are assigned to a residential, adjudicated youth facilities (Isabella County Correctional Facility and Isabella County Non-Secure Facility) and are age eligible between 6 -22 years old. This position will work with each facility administrator to assess student needs, coordinate support services related to academics, behavior, career training or guidance to the military. If the student is going back to a local public school system, the Title I, D transition counselor will work with school districts to continue monitoring student progress after leaving the one of the two local facilities. Schools: Mt. Pleasant Adult and Community Education	Other	Tier 2	Monitor	07/01/2015	06/28/2019	\$35000	Title I Part D	State and Federal Programs Coordinator and Adult and Community Education Director

Activity - State and Federal Programs Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administrator responsible for Title I, A, D and Title II, A, Title III (immigrant funding) and 31a programs planning, implementation, and oversight/evaluation. This person also acts as the district homeless liaison. In addition, this position monitors the district improvement process and is the Superintendent's designee for the DIP. Schools: All Schools	Other	Tier 1	Monitor	07/01/2015	07/05/2019	\$105000	Title II Part A, General Fund, Title I Part A	Adult and Community Education Coordinator and State/Federal Programs Coordinator

Activity - MAS/FPS Fall and Winter Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

Michigan Association of State and Federal Programs Specialist fall and winter institutes offers current regulatory information in order for the State and Federal Programs Coordinator to keep up on current and future state and federal regulations related to Title I, Title II, Title III, and 31a funding sources. Elementary principals will attend Winter Institute along with Pullen's Title I teacher and a teacher leader from Fancher Elementary.	Professional Learning	Tier 2	Monitor	09/01/2015	06/28/2019	\$6500	Title II Part A	State and Federal Programs Coordinator
Schools: All Schools								
Activity - High School At Risk Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School At Risk counselor to provide social and emotional support to students who have been identified as at risk of failure. Counselors provide individual and small group supports depending on student need. During the spring and fall, counselors work closely with MPMS to provide transitional supports to at risk students who are leaving 8th grade and will begin 9th grade in the fall. In addition, at risk counselors work with local agencies to provide supports that are not offered by the school but by other local community support agencies.	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/26/2020	\$107000	General Fund, Section 31a	High School Administrators and State and Federal Programs Coordinator
Schools: Mt. Pleasant Senior High School								
Activity - Extended Day Academic Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Day academic support provides at-risk students with an opportunity to receive additional supplemental instruction in the areas of reading, math, science, and social studies. HQ and certified staff provide academic support right after school 2-4 times a week during most of the school year. Transportation is offered to students who would otherwise not be able to attend.	Direct Instruction	Tier 2	Monitor	10/05/2015	06/28/2019	\$32000	Section 31a, Other, Title I Part A	SFP and building principals
Schools: Mt. Pleasant Middle School, Mt. Pleasant Senior High School, Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School								
Activity - Michigan Education Corps/Reading Corps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

Children reading below grade level in grades K-3 will be identified through school-wide screening. Eligible children, i.e., those who also are below grade level reading proficiency on FAST assessments used by Reading Corps, will work with a MEC/Reading Corps tutor daily, 1:1, for 20 minutes. Each building Reading Corps tutors are supported by Internal Coaches. Internal Coaches work during extended contract times to provide guidance and fidelity checks. Tutors will benchmark all past and current Reading Corps students three times per year (fall, winter, spring) using Reading Corps FAST assessments. Tutors will progress monitoring student receiving the Reading Corps intervention weekly with Reading Corps FAST assessments.	Academic Support Program	Tier 2	Monitor	08/15/2016	07/05/2019	\$58000	Title II Part A, Other	State/Federal Programs Coordinator and building principals
Schools: Ganiard School, Vowles School, Pullen Elementary School								

Activity - Title I Parent Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools across the district especially at our Title I funded buildings offer parent involvement activities to support student achievement. Each Title I building offers a parent involvement opportunity to support each building level academic goal. Parent Involvement opportunities are offered at various times to accommodate many different schedules. Love and Logic, CMU Play on the Way, Author visits, Supportive Parenting Presentations like how to positively support students with ADHD in addition to a parent/family engagement book study.	Parent Involvement	Tier 2	Monitor	09/06/2016	06/28/2019	\$12000	Title I Schoolwide	State/Federal Programs Coordinator, Building administrators, and staff
Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School								

Activity - Reading Corps Internal Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Corps tutors work with students who are below grade level in reading at Ganaird, Pullen and Vowles Elementary Schools. Michigan Education Corps has a structure of support where tutors are coached by Internal Coaches all school year. Internal Coaches and tutors also receive support and coaching from the district's assigned Master Coach. This network of support assures that reading interventions are delivered with fidelity. Each building has an Internal Coach that is funded by Title II and each work extended contract times to fulfill responsibilities.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Implement	08/14/2017	07/01/2019	\$27000	Other, Title II Part A	State/Federal Programs Coordinator and Building Principals
Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School								

District Improvement Plan

Mt. Pleasant City School District

Activity - State/Federal Program Leaders Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>State/Federal Program directors will attend monthly collaborative learning sessions with Michele Sandro from the MDE Office of Field services. At these learning sessions, Michele will discuss a wide range of topics related to 31a and Title programs including ESSA and the Top 10 in 10. She will provide technical assistance, plan for compliant program monitoring visits and coordinate with, and support, our State/Federal programming efforts.</p> <p>Schools: All Schools</p>	Professional Learning, Policy and Process	Tier 2	Implement	08/01/2017	06/28/2019	\$100	Title II Part A	State/Federal Programs Coordinator
Activity - Kids Read Now	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kids Read Now: This research based program would be used with approximately 36 students that need extra reading practice over the summer. Kids would receive books at home and parents would communicate as levels were completed.</p> <p>Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School</p>	Academic Support Program	Tier 1	Implement	01/15/2018	06/15/2019	\$10000	Title I Part A	Elementary Principals and SFP Coordinator
Activity - Unlock the Reading Code Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Unlocking the Reading Code: A specific reading intervention to be used with early elementary students each day. This reading intervention will teach students to unlock the reading code in a fun, motivational way. Interventionists will use this tool to reach our lowest Kindergarten students as well as those that are unmotivated to learn.</p> <p>Schools: Ganiard School, Vowles School</p>	Academic Support Program	Tier 2	Implement	08/01/2017	07/01/2019	\$4000	Title I Part A	Building Principals
Activity - Reading Supplies/Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

Reading supplies and materials new and replacement items needed to support reading instruction in classrooms and small groups. Items may include intervention replacement materials, ink cartridges, paper, colored paper, markers, pencils, copy costs, bookshelves, easels, dry erase boards, etc. Most items are maintained by building Title I intervention specialists. Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School	Academic Support Program	Tier 2	Implement	08/01/2017	07/01/2019	\$12000	Title I Part A	Building Principals
---	--------------------------	--------	-----------	------------	------------	---------	----------------	---------------------

Activity - Online ELA Supplemental Instruction/Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read Naturally Live, Reading Eggs and Reading A-Z are a few of the effective, online literacy resources used to support all students especially those who need additional practice. Students are able to utilize the online resources during and out of school. Schools: Ganiard School, Fancher School, Vowles School, Pullen Elementary School, Mary McGuire School	Technology , Academic Support Program	Tier 2	Monitor	06/29/2018	07/01/2020	\$5000	Title I Part A	State/Federal Programs Coordinator , Building Principals and Core Academic Technology Coach

Activity - Instructional Interventions to Support Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Story Champs, LLI, Road to the Code, Wilson, are used to supplement core curriculum to provide additional instruction and practice to increase student achievement. Schools: Ganiard School, Vowles School, Pullen Elementary School, Mary McGuire School	Academic Support Program	Tier 2	Implement	06/29/2018	07/19/2019	\$5000	Title I Part A	State/Federal Programs Coordinator and Building Principals

Measurable Objective 3:

A 10% increase of English Learners students will demonstrate student proficiency (pass rate) increase in English Language Arts by 06/01/2017 as measured by the State assessment.

Strategy 1:

Multi Tier Systems of Support 3 - Multi-tiered System of Supports (MTSS)

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: MULTI-TIER SYSTEM OF SUPPORTS

aka Response to Intervention (RTI)

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

- gains in reading and math assessment scores for all students;
- a decrease in inappropriate referrals to special education, particularly for minority students and boys;
- a decrease in suspensions and expulsions;
- improved collaboration between general and special education; and
- corresponding cost benefits.

<http://nclld.org/images/content/files/hill-briefs/mtss-brief-template.pdf>

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RTI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess

District Improvement Plan

Mt. Pleasant City School District

students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006). Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech and Hearing Services in Schools*, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69(4), 391-409.

Tier: Tier 1

Activity - English Second Language Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language tutors work closely with certified English Second Language teacher and classroom teachers to provide supplemental support to students who have been identified as English Language Learners. Students work individually or in a small group setting usually outside of the general classroom. English Language skills are assessed on a yearly basis using the WIDA Access and can be progress monitored using the W-APT two to three times during the school year. Schools: Fancher School, Vowles School, Pullen Elementary School	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$30000	General Fund	Elementary Building Administrators, State and Federal Programs Coordinator and Human Resources Director
Activity - English Second Language Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Mt. Pleasant City School District

<p>Certified English Second Language teacher, offers an English Language Support class for students from West and the High School who have been identified as English Learners. Students work on academic language and social language skills as they work through each trimester.</p> <p>ESL Teacher also offers individual and small group tutoring to those students with higher support needs.</p> <p>ESL teacher offers PD to classroom staff who work with EL students every day and may need extra support when modifying lessons to increase participation.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/28/2019	\$75000	General Fund	Human Resources Director and State and Federal Programs Coordinator
---	--------------------------	--------	---------	------------	------------	---------	--------------	---

Activity - English Language Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Certified English Language teacher will continue to educate staff and provide training to our current English Language tutors. In addition, EL teacher will update electronic resources and train staff with best practice strategies for meeting the unique individual needs of EL students in the classroom.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2015	07/05/2019	\$2500	Title II Part A	State and Federal Programs Coordinator

Activity - Immigrant English Learner Family Literacy and Conversation Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Immigrant English Learner Family Literacy and Conversation Program in partnership with Chippewa River District Library. EL Family Literacy and Conversation coordinator will coordinate and offer monthly literacy activities at CRDL to increase conversation and literacy skills among our English Learner population. Funds will be used to purchase native language leveled readers that can be checked out and read by English Learners and their families. Transportation and childcare will be offered in addition to light refreshments and academic incentives to encourage participation. In addition, Rosetta Stone, English version licenses will be purchased and used with any non-English speaking student or parent as a way to support English Language development.</p> <p>Schools: All Schools</p>	Parent Involvement, Community Engagement	Tier 2	Implement	01/03/2017	09/01/2018	\$4500	Title III	State/Federal Programs Coordinator

Activity - English Learner Staff Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Mt. Pleasant City School District

<p>Professional development for staff who work directly with students who are learning English as a second language. Central Michigan University Professor from English Language Institute will lead training scheduled for two hours after school three different training sessions offered over the summer and at the start of the school year. Goal of professional development is to support staff who work directly with English Learners with best practice strategies to teach English Learners how to read, write, speak, and listen in English. Staff will be paid a modest extended contract pay for time spent in training.</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>06/19/2017</p>	<p>07/02/2018</p>	<p>\$4600</p>	<p>Title III</p>	<p>State/Federal Programs Coordinator</p>
<p>Activity - Read Naturally Live Licenses</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Read Naturally Live is an online reading intervention program that supports reading fluency and comprehension also building up vocabulary. Read Live will be used with EL students as a supplemental support.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>01/08/2018</p>	<p>07/01/2019</p>	<p>\$1000</p>	<p>Title III</p>	<p>SFP Coordinator</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ACEs Training & Trauma Informed Classrooms- WMU	All staff will participate in a full day training with WMU guest speaker, Jim Henry and or co-presenter from WMU to teach staff about Adverse Childhood Experiences (ACEs). Staff will learn what ACEs are, how to identify if a student is in crisis or struggling, and learn more about trauma informed care teams that when trained, will respond to student situations in an effort to intervene and seek help for the student. Additional training will be needed in order to create a school level, trauma informed care team. In February and June, presenter will return to work with small and whole groups. Groups will learn about trauma informed classroom practices to support students who are or have gone through traumatic events. Dr. Stephanie Grant will provide all staff training in August of 2018 to teach staff strategies to change lives of those who have been touched by trauma. Local presenter and therapist, Kim Seidel will also work with staff and provide Darkness to Light training in addition to how to work with the most tricky student at any level.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/04/2017	07/03/2020	\$5000	SFP, MPHS administrator

District Improvement Plan

Mt. Pleasant City School District

Core Academic Technology Coach	K-12 Core Academic Technology Coach provides one-on-on, small or whole group professional development opportunities for staff and administration in an effort to increase instructional technologies in the classroom setting. In addition, the Core Academic Technology Coordinator teaches staff how to incorporate best practice strategies as it relates to mobile devices as teaching and learning tools to increase both student motivation and achievement across the core academics. To provide current best practice strategies using educational technology strategies, this person attends professional development opportunities and trains staff from what was learned. In order to provide educational technology training across the district, mileage reimbursement is also necessary to support the success of this position. Lastly, necessary technology supplies are also funded in order for this person to have working knowledge of current technology devices being introduced in the classroom to support student achievement across the Core Content Areas. Mileage reimbursement for Core Academic Coach to travel between buildings during the school year.	Professional Learning	Tier 1	Monitor	07/01/2015	06/28/2019	\$26000	State and Federal Programs Coordinator and Human Resources Director
Core Academic Technology (K-12 PD Coach)	K-12 Core Academic Technology Coach provides one-on-one, small or whole group professional development opportunities for staff and administration in an effort to increase instructional technologies to supplement curriculum in the classroom setting. In addition, the Core Academic Technology Coordinator teaches staff how to incorporate best practice strategies as it relates to mobile devices as teaching and learning tools to increase both student motivation, engagement and achievement across the core academics. To provide current best practice strategies using educational technology strategies, this person attends professional development opportunities and trains staff from what was learned. In order to provide educational technology training across the district, mileage reimbursement is also necessary to support the success of this position. Lastly, necessary technology supplies are also funded in order for this person to have working knowledge of current technology devices being introduced in the classroom to support student achievement across the Core Content Areas.	Professional Learning	Tier 1	Monitor	07/01/2015	06/29/2018	\$26000	State and Federal Programs Coordinator and Human Resources Director

District Improvement Plan

Mt. Pleasant City School District

Instructional Rounds	Staff at MPMS, Pullen, Fancher, and Ganiard Elementary School will participate in Instructional Rounds during the school year. Instructional Rounds offers participants the opportunity to showcase exceptional instruction in a supportive and collaborative way. During Instructional Rounds, staff members observe and provide peer coaching to other staff members conducting a lesson. Those who are observing have specific areas they focus on in order to provide constructive feedback to the staff member being observed. All-in-all, instructional rounds create an atmosphere where professionals can support each other in a non-threatening manner. Funding amounts will be used to hire highly qualified substitute teachers to allow release time in order to participate effectively in the Instructional Rounds processes.	Professional Learning	Tier 1	Monitor	06/01/2016	06/28/2019	\$1500	Building Administrators and State and Federal Programs Coordinator
The Learning Leadership Compass Cohort Training	The Learning Leadership Compass is a cohort-based, professional learning experience for learning leaders, both teachers and administrators, who want to individually and collaboratively grow their leadership will and skills in support of student learning. Focus is on supporting and immersing teacher leaders, instructional coaches and administrators in high-leverage learning structures that focus on the accelerating teaching and learning through teaching clarity, culturally responsive learning environments, classroom management for empowering students, student intellectual engagement, successful learning using feedback and formative assessment and purposeful professionalism.	Curriculum Development, Teacher Collaboration, Professional Learning		Implement	06/29/2018	07/05/2019	\$9200	State/Federal Programs Coordinator
Mindfulness for School Professionals	With Title IV funds, Mindfulness of Mid-Michigan will provide Mindfulness training for up to 20 teachers/staff during the winter of 2018. Once trained, staff feel less stressed, have greater energy and enthusiasm, increased happiness, increased concentration and awareness, and transfer of skills to students. Books to support Mindfulness in the classroom will be purchased to accompany the Mindfulness training. Staff will earn one of the books by participating in the training. During 2018-19 school year, staff will continue learning and practicing Mindfulness.	Professional Learning	Tier 1	Implement	01/15/2018	07/12/2019	\$7500	SFP Coordinator

General Fund

District Improvement Plan

Mt. Pleasant City School District

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
At Risk Support Math Certified Teachers and Tutors	At-Risk Tutors work with individual students who qualify on the State At-Risk Identification worksheet and are among the neediest of the needy in an effort to increase student achievement in the area of mathematics. At-Risk tutors work closely with classroom teachers in order to provide additional supplemental math support in addition to core math instruction delivered by classroom teachers. Student progress is monitored and program changes are modified or adjusted based on data. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$35000	State and Federal Programs Coordinator and Building Administrators
Core Academic Technology (K-12 PD Coach)	K-12 Core Academic Technology Coach provides one-on-one, small or whole group professional development opportunities for staff and administration in an effort to increase instructional technologies to supplement curriculum in the classroom setting. In addition, the Core Academic Technology Coordinator teaches staff how to incorporate best practice strategies as it relates to mobile devices as teaching and learning tools to increase both student motivation, engagement and achievement across the core academics. To provide current best practice strategies using educational technology strategies, this person attends professional development opportunities and trains staff from what was learned. In order to provide educational technology training across the district, mileage reimbursement is also necessary to support the success of this position. Lastly, necessary technology supplies are also funded in order for this person to have working knowledge of current technology devices being introduced in the classroom to support student achievement across the Core Content Areas.	Professional Learning	Tier 1	Monitor	07/01/2015	06/29/2018	\$52000	State and Federal Programs Coordinator and Human Resources Director

District Improvement Plan

Mt. Pleasant City School District

At Risk Student Success/Graduation Mentor-Student Support	The At Risk Graduation Mentor - Student Support, works with identified at risk students mainly in grades 9 and 11 who are at risk of graduating from high school. One Grad Mentor will focus on students who are at risk due to academic needs while the second Grad Mentor will focus on students who are at risk due to chronic absences. Both grad mentors work closely with the transition counselor from West Intermediate in order to have an established caseload of students to support as 9th grade students. This person works with at risk students on a daily basis to establish relationships and trouble shoot problems related to attendance and poor academics. The At Risk Grad. Mentors works closely with high school at risk counselors when a student is in need of social and emotional supports. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay.	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$20000	High School Administrator and State and Federal Programs Coordinator
Translator Services	Translator services will be provided for families who need communication assistance because of limited English. We will collaborate with Central Michigan University and English Learner Institute to locate and hire translators who speak primarily Chinese, Arabic, and Japanese. Copy and postage costs in order to communicate with parents about immigrant student and family supports are also necessary.	Other - Immigrant English Learner Support	Tier 2	Monitor	01/03/2017	07/05/2019	\$1000	State/Federal Programs Coordinator
English Second Language Support	English Language tutors work closely with certified English Second Language teacher and classroom teachers to provide supplemental support to students who have been identified as English Language Learners. Students work individually or in a small group setting usually outside of the general classroom. English Language skills are assessed on a yearly basis using the WIDA Access and can be progress monitored using the W-APT two to three times during the school year.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$30000	Elementary Building Administrators, State and Federal Programs Coordinator and Human Resources Director
Social Emotional Student Support	At Risk Counselors work with identified At Risk students to provide social emotional supplemental support. In addition, an all school supplemental behavioral support, Mindfulness, will be implemented at upper elementary level next school year.	Other, Behavioral Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$75000	State/Federal Programs Coordinator and Building Administrators

District Improvement Plan

Mt. Pleasant City School District

<p>English Second Language Teacher</p>	<p>Certified English Second Language teacher, offers an English Language Support class for students from West and the High School who have been identified as English Learners. Students work on academic language and social language skills as they work through each trimester.</p> <p>ESL Teacher also offers individual and small group tutoring to those students with higher support needs.</p> <p>ESL teacher offers PD to classroom staff who work with EL students every day and may need extra support when modifying lessons to increase participation.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/28/2019</p>	<p>\$75000</p>	<p>Human Resources Director and State and Federal Programs Coordinator</p>
<p>High School At Risk Counselor</p>	<p>High School At Risk counselor to provide social and emotional support to students who have been identified as at risk of failure. Counselors provide individual and small group supports depending on student need. During the spring and fall, counselors work closely with MPMS to provide transitional supports to at risk students who are leaving 8th grade and will begin 9th grade in the fall. In addition, at risk counselors work with local agencies to provide supports that are not offered by the school but by other local community support agencies.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>06/26/2020</p>	<p>\$25000</p>	<p>High School Administrators and State and Federal Programs Coordinator</p>
<p>Core Academic Technology Coach</p>	<p>K-12 Core Academic Technology Coach provides one-on-one, small or whole group professional development opportunities for staff and administration in an effort to increase instructional technologies in the classroom setting. In addition, the Core Academic Technology Coordinator teaches staff how to incorporate best practice strategies as it relates to mobile devices as teaching and learning tools to increase both student motivation and achievement across the core academics. To provide current best practice strategies using educational technology strategies, this person attends professional development opportunities and trains staff from what was learned. In order to provide educational technology training across the district, mileage reimbursement is also necessary to support the success of this position. Lastly, necessary technology supplies are also funded in order for this person to have working knowledge of current technology devices being introduced in the classroom to support student achievement across the Core Content Areas. Mileage reimbursement for Core Academic Coach to travel between buildings during the school year.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2015</p>	<p>06/28/2019</p>	<p>\$52000</p>	<p>State and Federal Programs Coordinator and Human Resources Director</p>

District Improvement Plan

Mt. Pleasant City School District

State and Federal Programs Coordinator	District administrator responsible for Title I, A, D and Title II, A, Title III (immigrant funding) and 31a programs planning, implementation, and oversight/evaluation. This person also acts as the district homeless liaison. In addition, this position monitors the district improvement process and is the Superintendent's designee for the DIP.	Other	Tier 1	Monitor	07/01/2015	07/05/2019	\$45000	Adult and Community Education Coordinator and State/Federal Programs Coordinator
EL Support Tutor	English Language tutors work closely with certified ESL teacher and classroom teachers to provide supplemental support to students who have been identified as English Language Learners. Students work individually or in a small group setting usually outside of the general classroom. English Language skills are assessed on a yearly basis using the WIDA Access and can be progress monitored using the W-APT two to three times during the instructional school year.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/28/2019	\$30000	Human Resources Director and Building Administrators

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Seeing Stars Reading Intervention Training	Staff at Pullen, Vowles and Ganiard Elementary will participate in the Seeing Stars symbol imagery for phonological and orthographic processing in reading and spelling program that helps struggling readers develop the sensory-cognitive function of symbol imagery. Seeing Stars instruction directly applies symbol imagery to sight word development, contextual fluency, spelling, and increasing the speed and stability of phonemic awareness. Students in the Seeing Stars program move through a series of steps-from single consonants/vowels to multisyllabic and contextual reading - to develop the imagery-language connection for competency in written language.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/07/2019	\$4000	Ganiard Administrator
McKinney-Vento Ext Day Tutoring	Students who may be living in a homeless situation and attend a non-Title I building are eligible to receive academic tutoring after school with a HQ and certified teacher. Transportation is also included when students stay after school for additional instruction and practice. Currently our non-Title I buildings are Fancher, MPMS, and High School.	Direct Instruction	Tier 2	Implement	01/04/2016	06/28/2019	\$6000	SFP and McKinney-Vento Liaison

District Improvement Plan

Mt. Pleasant City School District

<p>Literacy Leader Coach</p>	<p>Starting next school year and for two years, Ganiard, Pullen, and Vowles Elementary schools will partner with GIRESD to support a literacy coach position at each of the buildings. The following job responsibilities will be expected. Actively participate as a learner in the GIRESD Early Literacy Network, including monthly meetings. (Substitute costs covered by the grant). In addition, the building Literacy Coach will train teachers in the use of the Essential Literacy Practices document. The training will be done through PLC half days and will involve Tier 1 which includes how to implement high leverage reading instructional strategies and how to analyze and use reading assessment data to guide instruction. The coach will also provide modeling and push-in support to classroom teachers. In addition, teachers will participate in a book study facilitated by the Literacy Coach and Principal using the book, Visible learning for Literacy by Douglas Fisher, Nancy Frey, and John Hattie. Teachers will use this learning to implement the practices that work best to accelerate student learning.</p> <p>Plan, organize and provide early literacy professional development to building level K-2 colleagues on the topics listed below. (Note: The planning will take place at the Early Literacy Network meetings. PD could be provided during PD Days, grade level meeting time, staff meeting time, or with a small group of teachers with a floating substitute).</p> <ul style="list-style-type: none"> o Analyzing and using reading assessment data to guide instruction. o Implementing high leverage reading instructional strategies in the classroom. o Implementing Tier I reading intervention strategies. <p>Serve as a resource to K-2 teachers in the building, including classroom modeling and push-in support.</p> <p>Work with the building school improvement team to identify K-2 literacy strategies and activities, based upon data.</p> <p>Facilitate a building level K-2 Collaborative Inquiry PLC on some aspect of K-2 reading instruction.</p> <p>Participate in 5 days (total) of regional summer</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/28/2019</p>	<p>\$4000</p>	<p>State/Federal Programs Coordinator, HR director, building principals and GIRESD Instructional Staff</p>
------------------------------	---	--	---------------	------------------	-------------------	-------------------	---------------	--

District Improvement Plan

Mt. Pleasant City School District

	Participate in 5 days (total) of regional summer literacy PD (August 2016 and June 2017) with Early Literacy Network Colleagues. This PD will focus on strategies for facilitating a K-2 Collaborative Inquiry PLC in their building.							
Transportation ICTC	Transportation for students who participate in before/after school or during the summer At Risk or Title I learning activities. In addition, students who have been identified as McKinney-Vento and need supplemental transportation often utilize ICTC.	Other	Tier 2	Monitor	09/06/2016	06/29/2018	\$2000	State/Federal Programs Coordinator /McKinney-Vento Liaison
Science Alive Student Assembly	Science Alive student assembly will bring science to elementary students. Students will have the opportunity to see live science presentations right in the classroom to learn about various animals, their habitats, eating habits, and survival skills. This is a hands on presentation where students can get up close and personal with the animals.	Academic Support Program	Tier 1	Implement	01/15/2018	06/07/2019	\$2000	Ganiard Principal and SFP Coordinator
Academic Office Administrative Assistant	Academic Office Administrative Assistant is responsible for maintaining Title I, A and D program documentation and evidence. In addition, this person maintains the approved Title I budget and works closely with the CFO.	Other	Tier 1	Monitor	06/01/2015	06/28/2019	\$12000	State and Federal Programs Coordinator
Reflex Math	Reflex Math Site License to provide students of all abilities with an intervention to help develop fluency with basic facts in addition, subtraction, multiplication and division. The program is adaptive and is individualized for each student's unique needs. Reflex Math will be used as a tier 1 intervention where students can gain access even from home or a mobile device.	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$15000	Building Principals
Math Seeds Licenses	Mathseeds is a comprehensive online mathematics program for children aged 3-9. It offers a huge range of carefully structured lessons and activities that build mathematical skills over a broad range of number, shape and measurement topics.	Academic Support Program	Tier 1	Implement	01/15/2018	06/28/2019	\$4000	Elementary Principals and SFP coordinator

District Improvement Plan

Mt. Pleasant City School District

Multicultural Night at Vowles	Multicultural Night at Vowles - Vowles Elementary has the largest population of English Learners in the district. Families will be invited to come to school and learn about other cultures that are a part of our community. Presentations will include learning about the culture, language and food. Books may be purchased to support the cultural learning from specific countries that volunteer presenters are from. These stories would be shared with others at the event as families rotate around to different classrooms to experience a different country and or culture.	Parent Involvement	Tier 1	Implement	01/15/2018	06/14/2019	\$3000	Building Principal
Title I / Tier II Extended Day Opportunities	Each K-5 elementary building offers extended day learning opportunities to students who qualify. Supplemental reading and or math support is offered as an extended day offering, which is taught by either a certified teacher or highly qualified paraprofessional. Transportation is provided to those students who do attend the before or after school learning opportunities.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$20000	State and Federal Programs Coordinator and Title I Building Administrators
Strategic Intervention Solutions	Guiding teachers to understand how to delayer students skills across all academic arenas is vital to promoting systematic interventions, formative assessment and quality instruction. Strategic Intervention Solution trainings promote early learning success, data driven instruction and response to intervention for the 21 century learner.	Supplemental Materials, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/15/2016	07/05/2019	\$5000	State/Federal Programs Coordinator and building principals.
Unlock the Reading Code Intervention	Unlocking the Reading Code: A specific reading intervention to be used with early elementary students each day. This reading intervention will teach students to unlock the reading code in a fun, motivational way. Interventionists will use this tool to reach our lowest Kindergarten students as well as those that are unmotivated to learn.	Academic Support Program	Tier 2	Implement	08/01/2017	07/01/2019	\$4000	Building Principals
MAS/FPS Fall and Winter Institute	State and Federal Programs coordinator and building administrators will attend the fall and winter institute to learn about new grant regulations, best practice strategies to increase student achievement with at risk learners. Content learned from the conferences will be shared with Title I, and at risk staff as it applies. In addition, regulatory issues will be shared with building administrators and the superintendent.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$5000	State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

State and Federal Programs Coordinator	District administrator responsible for Title I, A, D and Title II, A, Title III (immigrant funding) and 31a programs planning, implementation, and oversight/evaluation. This person also acts as the district homeless liaison. In addition, this position monitors the district improvement process and is the Superintendent's designee for the DIP.	Other	Tier 1	Monitor	07/01/2015	07/05/2019	\$37000	Adult and Community Education Coordinator and State/Federal Programs Coordinator
Reading Supplies/Materials	Reading supplies and materials new and replacement items needed to support reading instruction in classrooms and small groups. Items may include intervention replacement materials, ink cartridges, paper, colored paper, markers, pencils, copy costs, bookshelves, easels, dry erase boards, etc. Most items are maintained by building Title I intervention specialists.	Academic Support Program	Tier 2	Implement	08/01/2017	07/01/2019	\$12000	Building Principals
Title I, Tier II Science Support	During extended day and year opportunities, qualifying students, will participate and explore science concepts through literacy integration via National Geographic Summer Science Literacy program.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$5000	State and Federal Programs Coordinator and Elementary Building Administrators
Think Stretch Summer Learning Program and Family Involvement Events	Title I buildings this summer are planning an alternative summer learning opportunity. Think Stretch summer learning workbooks will be purchased for every student K-6 who are below grade level in both reading and math. The summer work books are set up with math, writing and reading activities. Students can work independently or attend a direct instruction summer learning session with a certified teacher to receive additional academic support during the summer months. Parents are also able to attend these learning sessions and learn ways to provide academic support when students need help at home. Transportation and childcare for little ones will be offered to families who would otherwise not be able to attend.	Supplemental Materials, Parent Involvement, Direct Instruction	Tier 2	Monitor	05/02/2016	06/28/2019	\$3000	SFP Coord., Building Principals and Title I staff
Kids Read Now	Kids Read Now: This research based program would be used with approximately 36 students that need extra reading practice over the summer. Kids would receive books at home and parents would communicate as levels were completed.	Academic Support Program	Tier 1	Implement	01/15/2018	06/15/2019	\$10000	Elementary Principals and SFP Coordinator

District Improvement Plan

Mt. Pleasant City School District

Title I (K-5) Intervention Specialist	Title I/Tier II Intervention Specialists provide supplemental educational support for K-5 students who are among the bottom 15% in each grade level. After each benchmark period, assessments and classroom data are analyzed during grade level data training days to identify the bottom 15% who will then receive the additional support. Research based intervention programs and strategies are used to provide additional supplemental academic support in English Language Arts. Students who receive Title I additional supports in ELA are progress monitored using DIBELS Next. Title I program is evaluated on a yearly basis for effectiveness using MDE's approved program evaluation tool. Consumable and non-consumable supplies are used to support learning.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/28/2019	\$400000	State and Federal Programs Coordinator and Elementary Building Administrators
Student Reading Assembly	McGuire and Pullen Elementary will have Reading Assemblies to kick-off March is Reading Month activities at each building. Wild About Reading and Reading Magic are the two assemblies coming to Mt. Pleasant.	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$2000	Building Principals
K-6 Title I, Tier II, Math Paraprofessional Support	Highly qualified, Title I paraprofessionals work with K-6 students in a supplemental math support setting under direct guidance from classroom teachers and Title I/Tier II certified teachers. Paraprofessionals work on specific skills with at risk identified students. Student progress is monitored and adjustments are made when necessary.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$25000	State and Federal Programs Coordinator and Title I Building Administrators
Chromebooks, headphones, mice, carts	With additional Title I funds, Ganiard, Pullen, Vowles and McGuire elementary schools will purchase additional Chromebooks, headphones, and mice to be used with Tier 1 instruction in classrooms and small groups to support personalized learning.	Academic Support Program	Tier 1	Implement	01/15/2018	06/13/2019	\$55000	Building principals
MV Counselor	With Title I, a required set aside funds, Mt. Pleasant Public Schools will hire a counselor to provide support for identified McKinney-Vento students. The counselor will work closely with the district MV liaison to provide face-to-face support for unaccompanied homeless youth and youth who are residing in the local ICRH shelter. The purpose of this support is to provide support for students seeking employment, applying to college, post secondary institutions and military. In addition, the counselor will be able to provide just in time social and emotional support by sharing coping strategies with youth.	Other - Social/Emotional Support and Career Cruising	Tier 1	Implement	01/16/2018	06/28/2019	\$8000	SFP Coordinator

District Improvement Plan

Mt. Pleasant City School District

Lindamood Bell Training	Two teacher leaders from Vowles, Pullen, and Ganiard Elementary School will attend a one day workshop from Lindamood Bell specifically the Visualizing and Verbalizing program. Teachers will then train staff on the process of this intervention to be used with our at risk readers. Staff will learn and teach how to integrate language comprehension, written language expression and vocabulary.	Professional Learning	Tier 1	Implement	08/01/2014	06/28/2019	\$8000	Ganiard, Pullen and Vowles Elementary Administrator
Story Champs Intervention	Story Champs (multi-tiered language intervention): This intervention targets story structures and complex language features necessary for understanding and producing oral and written language. It will be used both in Tier 1 instruction and Tier 2 interventions for K-1 to build strong vocabulary and retelling to improve comprehension skills.	Academic Support Program	Tier 1	Implement	01/15/2018	06/28/2019	\$3000	Ganiard Principal
Online ELA Supplemental Instruction/Practice	Read Naturally Live, Reading Eggs and Reading A-Z are a few of the effective, online literacy resources used to support all students especially those who need additional practice. Students are able to utilize the online resources during and out of school.	Technology, Academic Support Program	Tier 2	Monitor	06/29/2018	07/01/2020	\$5000	State/Federal Programs Coordinator, Building Principals and Core Academic Technology Coach
Title I, A Homeless Education Support	Mt. Pleasant Public School district is required to set aside a portion of its district Title I, A, allocation for the purpose of supporting students who are living in a homeless situation. The approved supports are meant for students who attend a non-Title I buildings. The supplemental supports can be either academic supports like tutoring or social emotional supports like counseling or medial needs. If a homeless student attends a school where Title I, A is offered, s/he automatically qualifies for these supplemental services if needed.	Other	Tier 2	Implement	07/01/2015	07/05/2019	\$15000	State and Federal Programs Coordinator
MAISA Reading/Writing Units Professional Learning	GIRESD will provide professional learning for staff to learn all components of the MAISA Reading/Writing units along with understanding how to incorporate these new units into current curriculum.	Professional Learning	Tier 1		08/10/2015	07/05/2019	\$500	Elementary Building Principals

District Improvement Plan

Mt. Pleasant City School District

K-5 Title I, Parent Engagement Annual Meetings	K-5 Title I families are invited to attend the annual fall and spring Title I picnics. At these events, parents learn about Title I supports and have an opportunity to voice concerns, make suggestions, and learn how to be more involved in their students' education.	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$200	State and Federal Programs Coordinator and Title I building administrators
K-6 Title I/Tier II Family Engagement Activities	Title I Schoolwide buildings coordinate parent engagement opportunities throughout the school year. Social Studies and or Geography night events are offered at each Title I building in the district. Families are engaged with fun social studies type activities to participate together. CMU - National Geography group also offers learning opportunities that can be worked on at home and the results shared with others at a school event.	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$7800	Building Administrators and Staff
Instructional Interventions to Support Reading	Story Champs, LLI, Road to the Code, Wilson, are used to supplement core curriculum to provide additional instruction and practice to increase student achievement.	Academic Support Program	Tier 2	Implement	06/29/2018	07/19/2019	\$5000	State/Federal Programs Coordinator and Building Principals
CMU Play on the Way	CMU Play on the Way - mobile activity unit and CMU staff supervision will provide an evening of family fun for all	Parent Involvement	Tier 1	Implement	08/01/2017	06/01/2020	\$5000	Building Principals
Houghton Mifflin - Journeys New Curriculum K-5	Mt. Pleasant Public Schools - Professional Studies Committee has worked all year to research make a recommendation to purchase new K-5 ELA curriculum. Houghton Mifflin - Journeys is the recommended curriculum to be purchased and implemented during 2017-2018 school year. Staff will receive professional development and will have collaboration time in order to implement grade level curriculum and formative assessments with fidelity to support tier 1 English Language Arts.	Curriculum Development, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	07/31/2017	07/01/2019	\$40000	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
Extended Day Academic Tutoring	Extended Day academic support provides at-risk students with an opportunity to receive additional supplemental instruction in the areas of reading, math, science, and social studies. HQ and certified staff provide academic support right after school 2-4 times a week during most of the school year. Transportation is offered to students who would otherwise not be able to attend.	Direct Instruction	Tier 2	Monitor	10/05/2015	06/28/2019	\$12000	SFP and building principals

District Improvement Plan

Mt. Pleasant City School District

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrating Differentiated Instruction by Carol Ann Tomlinson	Staff at Pullen staff will continue to implement the strategies presented in the book, Integrating Differentiated Instruction by Carol Ann Tomlinson. DI strategies will be shared during PLCs and instructional round sessions.	Professional Learning	Tier 1	Monitor	02/09/2015	06/28/2019	\$0	Pullen Principal and School Improvement team members
Co-Teaching	Co-teaching is the concept of two highly qualified individuals who jointly work with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/29/2019	\$0	Building Administrators, Special Education Director and Human Resources Director
NWEA Professional Learning	North West Educational Assessment is an online adaptive assessment that currently K-11 grade students are assessed with in the areas of Reading, Language, and Mathematics. Students in grade 7 are also taking the science portion of the assessment. Staff in all buildings where the assessment is administered will receive training in order to be able to understand student results in an effort to make sound instructional decisions based on the assessment results. Training will be lead by the district Core Academic Technology Coach. Core Academic Technology Coach will receive training during the summer and will carry out additional staff development sessions during the school year.	Professional Learning	Tier 1	Monitor	08/01/2015	07/05/2019	\$0	State and Federal Programs Coordinator and Building Administrators
K-6, 60 Minutes of Math Direct Instruction	All K-5 students participate in 60 minutes of mathematics direct instruction. During this time, students work as a whole group, small group, or individually on math concepts on a daily basis. For the younger grades this 60 minutes of direct instruction is divided up into manageable and age appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	K-6 Administrators

District Improvement Plan

Mt. Pleasant City School District

Co-Teaching	Co-teaching is the concept where two highly qualified individuals work together with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	Human Resources Director, Special Education Director, and Building Administrators
90 Minutes of ELA Instruction Daily	Each day, students in grades K-5 receive 90 minutes of guided ELA instruction. During this time, students receive a focus lesson, have guided practice time, and have opportunities to read and write and receive focus instruction based on individual needs. For students in younger grades, this 90 minute block of time is divided into developmentally appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/28/2019	\$0	Building Administrators and Certified K-6 Teachers
Native American Mentor/Tutors	Native American Advocates are assigned to each building and provide academic and behavioral support to our Native American population. NA advocates work not only with the students but also help educate building staff members on Native American culture.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/28/2019	\$0	Building Administrators and Saginaw Chippewa Tribe
Professional Learning Communities	Professional learning communities provide staff with a structured process for reviewing and collaborating around student learning. Staff work in grade level teams or curriculum departments to study student learning and assessment results. Through collaborative dialogue, staff work together to learn best practice strategies to improve student achievement.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/25/2017	06/28/2019	\$0	Building administrators and school improvement team members
Reading Workshop Professional Learning for New Hire Staff	New hire staff who need additional training, will attend Readers Workshop training to learn the framework of the reading workshop model to provide strong tier 1 reading instruction for all students.	Professional Learning	Tier 1		07/01/2016	06/24/2019	\$0	Building principals

District Improvement Plan

Mt. Pleasant City School District

PLC Grade Level Collaboration	Staff across the district will utilize collaboration time, to implement PLC Grade Level Collaboration during the school year. While working as a PLC, teachers will use Thomas Many's article SOAP Notes, as well as his article called, "Look for the Leverage Points" to guide how to effectively collaborate about student achievement. S=subject O=objective A=assessment P=plan. Collaborative planning about units to be taught, how they are assessed, and how to analyze the strands or concepts that students need more time with will be an intergral part of the PLC. The Data focus will be Math, however professional planning will include the opportunity for creating common units across subject areas. (IE-integration of writing in science and social studies, non-fiction writing, etc) Growth Mindset is a book that will be studied during Pullen's PLC time and staff meetings.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2015	06/28/2019	\$0	Administrators and School Improvement Team Members
English Second Language	Certified English Language teacher will continue to educate staff and provide training to our current English Language tutors. In addition, EL teacher will update electronic resources and train staff with best practice strategies for meeting the unique individual needs of EL students in the classroom. Staff will also learn how academic language of mathematics develops with direct instruction and most often takes several years for English Learners to master.	Professional Learning	Tier 1	Monitor	08/01/2015	06/28/2019	\$0	State and Federal Programs Coordinator and Building Administrators
Poverty Simulation	During the school year, district team members will conduct a Poverty Simulation that is open to any staff member. During this two hour simulation, staff will learn how to survive day to day for a month while acting as a agency worker or an individual in need with many challenges. This activity/workshop will provide "just-in-time" training for all MPPS staff as we continue to see a steady increase with our ED population. This training will dramatically impact tier I instruction across the district not just in math, but in all core academic areas.	Professional Learning	Tier 1	Getting Ready	08/24/2015	06/28/2019	\$0	Assistant Superintendent of Schools, SFP Coordinator, lead building administrators
60 Minutes of Daily Writing	Students in grades K-6 receive 60 minutes of writing instruction and practice each day. Staff present a model lesson and guide students through writing assignments. Staff will implement MAISA writing units during the 2014-2015 school year across grades K-6.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	Building Administrators
DRA 2 Training for K-8 New Staff	DRA 2 is a new reading assessment in the district last school year. With each new school year, we have new staff that need to be trained how to conduct the assessment and how to read the data collected to make sound instructional decisions.	Professional Learning	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

Title I Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I, D Transition Counselor	Title I, D Transition Counselor is a new position funded with Federal Title I, D funds specifically for at risk students who are assigned to a residential, adjudicated youth facilities (Isabella County Correctional Facility and Isabella County Non-Secure Facility) and are age eligible between 6 - 22 years old. This position will work with each facility administrator to assess student needs, coordinate support services related to academics, behavior, career training or guidance to the military. If the student is going back to a local public school system, the Title I, D transition counselor will work with school districts to continue monitoring student progress after leaving the one of the two local facilities.	Other	Tier 2	Monitor	07/01/2015	06/28/2019	\$35000	State and Federal Programs Coordinator and Adult and Community Education Director
Title I, D Support Staff	Highly qualified support staff will work with adjudicated youth while they are residing within Mt. Pleasant Public School District. Support will be provided at both the secured and non-secured youth facilities in conjunction with the county court system. Staff will work with sending schools to assure credits earned are reported back to the sending school.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$25000	State and Federal Programs Coordinator and Adult and Community Education Director

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA At Risk Credit Recovery	At Risk ELA credit recovery is offered to at risk students who have previously failed an ELA course at the high school. The credit recovery program is a web based program called PLATO and is offered to qualifying students as an extended day learning opportunity. Students receive support from highly qualified teachers while working to complete the credit recovery course and receive credit. ELA credit recovery for at risk students is offered each trimester.	Technology	Tier 2	Monitor	09/02/2014	06/28/2019	\$3000	State and Federal Programs Coordinator and High School Administrator

District Improvement Plan

Mt. Pleasant City School District

At Risk Supplemental Math Support	Supplemental math support class is designed to help support and meet the needs of at risk students who have failed or are at risk of failing the general math class. Students work with highly qualified math teacher who assesses each student's individual needs and provides scientific, research based strategies and direct instruction to meet those individual needs. Student progress is monitored during the trimester to assure student growth. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$60000	State and Federal Programs Coordinator and West Intermediate Administrator
Title I (K-5) Intervention Specialist	Title I/Tier II Intervention Specialists provide supplemental educational support for K-5 students who are among the bottom 15% in each grade level. After each benchmark period, assessments and classroom data are analyzed during grade level data training days to identify the bottom 15% who will then receive the additional support. Research based intervention programs and strategies are used to provide additional supplemental academic support in English Language Arts. Students who receive Title I additional supports in ELA are progress monitored using DIBELS Next. Title I program is evaluated on a yearly basis for effectiveness using MDE's approved program evaluation tool. Consumable and non-consumable supplies are used to support learning.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/28/2019	\$200000	State and Federal Programs Coordinator and Elementary Building Administrators
Elementary At Risk Counselor	At Risk Counselors who has Mindfulness training will be hired to provide tier 1 intervention of Mindfulness with our elementary students in addition to personal and group care groups with students who struggle with social emotional situations.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	01/15/2018	06/14/2019	\$200000	SFP and Assistant Superintendent along with elementary building principals
ELA At Risk Support Class High School	Identified at risk students who are in grades 9, or 10 and qualify for the supplemental ELA support class, work with highly qualified, certified teacher, acquire the necessary skills needed to be successful in English 9 and 10. Student achievement is monitored in both the ELA support class and English 9 and 10. At Risk staff who earn highly effective rating will earn and be paid merit pay.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$20000	State and Federal Programs Coordinator and High School Administrators

District Improvement Plan

Mt. Pleasant City School District

At Risk Support Math Certified Teachers and Tutors	At-Risk Tutors work with individual students who qualify on the State At-Risk Identification worksheet and are among the neediest of the needy in an effort to increase student achievement in the area of mathematics. At-Risk tutors work closely with classroom teachers in order to provide additional supplemental math support in addition to core math instruction delivered by classroom teachers. Student progress is monitored and program changes are modified or adjusted based on data. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$55000	State and Federal Programs Coordinator and Building Administrators
Extended Day Academic Tutoring	Extended Day academic support provides at-risk students with an opportunity to receive additional supplemental instruction in the areas of reading, math, science, and social studies. HQ and certified staff provide academic support right after school 2-4 times a week during most of the school year. Transportation is offered to students who would otherwise not be able to attend.	Direct Instruction	Tier 2	Monitor	10/05/2015	06/28/2019	\$10000	SFP and building principals
At Risk Student Success/Graduation Mentor-Student Support	The At Risk Graduation Mentor - Student Support, works with identified at risk students mainly in grades 9 and 11 who are at risk of graduating from high school. One Grad Mentor will focus on students who are at risk due to academic needs while the second Grad Mentor will focus on students who are at risk due to chronic absences. Both grad mentors work closely with the transition counselor from West Intermediate in order to have an established caseload of students to support as 9th grade students. This person works with at risk students on a daily basis to establish relationships and trouble shoot problems related to attendance and poor academics. The At Risk Grad. Mentors works closely with high school at risk counselors when a student is in need of social and emotional supports. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay.	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$40000	High School Administrator and State and Federal Programs Coordinator
High School At Risk Counselor	High School At Risk counselor to provide social and emotional support to students who have been identified as at risk of failure. Counselors provide individual and small group supports depending on student need. During the spring and fall, counselors work closely with MPMS to provide transitional supports to at risk students who are leaving 8th grade and will begin 9th grade in the fall. In addition, at risk counselors work with local agencies to provide supports that are not offered by the school but by other local community support agencies.	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/26/2020	\$82000	High School Administrators and State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

Oasis-WAY Researcher and Lab Mentors	Students who participate in the district's alternative education, OASIS-WAY program are assigned a mentor who provides academic support on a daily basis. The academic support/mentor makes daily contact with the student either face-to-face, via e-mail, or phone conversations.	Academic Support Program	Tier 2	Monitor	09/01/2015	07/05/2019	\$65000	Oasis-Way Director and Adult and Community Education Director along with State and Federal Programs Coordinator
Transportation ICTC	Transportation for students who participate in before/after school or during the summer At Risk or Title I learning activities. In addition, students who have been identified as McKinney-Vento and need supplemental transportation often utilize ICTC.	Other	Tier 2	Monitor	09/06/2016	06/29/2018	\$1000	State/Federal Programs Coordinator/McKinney-Vento Liaison
Universal Breakfast Program	With new mandatory legislation, Mt. Pleasant Public Schools will use up to \$10/ed up to \$10,000 student of State Section 31a funds toward universal breakfast at Vowles, Ganaird and Pullen with plans to expand to McGuire and Fancher.	Other - School Breakfast Program	Tier 1	Implement	01/01/2018	07/01/2019	\$10000	SFP Coordinator, CFO
Oiler Hour After School Tutoring	Oiler Hour is being offered at MPMS to support students academic success and increase student achievement across science, reading and mathematics. Students can participate in an hour of additional academic support up to 3 times a week with certified teachers available to provide the support needed. Students will have the chance to leave with a sack meal as an incentive to participate.	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$20000	MPMS administrators and SFP Coordinator
At Risk Summer Credit Recovery	At Risk summer camp is offered to students at MPMS who are at risk of graduating on time. Students have the opportunity to earn credits lost by working and completing credits via the Odyssey Ware an online credit recovery program. Highly qualified staff provide instructional support in addition to the online supports.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/28/2019	\$10000	State and Federal Programs Coordinator and High School Administrators

District Improvement Plan

Mt. Pleasant City School District

At Risk Math Credit Recovery	At Risk Math credit recovery is offered to at risk students who have previously failed a math course at the high school. The credit recovery program is a web based program called OdysseyWare and is offered to qualifying students as an extended day/year learning opportunity. Students receive support from highly qualified teachers while working to complete the credit recovery course and receive credit. Math credit recovery for at risk students is offered during summer months.	Technology	Tier 2	Monitor	09/01/2015	06/28/2019	\$12000	State and Federal Programs Coordinator and High School Administrator
Social Emotional Student Support	At Risk Counselors work with identified At Risk students to provide social emotional supplemental support. In addition, an all school supplemental behavioral support, Mindfulness, will be implemented at upper elementary level next school year.	Other, Behavioral Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$165000	State/Federal Programs Coordinator and Building Administrators
ELA At Risk Support MPMS	Identified at risk students who attend MPMS and who qualify for the support work with highly qualified, certified English Language Arts teacher in order to acquire the necessary skills to be successful in 7th and 8th grade English Language Arts. Students in the support class receive direct instruction in a small group setting in addition to 7th or 8th grade English Language Arts. Progress monitoring is done often to assure student growth. Student achievement is monitored in both the ELA support class and 7th and 8th English Language Arts. At Risk Staff who earn highly effective rating evaluation will earn and be paid merit pay. For the 2018-19 school year, the At Risk ELA position will be a .5 FTE position.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/28/2019	\$65000	State and Federal Programs Coordinator and West Intermediate Administrator
WAY-Oasis Lab and Student Researcher Mentors	Students who participate in the district's alternative education, OASIS-WAY program are assigned a mentor who provides academic support on a daily basis. The academic support/mentor makes daily contact with the student either face-to-face, via e-mail, or phone conversations. Once students are enrolled in the program, students have access to an online learning environment 24 hours a day, 365 days per year with a community of staff to assist them. The lab mentor assists researchers while in a on campus lab setting. The Student Researcher Mentor, is the person who checks in daily with the researcher to assure all is going well. Every student researcher mentor is assigned 6 students to monitor and assist.	Academic Support Program	Tier 1	Monitor	09/01/2015	07/05/2019	\$110000	State and Federal Programs Coordinator, Assistant Superintendent, and Adult and Community Education Director

District Improvement Plan

Mt. Pleasant City School District

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Educational Technology - Mobile Devices	With supplemental funds, TRIG Funds, and MPPS bond funds, educational technology will be purchased to enable staff and students to utilize 21st century and best practice educational technology instructional strategies in the classroom and outside the classroom. Mobile devices allow for anytime, any place and any pace differentiated learning. Mobile devices to purchase: Chromebooks, iPads and iPad minis including Apple Care and protective cases, charging stations/security carts, headphones, mice,	Supplemental Materials, Technology, Academic Support Program	Tier 1	Monitor	01/30/2017	06/30/2019	\$45000	Building administrators, state/federal programs coordinator, and CFO
Title I Parent Involvement Activities	Schools across the district especially at our Title I funded buildings offer parent involvement activities to support student achievement. Each Title I building offers a parent involvement opportunity to support each building level academic goal. Parent Involvement opportunities are offered at various times to accommodate many different schedules. Love and Logic, CMU Play on the Way, Author visits, Supportive Parenting Presentations like how to positively support students with ADHD in addition to a parent/family engagement book study.	Parent Involvement	Tier 2	Monitor	09/06/2016	06/28/2019	\$12000	State/Federal Programs Coordinator, Building administrators, and staff
Math/Game Night - Family Engagement	Title I buildings, host many family engagement events throughout the school year. Math/Game night will allow families to learn how board games can be played at home to support important reading and math skills. CMU professor will share his expertise with families at Ganiard to learn just how important playing board games can be when supporting student learning. Pullen, Mcguire and Vowles elementary schools are all hosting math/game family engagement events during the winter months as well.	Parent Involvement	Tier 1	Monitor	01/16/2017	06/01/2019	\$5000	Building administrators and Title I staff

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

District Improvement Plan

Mt. Pleasant City School District

<p>Immigrant English Learner Family Literacy and Conversation Program</p>	<p>Immigrant English Learner Family Literacy and Conversation Program in partnership with Chippewa River District Library. EL Family Literacy and Conversation coordinator will coordinate and offer monthly literacy activities at CRDL to increase conversation and literacy skills among our English Learner population. Funds will be used to purchase native language leveled readers that can be checked out and read by English Learners and their families. Transportation and childcare will be offered in addition to light refreshments and academic incentives to encourage participation. In addition, Rosetta Stone, English version licenses will be purchased and used with any non-English speaking student or parent as a way to support English Language development.</p>	<p>Parent Involvement, Community Engagement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>01/03/2017</p>	<p>09/01/2018</p>	<p>\$4500</p>	<p>State/Federal Programs Coordinator</p>
<p>Immigrant English Learner Student and Family New Comer Events</p>	<p>Immigrant English Learner student and family New Comer Events will be offered in September and January to welcome new Immigrant students and families to Mt. Pleasant Schools and the community. Required school paperwork will be explained and translators will be present to assist families with questions. Snacks, transportation and childcare will be made available for those who need the support. In addition, bilingual dictionaries will be ordered as needed for immigrant students and families to use to help effective communication in school and the community. With carryover funds, events like public skating, Jump Station, Morey Courts and CMU Museum of Natural History are being planned.</p>	<p>Parent Involvement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>01/03/2017</p>	<p>07/04/2019</p>	<p>\$2100</p>	<p>State/Federal Programs Coordinator and New Comer Event Staff</p>
<p>EL Immigrant Student College Visits</p>	<p>English Learners immigrant students will visit local post secondary institutions to explore campuses and learn what programs are offered. The goal of these field trips is to introduce students to college life and post secondary learning opportunities.</p>	<p>Field Trip, Career Preparation /Orientation, Community Engagement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>01/03/2017</p>	<p>07/05/2019</p>	<p>\$1600</p>	<p>State/Federal Programs Coordinator</p>

District Improvement Plan

Mt. Pleasant City School District

English Learner Staff Professional Development	Professional development for staff who work directly with students who are learning English as a second language. Central Michigan University Professor from English Language Institute will lead training scheduled for two hours after school three different training sessions offered over the summer and at the start of the school year. Goal of professional development is to support staff who work directly with English Learners with best practice strategies to teach English Learners how to read, write, speak, and listen in English. Staff will be paid a modest extended contract pay for time spent in training.	Professional Learning	Tier 2	Getting Ready	06/19/2017	07/02/2018	\$4600	State/Federal Programs Coordinator
Read Naturally Live Licenses	Read Naturally Live is an online reading intervention program that supports reading fluency and comprehension also building up vocabulary. Read Live will be used with EL students as a supplemental support.	Academic Support Program	Tier 2	Implement	01/08/2018	07/01/2019	\$1000	SFP Coordinator
Immigrant English Learner Student and Family Local Community Outings	Immigrant English Learner students and families will be encouraged to participate in local community outing events to the Childrens Museum and Ziibiwing Center to explore and learn. Funds will be provided to pay for entrance fees, transportation, and to pay staff to coordinate and attend each event. By offering local community outings, our immigrant English Learner students and families will have an opportunity to develop stronger relationships and learn more about our local community.	Other - Immigrant English Learner Support	Tier 2	Implement	01/02/2017	02/14/2019	\$1300	State/Federal Programs Coordinator and ESL Staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Glencoe - High School - Science Curriculum	Mt. Pleasant Public Schools - Professional Studies Committee - high school task force has developed curriculum based on the new Michigan Science Standards that are based on the Next Generation Science Standards. Glencoe curriculum will be purchased over summer 2017 and implemented during 2017-2018 school year. Pacing guides, common assessments have also been developed. Staff will receive professional development in addition to teacher collaboration time to implement the new curriculum with fidelity.	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$76000	Superintendent of Schools, Assistant Superintendent of Schools and High School Administration

District Improvement Plan

Mt. Pleasant City School District

Houghton Mifflin - Journeys New Curriculum K-5	Mt. Pleasant Public Schools - Professional Studies Committee has worked all year to research make a recommendation to purchase new K-5 ELA curriculum. Houghton Mifflin - Journeys is the recommended curriculum to be purchased and implemented during 2017-2018 school year. Staff will receive professional development and will have collaboration time in order to implement grade level curriculum and formative assessments with fidelity to support tier 1 English Language Arts.	Curriculum Development, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	07/31/2017	07/01/2019	\$15762400	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
Middle School Science Curriculum- Holt Science and Technology	Mt. Pleasant Public Schools - Professional Studies Committee - Recommendation to purchase needed texts books - Holt Science and Technology. Curriculum task force developed curriculum based on the new Michigan Science Standards which are based on the Next Generation Science Standards. Staff will receive professional development in addition to teacher collaboration time to implement the curriculum with fidelity.	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$15000	Superintendent of Schools, Assistant Superintendent of Schools and West Intermediate Administrators
National Geographic - Elementary Science Curriculum	Mt. Pleasant Public Schools - Professional Studies Committee recommends the purchase of new science curriculum - National Geographic for grades K-5. The new curriculum will meet the challenges faced by the rigor of the new standards and approach to teaching science. It will provide students with skills and knowledge needed to prepare them for careers of the 21st century. Staff will receive professional development in addition to collaboration time in order to learn the and implement the new curriculum with fidelity.	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$78709	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
Kindergarten Assessment Training	Kindergarten teachers at each elementary school will be trained to administer the state approved kindergarten assessment during 2018-10 school year. Once trained, staff are expected to administer the assessment during a student's kindergarten year to measure growth. Data will be used to inform instruction and for accountability purposes.	Professional Learning, Policy and Process	Tier 1	Implement	07/27/2018	07/26/2019	\$0	Assistant Superintendent and Building Principals

District Improvement Plan

Mt. Pleasant City School District

Michigan Education Corps/Reading Corps	<p>Children reading below grade level in grades K-3 will be identified through school-wide screening. Eligible children, i.e., those who also are below grade level reading proficiency on FAST assessments used by Reading Corps, will work with a MEC/Reading Corps tutor daily, 1:1, for 20 minutes.</p> <p>Each building Reading Corps tutors are supported by Internal Coaches. Internal Coaches work during extended contract times to provide guidance and fidelity checks. Tutors will benchmark all past and current Reading Corps students three times per year (fall, winter, spring) using Reading Corps FAST assessments. Tutors will progress monitoring student receiving the Reading Corps intervention weekly with Reading Corps FAST assessments.</p>	Academic Support Program	Tier 2	Monitor	08/15/2016	07/05/2019	\$30000	State/Federal Programs Coordinator and building principals
Reading Corps Internal Coaches	<p>Reading Corps tutors work with students who are below grade level in reading at Ganaird, Pullen and Vowles Elementary Schools. Michigan Education Corps has a structure of support where tutors are coached by Internal Coaches all school year. Internal Coaches and tutors also receive support and coaching from the district's assigned Master Coach. This network of support assures that reading interventions are delivered with fidelity. Each building has an Internal Coach that is funded by Title II and each work extended contract times to fulfill responsibilities.</p>	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Implement	08/14/2017	07/01/2019	\$2000	State/Federal Programs Coordinator and Building Principals
Extended Day Academic Tutoring	<p>Extended Day academic support provides at-risk students with an opportunity to receive additional supplemental instruction in the areas of reading, math, science, and social studies. HQ and certified staff provide academic support right after school 2-4 times a week during most of the school year. Transportation is offered to students who would otherwise not be able to attend.</p>	Direct Instruction	Tier 2	Monitor	10/05/2015	06/28/2019	\$10000	SFP and building principals

District Improvement Plan

Mt. Pleasant City School District

<p>Literacy Leader Coach</p>	<p>Starting next school year and for two years, Ganiard, Pullen, and Vowles Elementary schools will partner with GIRESD to support a literacy coach position at each of the buildings. The following job responsibilities will be expected. Actively participate as a learner in the GIRESD Early Literacy Network, including monthly meetings. (Substitute costs covered by the grant). In addition, the building Literacy Coach will train teachers in the use of the Essential Literacy Practices document. The training will be done through PLC half days and will involve Tier 1 which includes how to implement high leverage reading instructional strategies and how to analyze and use reading assessment data to guide instruction. The coach will also provide modeling and push-in support to classroom teachers. In addition, teachers will participate in a book study facilitated by the Literacy Coach and Principal using the book, Visible learning for Literacy by Douglas Fisher, Nancy Frey, and John Hattie. Teachers will use this learning to implement the practices that work best to accelerate student learning.</p> <p>Plan, organize and provide early literacy professional development to building level K-2 colleagues on the topics listed below. (Note: The planning will take place at the Early Literacy Network meetings. PD could be provided during PD Days, grade level meeting time, staff meeting time, or with a small group of teachers with a floating substitute).</p> <ul style="list-style-type: none"> o Analyzing and using reading assessment data to guide instruction. o Implementing high leverage reading instructional strategies in the classroom. o Implementing Tier I reading intervention strategies. <p>Serve as a resource to K-2 teachers in the building, including classroom modeling and push-in support.</p> <p>Work with the building school improvement team to identify K-2 literacy strategies and activities, based upon data.</p> <p>Facilitate a building level K-2 Collaborative Inquiry PLC on some aspect of K-2 reading instruction.</p> <p>Participate in 5 days (total) of regional summer</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/28/2019</p>	<p>\$15000</p>	<p>State/Federal Programs Coordinator, HR director, building principals and GIRESD Instructional Staff</p>
------------------------------	---	--	---------------	------------------	-------------------	-------------------	----------------	--

District Improvement Plan

Mt. Pleasant City School District

	Participate in 5 days (total) of regional summer literacy PD (August 2016 and June 2017) with Early Literacy Network Colleagues. This PD will focus on strategies for facilitating a K-2 Collaborative Inquiry PLC in their building.							
Educational Technology - Mobile Devices	With supplemental funds, TRIG Funds, and MPPS bond funds, educational technology will be purchased to enable staff and students to utilize 21st century and best practice educational technology instructional strategies in the classroom and outside the classroom. Mobile devices allow for anytime, any place and any pace differentiated learning. Mobile devices to purchase: Chromebooks, iPads and iPad minis including Apple Care and protective cases, charging stations/security carts, headphones, mice,	Supplemental Materials, Technology, Academic Support Program	Tier 1	Monitor	01/30/2017	06/30/2019	\$50000	Building administrators, state/federal programs coordinator, and CFO

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Grade Level Collaboration	Staff across the district will utilize collaboration time, to implement PLC Grade Level Collaboration during the school year. While working as a PLC, teachers will use Thomas Many's article SOAP Notes, as well as his article called, "Look for the Leverage Points" to guide how to effectively collaborate about student achievement. S=subject O=objective A=assessment P=plan. Collaborative planning about units to be taught, how they are assessed, and how to analyze the strands or concepts that students need more time with will be an intergral part of the PLC. The Data focus will be Math, however professional planning will include the opportunity for creating common units across subject areas. (IE-integration of writing in science and social studies, non-fiction writing, etc) Growth Mindset is a book that will be studied during Pullen's PLC time and staff meetings.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2015	06/28/2019	\$4000	Administrators and School Improvement Team Members
Professional Book Study - The Writing Strategy Book	Staff at Pullen Elementary will study current and best practice writing strategies by reading, studying and implementing strategies learned from The Writing Strategy book by Jennifer Serravallo.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2017	06/28/2019	\$1000	Pullen administrator and school improvement teacher leaders

District Improvement Plan

Mt. Pleasant City School District

DIBELS Next Professional Development	K-4 new hire staff and current staff who need a refresher will be trained to use DIBELS Next. DIBELS Next is a universal screener used to identify basic early literacy skills for each student. DIBELS Next is also used to progress monitor literacy skills of those students who receive additional supports or interventions in order to be a successful reader.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$3000	State and Federal Programs Coordinator
MDE Special Populations Conference	State and Federal programs coordinator to attend the fall MDE Special Populations Conference in Lansing. This is an opportunity to learn about State and Federal updates to EL, At Risk, Title I, A neglected, McKinney-Vento and Title I, D supplemental programs.	Professional Learning	Tier 1	Monitor	09/14/2015	06/29/2018	\$500	State and Federal Programs Coordinator
MEMSPA - Professional Learning	A small group of administrators will attend the Michigan Elementary and Middle School Principals Association annual conference. At this conference, participants will learn about current strategies to successfully lead staff, students, and parents in a ever changing 21st century world. Upon return, administrators will share new learning with the rest of the administrative team during admin. team meetings.	Professional Learning	Tier 1	Implement	12/01/2015	07/05/2019	\$2500	Assistant Superintendent of Human Resources and State and Federal Programs Coordinator
Michigan Education Corps/Reading Corps	Children reading below grade level in grades K-3 will be identified through school-wide screening. Eligible children, i.e., those who also are below grade level reading proficiency on FAST assessments used by Reading Corps, will work with a MEC/Reading Corps tutor daily, 1:1, for 20 minutes. Each building Reading Corps tutors are supported by Internal Coaches. Internal Coaches work during extended contract times to provide guidance and fidelity checks. Tutors will benchmark all past and current Reading Corps students three times per year (fall, winter, spring) using Reading Corps FAST assessments. Tutors will progress monitoring student receiving the Reading Corps intervention weekly with Reading Corps FAST assessments.	Academic Support Program	Tier 2	Monitor	08/15/2016	07/05/2019	\$28000	State/Federal Programs Coordinator and building principals
State and Federal Programs Coordinator	District administrator responsible for Title I, A, D and Title II, A, Title III (immigrant funding) and 31a programs planning, implementation, and oversight/evaluation. This person also acts as the district homeless liaison. In addition, this position monitors the district improvement process and is the Superintendent's designee for the DIP.	Other	Tier 1	Monitor	07/01/2015	07/05/2019	\$23000	Adult and Community Education Coordinator and State/Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

Google Apps for Educators	Participants will learn to use Google Apps for Education, Chrome OS, and Google Play for Education in order to become equipped to become Google Education experts. Certified Google Educators are equipped to train others on the use of Google Apps for Education, Chrome OS, and Google Play for Education.	Professional Learning	Tier 1	Monitor	07/13/2015	06/28/2019	\$4000	State and Federal Programs Coordinator
Professional Book Study - Schools Can't Do it Alone	Schools Can't Do it Alone - Community Book Study facilitated by our Assistant Superintendent. This book study will take place during our Strategic Planning Sessions this spring. Drawing on work from hundreds of school districts, Schools Cannot Do It Alone offers parents, teachers, board members, administrators, business and community members a practical approach to understanding, trust, permission, and support needed to change the educational system.	Professional Learning	Tier 1	Getting Ready	01/15/2018	07/01/2019	\$1500	Assistant Superintendent and SFP Coordinator
MAS/FPS Fall and Winter Institute	State and Federal Programs coordinator and building administrators will attend the fall and winter institute to learn about new grant regulations, best practice strategies to increase student achievement with at risk learners. Content learned from the conferences will be shared with Title I, and at risk staff as it applies. In addition, regulatory issues will be shared with building administrators and the superintendent.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$12000	State and Federal Programs Coordinator
Instructional Technology Training	District Core Academic Technology Coach will provide learning opportunities for staff members who wish expand their instructional strategies to include current best practice strategies that infuse technology into instruction. Training opportunities will be designed based on surveyed participant needs.	Professional Learning	Tier 1	Monitor	07/13/2015	07/05/2019	\$12000	State and Federal Programs Coordinator
Professional Book Study - John Hattie's Visible Learning Publications	Studying the work of John Hattie: Visible Learning Synthesis Visible Learning For Teachers Visible Learning Into Action Teachers will read and study the work of John Hattie, related journal articles, and other supporting research to then implement previously identified (by staff) and studied influences on achievement that are above an effect size of .40 Reading, researching, and implementing the strategies that the staff has selected will be the essence of our PLC discussions. Analysis of common assessments and the resulting impact on student achievement data will be a natural extension of each PLC.	Professional Learning	Tier 1	Monitor	09/06/2016	07/05/2019	\$6000	Building Administrator and SIP Team Members

District Improvement Plan

Mt. Pleasant City School District

Lindamood Bell Training	Two teacher leaders from Vowles, Pullen, and Ganiard Elementary School will attend a one day workshop from Lindamood Bell specifically the Visualizing and Verbalizing program. Teachers will then train staff on the process of this intervention to be used with our at risk readers. Staff will learn and teach how to integrate language comprehension, written language expression and vocabulary.	Professional Learning	Tier 1	Implement	08/01/2014	06/28/2019	\$1000	Ganiard, Pullen and Vowles Elementary Administrator
-------------------------	---	-----------------------	--------	-----------	------------	------------	--------	---

District Improvement Plan

Mt. Pleasant City School District

<p>Literacy Leader Coach</p>	<p>Starting next school year and for two years, Ganiard, Pullen, and Vowles Elementary schools will partner with GIRESD to support a literacy coach position at each of the buildings. The following job responsibilities will be expected. Actively participate as a learner in the GIRESD Early Literacy Network, including monthly meetings. (Substitute costs covered by the grant). In addition, the building Literacy Coach will train teachers in the use of the Essential Literacy Practices document. The training will be done through PLC half days and will involve Tier 1 which includes how to implement high leverage reading instructional strategies and how to analyze and use reading assessment data to guide instruction. The coach will also provide modeling and push-in support to classroom teachers.</p> <p>In addition, teachers will participate in a book study facilitated by the Literacy Coach and Principal using the book, Visible learning for Literacy by Douglas Fisher, Nancy Frey, and John Hattie. Teachers will use this learning to implement the practices that work best to accelerate student learning.</p> <p>Plan, organize and provide early literacy professional development to building level K-2 colleagues on the topics listed below. (Note: The planning will take place at the Early Literacy Network meetings. PD could be provided during PD Days, grade level meeting time, staff meeting time, or with a small group of teachers with a floating substitute).</p> <ul style="list-style-type: none"> o Analyzing and using reading assessment data to guide instruction. o Implementing high leverage reading instructional strategies in the classroom. o Implementing Tier I reading intervention strategies. <p>Serve as a resource to K-2 teachers in the building, including classroom modeling and push-in support.</p> <p>Work with the building school improvement team to identify K-2 literacy strategies and activities, based upon data.</p> <p>Facilitate a building level K-2 Collaborative Inquiry PLC on some aspect of K-2 reading instruction.</p> <p>Participate in 5 days (total) of regional summer</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/28/2019</p>	<p>\$4000</p>	<p>State/Federal Programs Coordinator, HR director, building principals and GIRESD Instructional Staff</p>
------------------------------	---	--	---------------	------------------	-------------------	-------------------	---------------	--

District Improvement Plan

Mt. Pleasant City School District

	Participate in 5 days (total) of regional summer literacy PD (August 2016 and June 2017) with Early Literacy Network Colleagues. This PD will focus on strategies for facilitating a K-2 Collaborative Inquiry PLC in their building.							
Seeing Stars Reading Intervention Training	Staff at Pullen, Vowles and Ganiard Elementary will participate in the Seeing Stars symbol imagery for phonological and orthographic processing in reading and spelling program that helps struggling readers develop the sensory-cognitive function of symbol imagery. Seeing Stars instruction directly applies symbol imagery to sight word development, contextual fluency, spelling, and increasing the speed and stability of phonemic awareness. Students in the Seeing Stars program move through a series of steps-from single consonants/vowels to multisyllabic and contextual reading - to develop the imagery-language connection for competency in written language.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/07/2019	\$1900	Ganiard Administrator
MDE - Fall School Improvement Conference	State and Federal Programs Coordinator along HS school improvement team will attend the fall MDE school improvement conference in Lansing. Participants will have the opportunity to learn first hand State updates to the school improvement process along with collaboration with professionals about student achievement and student success models.	Professional Learning	Tier 1	Monitor	09/14/2015	12/13/2019	\$2000	State and Federal Programs coordinator and High School Principal
The Learning Leadership Compass Cohort Training	The Learning Leadership Compass is a cohort-based, professional learning experience for learning leaders, both teachers and administrators, who want to individually and collaboratively grow their leadership will and skills in support of student learning. Focus is on supporting and immersing teacher leaders, instructional coaches and administrators in high-leverage learning structures that focus on the accelerating teaching and learning through teaching clarity, culturally responsive learning environments, classroom management for empowering students, student intellectual engagement, successful learning using feedback and formative assessment and purposeful professionalism.	Curriculum Development, Teacher Collaboration, Professional Learning		Implement	06/29/2018	07/05/2019	\$4000	State/Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

Core Academic Technology (K-12 PD Coach)	K-12 Core Academic Technology Coach provides one-on-one, small or whole group professional development opportunities for staff and administration in an effort to increase instructional technologies to supplement curriculum in the classroom setting. In addition, the Core Academic Technology Coordinator teaches staff how to incorporate best practice strategies as it relates to mobile devices as teaching and learning tools to increase both student motivation, engagement and achievement across the core academics. To provide current best practice strategies using educational technology strategies, this person attends professional development opportunities and trains staff from what was learned. In order to provide educational technology training across the district, mileage reimbursement is also necessary to support the success of this position. Lastly, necessary technology supplies are also funded in order for this person to have working knowledge of current technology devices being introduced in the classroom to support student achievement across the Core Content Areas.	Professional Learning	Tier 1	Monitor	07/01/2015	06/29/2018	\$26000	State and Federal Programs Coordinator and Human Resources Director
K-3 Essential Instructional Practices in Early Literacy Institute	K-3 Essential Instructional Practices in Early Literacy Institute is hosted by MDE, GELN, and MAISA. Topics focus on deeper understanding of the k-3 instructional practices.	Curriculum Development, Professional Learning	Tier 1	Implement	06/29/2018	07/05/2019	\$1000	State/federal Programs and Building Principal
Building Positive School Culture: Establishing relationships and motivating students	Teachers and administrators will learn about developing the will and the skills necessary to improve schools. Creating a positive school culture is essential to the success of school improvement initiatives. Skill: Teachers and administrators will learn pedagogical tools and strategies to engage students. The tools and strategies will be drawn from the areas of responsive classroom management, responsive academic vocabulary, responsive academic literacy, and responsive learning environment. Technology will play a pivotal role in engaging students within many of these areas. Learning will be drawn from Eric Jensen, ACEs training, West Michigan Trauma Center, and local experts that will help staff learn how best to support students and each other.	Professional Learning	Tier 1	Monitor	06/01/2015	06/28/2019	\$8000	State and Federal Programs Coordinator and Assistant Superintendent

District Improvement Plan

Mt. Pleasant City School District

Molly Funk - Educational Consultant	Professional Educational consultant, Molly Funk, will provide onsite staff development in June of 2018 and during 2018-2019 school year. Molly has worked with our administrative teams and a transition team from Mt. Pleasant Middle School over the past year and a half. During the 5 days, Molly will work with MPMS to analyze the year and make a plan for continued growth for next year. She will provide transition team leadership for both Fancher and McGuire on separate days, one full day will be devoted to building administrators and utilizing observations/teacher evaluations to increase student learning. There will be one other day offered to all staff up to 100 people can participate and learn effective strategies to engage the most reluctant learners.	Professional Learning	Tier 1	Implement	01/15/2018	07/01/2019	\$16000	SFP Coordinator and Assistant Superintendent
Principal Mentorship and Coaching	To provide ongoing Principal Mentoring and Coaching that will provide support and structure to the development of the principal in order to effectively lead learning communities using the National Association of Elementary School Principals (NAESP) Standards for what principals should know and be able to do. Goals: Principal Mentoring and Coaching -The principal will: Understand the National Elementary School Principal Association's (NAESP) Standards for Leading Learning Communities Use self-assessment to identify strengths and challenges in practice Create and use an action plan to build principal competencies (according to NAESP standards) Have ongoing reflection with Mentor	Other - Mentoring and Coaching, Professional Learning	Tier 1	Implement	06/29/2018	07/03/2020	\$6000	State/Federal Programs Coordinator and Assistant Superintendent
English Language Professional Development	Certified English Language teacher will continue to educate staff and provide training to our current English Language tutors. In addition, EL teacher will update electronic resources and train staff with best practice strategies for meeting the unique individual needs of EL students in the classroom.	Professional Learning	Tier 1	Implement	07/01/2015	07/05/2019	\$2500	State and Federal Programs Coordinator
Professional Book Study - The Reading Strategy Book	Lead by building principal, staff at Pullen and McGuire elementary will learn current, evidence based strategies to support strong readers. Professional book study will take place during embedded PD opportunities.	Professional Learning	Tier 1	Implement	01/16/2017	07/05/2019	\$1200	Pullen and McGuire Administrator

District Improvement Plan

Mt. Pleasant City School District

Core Academic Technology Coach	K-12 Core Academic Technology Coach provides one-on-on, small or whole group professional development opportunities for staff and administration in an effort to increase instructional technologies in the classroom setting. In addition, the Core Academic Technology Coordinator teaches staff how to incorporate best practice strategies as it relates to mobile devices as teaching and learning tools to increase both student motivation and achievement across the core academics. To provide current best practice strategies using educational technology strategies, this person attends professional development opportunities and trains staff from what was learned. In order to provide educational technology training across the district, mileage reimbursement is also necessary to support the success of this position. Lastly, necessary technology supplies are also funded in order for this person to have working knowledge of current technology devices being introduced in the classroom to support student achievement across the Core Content Areas. Mileage reimbursement for Core Academic Coach to travel between buildings during the school year.	Professional Learning	Tier 1	Monitor	07/01/2015	06/28/2019	\$26000	State and Federal Programs Coordinator and Human Resources Director
Student Support PD	At Risk Student Support Teams Training provided by At Risk Counselor during 2 hr extended contract PD session. Staff will learn best practice strategies to deescalate student behavior, redirect student behavior, and to better meet student needs.	Behavioral Support Program, Professional Learning	Tier 2	Monitor	09/06/2016	07/05/2019	\$2500	High School Building Administrator
WIDA National Conference in Detroit	Mt. Pleasant Public Schools two English Second Language teachers will attend the National WIDA conference in Detroit to collaborate with State and National experts in the field of English Second language instruction and learning. Teachers will bring back new learning and share with staff who work closely with EL students on a day to day basis in an effort to provide specific language development in the areas of core academics to increase student achievement. Training will take place during 2018-2019 school year	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	06/30/2018	06/29/2019	\$3000	State/Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

Mt. Pleasant Middle School - Focus - Professional Learning	West Intermediate administrators and SIP teacher leaders along with 2 6th grade teachers from both Fancher and McGuire elementary will participate in 2-3 days of professional development during summer 2017 in preparation of transitioning to a 6, 7, 8 building beginning fall 2017. Staff will work with Molly Funk to strengthen relationships in an effort to improve climate and culture with a special focus on closing the achievement gap between the highest and lowest achieving students.	Professional Learning	Tier 1	Implement	01/16/2017	06/29/2018	\$10000	State/Federal Programs Coordinator and West Intermediate administrators
Strategic Intervention Solutions	Guiding teachers to understand how to deliver students skills across all academic arenas is vital to promoting systematic interventions, formative assessment and quality instruction. Strategic Intervention Solution trainings promote early learning success, data driven instruction and response to intervention for the 21 century learner.	Supplemental Materials, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/15/2016	07/05/2019	\$5000	State/Federal Programs Coordinator and building principals.
PowerSchool / Illuminate Data Warehouse Training	Staff will learn how to effectively utilize the built in functions of Illuminate to produce tangible data that can lead to improved instruction. Trained staff will provide training and staff development during next school year as we train all staff how to utilize Illuminate.	Technology, Professional Learning	Tier 1	Monitor	06/10/2015	06/28/2019	\$3000	State and Federal Programs Coordinator and HR
MPMSTransitional Leadership Team Training	Transitional Leadership Team training with Molly Funk August 7 and 8, 2017. Training focus will include PLC protocols, MTSS vs RTI, collaborative efficacy including growth mindset. Trained transitional leadership team will then provide training and leadership during staff development days prior to the start of the new school year.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/01/2017	06/27/2019	\$9500	West administrators, Assistant Superintendent of Schools and State/Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

Guided School Improvement	School improvement is an on going process that guides a system in identifying strengths and challenges. With the many responsibilities that educators face, it is difficult to find the time to focus on this process. GIRESD has planned Guided School/District Improvement Sessions to assist educators with the improvement cycle and MDE requirements. School/district leaders, improvement team members, and any interested individual are invited to attend the sessions outlined. In addition, MPPS, will contract with Sara Shriver to provide on-site guided school improvement training to assist schools with the development of comprehensive needs assessments. Building improvement team members along with district improvement team members will work with Sara during extended contract sessions.	Professional Learning	Tier 1	Monitor	08/15/2016	06/28/2019	\$7000	State/Federal Programs Coordinator and Building Administrators
Instructional Technology Professional Learning	MPPS will send the Core Academic Technology Coach to instructional technology training that is necessary and reasonable to fulfill the job duties. Training opportunities include MACUL, MI-GOOGLE for Educators Conference, NWEA training opportunities, and PowerSchool user trainin.	Technology, Professional Learning	Tier 1	Monitor	07/01/2016	06/28/2019	\$2000	State and Federal programs coordinator
State/Federal Program Leaders Network	State/Federal Program directors will attend monthly collaborative learning sessions with Michele Sandro from the MDE Office of Field services. At these learning sessions, Michele will discuss a wide range of topics related to 31a and Title programs including ESSA and the Top 10 in 10. She will provide technical assistance, plan for compliant program monitoring visits and coordinate with, and support, our State/Federal programming efforts.	Professional Learning, Policy and Process	Tier 2	Implement	08/01/2017	06/28/2019	\$100	State/Federal Programs Coordinator
MAISA Reading/Writing Units Professional Learning	GIRESD will provide professional learning for staff to learn all components of the MAISA Reading/Writing units along with understanding how to incorporate these new units into current curriculum.	Professional Learning	Tier 1		08/10/2015	07/05/2019	\$500	Elementary Building Principals

District Improvement Plan

Mt. Pleasant City School District

Reading Corps Internal Coaches	Reading Corps tutors work with students who are below grade level in reading at Ganaird, Pullen and Vowles Elementary Schools. Michigan Education Corps has a structure of support where tutors are coached by Internal Coaches all school year. Internal Coaches and tutors also receive support and coaching from the district's assigned Master Coach. This network of support assures that reading interventions are delivered with fidelity. Each building has an Internal Coach that is funded by Title II and each work extended contract times to fulfill responsibilities.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Implement	08/14/2017	07/01/2019	\$25000	State/Federal Programs Coordinator and Building Principals
Professional Learning Communities	Staff at MPHS, MPMS Ganiard Elementary, Fancher Elementary, Vowles Elementary school will learn the importance of Professional Learning Communities as it relates to teacher collaboration. Successful PLCs are committed to professional learning for continuous improvement. The PLC model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? The answer to the third question separates learning communities from traditional schools. Federal funds may be used to provide extended contract training opportunities for new hire staff around the constructs of a solid PLC structure.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2015	06/28/2019	\$5000	State and Federal Programs Coordinator and Building Administrators
Instructional Rounds	Staff at MPMS, Pullen, Fancher, and Ganiard Elementary School will participate in Instructional Rounds during the school year. Instructional Rounds offers participants the opportunity to showcase exceptional instruction in a supportive and collaborative way. During Instructional Rounds, staff members observe and provide peer coaching to other staff members conducting a lesson. Those who are observing have specific areas they focus on in order to provide constructive feedback to the staff member being observed. All-in-all, instructional rounds create an atmosphere where professionals can support each other in a non-threatening manner. Funding amounts will be used to hire highly qualified substitute teachers to allow release time in order to participate effectively in the Instructional Rounds processes.	Professional Learning	Tier 1	Monitor	06/01/2016	06/28/2019	\$8000	Building Administrators and State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

<p>ACEs Training & Trauma Informed Classrooms- WMU</p>	<p>All staff will participate in a full day training with WMU guest speaker, Jim Henry and or co-presenter from WMU to teach staff about Adverse Childhood Experiences (ACEs). Staff will learn what ACEs are, how to identify if a student is in crisis or struggling, and learn more about trauma informed care teams that when trained, will respond to student situations in an effort to intervene and seek help for the student. Additional training will be needed in order to create a school level, trauma informed care team. In February and June, presenter will return to work with small and whole groups. Groups will learn about trauma informed classroom practices to support students who are or have gone through traumatic events. Dr. Stephanie Grant will provide all staff training in August of 2018 to teach staff strategies to change lives of those who have been touched by trauma. Local presenter and therapist, Kim Seidel will also work with staff and provide Darkness to Light training in addition to how to work with the most tricky student at any level.</p>	<p>Behavioral Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2017</p>	<p>07/03/2020</p>	<p>\$5000</p>	<p>SFP, MPHS administrator</p>
<p>Molly Funk - Educational Consultant</p>	<p>Professional Educational consultant, Molly Funk, will provide onsite staff development in June of 2018 and during 2018-2019 school year. Molly has worked with our administrative teams and a transition team from Mt. Pleasant Middle School over the past year and a half. During the 5 days, Molly will work with MPMS to analyze the year and make a plan for continued growth for next year. She will provide transition team leadership for both Fancher and McGuire on separate days, one full day will be devoted to building administrators and utilizing observations/teacher evaluations to increase student learning. There will be one other day offered to all staff up to 100 people can participate and learn effective strategies to engage the most reluctant learners.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>01/15/2018</p>	<p>07/01/2019</p>	<p>\$10000</p>	<p>SFP Coordinator and Assistant Superintendent</p>
<p>ISTE</p>	<p>ISTE conference and expo is the most comprehensive edtech event in the world and the must-attend event for thousands of educators looking to harness the power of technology to advance learning and teaching. Five technology teachers from across the district will comprise a small group to attend; new learning is to be shared with teachers during one-on-one, small, or whole group training sessions and implemented into technology classes.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>01/15/2018</p>	<p>07/01/2019</p>	<p>\$12000</p>	<p>SFP Coordinator</p>

District Improvement Plan

Mt. Pleasant City School District

State School Improvement Conference	Continuous School Improvement is a process that that includes gathering data, planning, monitoring, and evaluating programs. At the State School Improvement Conference, participants will learn about current instructional practices across the content areas, educator effectiveness, school cultural and climate along with assessment for learning. Those who attend this annual conference will bring back new learning to share with other staff members across the district.	Professional Learning	Tier 1	Monitor	09/01/2015	07/05/2019	\$2500	Assistant Superintendent of Human Resources and State and Federal Programs Coordinator
MAS/FPS Fall and Winter Institute	Michigan Association of State and Federal Programs Specialist fall and winter institutes offers current regulatory information in order for the State and Federal Programs Coordinator to keep up on current and future state and federal regulations related to Title I, Title II, Title III, and 31a funding sources. Elementary principals will attend Winter Institute along with Pullen's Title I teacher and a teacher leader from Fancher Elementary.	Professional Learning	Tier 2	Monitor	09/01/2015	06/28/2019	\$6500	State and Federal Programs Coordinator
NWEA Professional Learning	North West Educational Assessment is an online adaptive assessment that currently K-11 grade students are assessed with in the areas of Reading, Language, and Mathematics. Students in grade 7 are also taking the science portion of the assessment. Staff is all buildings where the assessment is administered will receive training in order to be able to understand student results in an effort to make sound instructional decisions based on the assessment results. Training will be lead by the district Core Academic Technology Coach. Core Academic Technology Coach will receive training during the summer and will carry out additional staff development sessions during the school year.	Professional Learning	Tier 1	Monitor	08/01/2015	07/05/2019	\$3000	State and Federal Programs Coordinator and Building Administrators

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
English Second Language Teacher	<p>Certified English Second Language teacher, offers an English Language Support class for students from West and the High School who have been identified as English Learners. Students work on academic language and social language skills as they work through each trimester.</p> <p>ESL Teacher also offers individual and small group tutoring to those students with higher support needs.</p> <p>ESL teacher offers PD to classroom staff who work with EL students every day and may need extra support when modifying lessons to increase participation.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/28/2019	\$75000	Human Resources Director and State and Federal Programs Coordinator
English Language Professional Development	Certified English Language teacher will continue to educate staff and provide training to our current English Language tutors. In addition, EL teacher will update electronic resources and train staff with best practice strategies for meeting the unique individual needs of EL students in the classroom.	Professional Learning	Tier 1	Implement	07/01/2015	07/05/2019	\$2500	State and Federal Programs Coordinator
Native American Mentor/Tutors	Native American Advocates are assigned to each building and provide academic and behavioral support to our Native American population. NA advocates work not only with the students but also help educate building staff members on Native American culture.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/28/2019	\$0	Building Administrators and Saginaw Chippewa Tribe

District Improvement Plan

Mt. Pleasant City School District

Core Academic Technology (K-12 PD Coach)	K-12 Core Academic Technology Coach provides one-on-one, small or whole group professional development opportunities for staff and administration in an effort to increase instructional technologies to supplement curriculum in the classroom setting. In addition, the Core Academic Technology Coordinator teaches staff how to incorporate best practice strategies as it relates to mobile devices as teaching and learning tools to increase both student motivation, engagement and achievement across the core academics. To provide current best practice strategies using educational technology strategies, this person attends professional development opportunities and trains staff from what was learned. In order to provide educational technology training across the district, mileage reimbursement is also necessary to support the success of this position. Lastly, necessary technology supplies are also funded in order for this person to have working knowledge of current technology devices being introduced in the classroom to support student achievement across the Core Content Areas.	Professional Learning	Tier 1	Monitor	07/01/2015	06/29/2018	\$104000	State and Federal Programs Coordinator and Human Resources Director
Professional Learning Communities	Staff at MPHS, MPMS Ganiard Elementary, Fancher Elementary, Vowles Elementary school will learn the importance of Professional Learning Communities as it relates to teacher collaboration. Successful PLCs are committed to professional learning for continuous improvement. The PLC model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? The answer to the third question separates learning communities from traditional schools. Federal funds may be used to provide extended contract training opportunities for new hire staff around the constructs of a solid PLC structure.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2015	06/28/2019	\$5000	State and Federal Programs Coordinator and Building Administrators
English Second Language	Certified English Language teacher will continue to educate staff and provide training to our current English Language tutors. In addition, EL teacher will update electronic resources and train staff with best practice strategies for meeting the unique individual needs of EL students in the classroom. Staff will also learn how academic language of mathematics develops with direct instruction and most often takes several years for English Learners to master.	Professional Learning	Tier 1	Monitor	08/01/2015	06/28/2019	\$0	State and Federal Programs Coordinator and Building Administrators

District Improvement Plan

Mt. Pleasant City School District

Core Academic Technology Coach	K-12 Core Academic Technology Coach provides one-on-one, small or whole group professional development opportunities for staff and administration in an effort to increase instructional technologies in the classroom setting. In addition, the Core Academic Technology Coordinator teaches staff how to incorporate best practice strategies as it relates to mobile devices as teaching and learning tools to increase both student motivation and achievement across the core academics. To provide current best practice strategies using educational technology strategies, this person attends professional development opportunities and trains staff from what was learned. In order to provide educational technology training across the district, mileage reimbursement is also necessary to support the success of this position. Lastly, necessary technology supplies are also funded in order for this person to have working knowledge of current technology devices being introduced in the classroom to support student achievement across the Core Content Areas. Mileage reimbursement for Core Academic Coach to travel between buildings during the school year.	Professional Learning	Tier 1	Monitor	07/01/2015	06/28/2019	\$104000	State and Federal Programs Coordinator and Human Resources Director
Google Apps for Educators	Participants will learn to use Google Apps for Education, Chrome OS, and Google Play for Education in order to become equipped to become Google Education experts. Certified Google Educators are equipped to train others on the use of Google Apps for Education, Chrome OS, and Google Play for Education.	Professional Learning	Tier 1	Monitor	07/13/2015	06/28/2019	\$4000	State and Federal Programs Coordinator
Building Positive School Culture: Establishing relationships and motivating students	Teachers and administrators will learn about developing the will and the skills necessary to improve schools. Creating a positive school culture is essential to the success of school improvement initiatives. Skill: Teachers and administrators will learn pedagogical tools and strategies to engage students. The tools and strategies will be drawn from the areas of responsive classroom management, responsive academic vocabulary, responsive academic literacy, and responsive learning environment. Technology will play a pivotal role in engaging students within many of these areas. Learning will be drawn from Eric Jensen, ACEs training, West Michigan Trauma Center, and local experts that will help staff learn how best to support students and each other.	Professional Learning	Tier 1	Monitor	06/01/2015	06/28/2019	\$8000	State and Federal Programs Coordinator and Assistant Superintendent

District Improvement Plan

Mt. Pleasant City School District

State and Federal Programs Coordinator	District administrator responsible for Title I, A, D and Title II, A, Title III (immigrant funding) and 31a programs planning, implementation, and oversight/evaluation. This person also acts as the district homeless liaison. In addition, this position monitors the district improvement process and is the Superintendent's designee for the DIP.	Other	Tier 1	Monitor	07/01/2015	07/05/2019	\$105000	Adult and Community Education Coordinator and State/Federal Programs Coordinator
MAS/FPS Fall and Winter Institute	Michigan Association of State and Federal Programs Specialist fall and winter institutes offers current regulatory information in order for the State and Federal Programs Coordinator to keep up on current and future state and federal regulations related to Title I, Title II, Title III, and 31a funding sources. Elementary principals will attend Winter Institute along with Pullen's Title I teacher and a teacher leader from Fancher Elementary.	Professional Learning	Tier 2	Monitor	09/01/2015	06/28/2019	\$6500	State and Federal Programs Coordinator
Title I, A Homeless Education Support	Mt. Pleasant Public School district is required to set aside a portion of its district Title I, A, allocation for the purpose of supporting students who are living in a homeless situation. The approved supports are meant for students who attend a non-Title I buildings. The supplemental supports can be either academic supports like tutoring or social emotional supports like counseling or medial needs. If a homeless student attends a school where Title I, A is offered, s/he automatically qualifies for these supplemental services if needed.	Other	Tier 2	Implement	07/01/2015	07/05/2019	\$15000	State and Federal Programs Coordinator
Instructional Technology Training	District Core Academic Technology Coach will provide learning opportunities for staff members who wish expand their instructional strategies to include current best practice strategies that infuse technology into instruction. Training opportunities will be designed based on surveyed participant needs.	Professional Learning	Tier 1	Monitor	07/13/2015	07/05/2019	\$12000	State and Federal Programs Coordinator
MEMSPA - Professional Learning	A small group of administrators will attend the Michigan Elementary and Middle School Principals Association annual conference. At this conference, participants will learn about current strategies to successfully lead staff, students, and parents in a ever changing 21st century world. Upon return, administrators will share new learning with the rest of the administrative team during admin. team meetings.	Professional Learning	Tier 1	Implement	12/01/2015	07/05/2019	\$2500	Assistant Superintendent of Human Resources and State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

State School Improvement Conference	Continuous School Improvement is a process that that includes gathering data, planning, monitoring, and evaluating programs. At the State School Improvement Conference, participants will learn about current instructional practices across the content areas, educator effectiveness, school cultural and climate along with assessment for learning. Those who attend this annual conference will bring back new learning to share with other staff members across the district.	Professional Learning	Tier 1	Monitor	09/01/2015	07/05/2019	\$2500	Assistant Superintendent of Human Resources and State and Federal Programs Coordinator
Professional Book Study - Schools Can't Do it Alone	Schools Can't Do it Alone - Community Book Study facilitated by our Assistant Superintendent. This book study will take place during our Strategic Planning Sessions this spring. Drawing on work from hundreds of school districts, Schools Cannot Do It Alone offers parents, teachers, board members, administrators, business and community members a practical approach to understanding, trust, permission, and support needed to change the educational system.	Professional Learning	Tier 1	Getting Ready	01/15/2018	07/01/2019	\$1500	Assistant Superintendent and SFP Coordinator
Poverty Simulation	During the school year, district team members will conduct a Poverty Simulation that is open to any staff member. During this two hour simulation, staff will learn how to survive day to day for a month while acting as a agency worker or an individual in need with many challenges. This activity/workshop will provide "just-in-time" training for all MPPS staff as we continue to see a steady increase with our ED population. This training will dramatically impact tier I instruction across the district not just in math, but in all core academic areas.	Professional Learning	Tier 1	Getting Ready	08/24/2015	06/28/2019	\$0	Assistant Superintendent of Schools, SFP Coordinator, lead building administrators
PowerSchool / Illuminate Data Warehouse Training	Staff will learn how to effectively utilize the built in functions of Illuminate to produce tangible data that can lead to improved instruction. Trained staff will provide training and staff development during next school year as we train all staff how to utilize Illuminate.	Technology, Professional Learning	Tier 1	Monitor	06/10/2015	06/28/2019	\$3000	State and Federal Programs Coordinator and HR
Instructional Technology Professional Learning	MPPS will send the Core Academic Technology Coach to instructional technology training that is necessary and reasonable to fulfill the job duties. Training opportunities include MACUL, MI-GOOGLE for Educators Conference, NWEA training opportunities, and PowerSchool user trainin.	Technology, Professional Learning	Tier 1	Monitor	07/01/2016	06/28/2019	\$2000	State and Federal programs coordinator

District Improvement Plan

Mt. Pleasant City School District

MDE Special Populations Conference	State and Federal programs coordinator to attend the fall MDE Special Populations Conference in Lansing. This is an opportunity to learn about State and Federal updates to EL, At Risk, Title I, A neglected, McKinney-Vento and Title I, D supplemental programs.	Professional Learning	Tier 1	Monitor	09/14/2015	06/29/2018	\$500	State and Federal Programs Coordinator
Transportation ICTC	Transportation for students who participate in before/after school or during the summer At Risk or Title I learning activities. In addition, students who have been identified as McKinney-Vento and need supplemental transportation often utilize ICTC.	Other	Tier 2	Monitor	09/06/2016	06/29/2018	\$3000	State/Federal Programs Coordinator/McKinney-Vento Liaison
Guided School Improvement	School improvement is an on going process that guides a system in identifying strengths and challenges. With the many responsibilities that educators face, it is difficult to find the time to focus on this process. GIRESD has planned Guided School/District Improvement Sessions to assist educators with the improvement cycle and MDE requirements. School/district leaders, improvement team members, and any interested individual are invited to attend the sessions outlined. In addition, MPPS, will contract with Sara Shriver to provide on-site guided school improvement training to assist schools with the development of comprehensive needs assessments. Building improvement team members along with district improvement team members will work with Sara during extended contract sessions.	Professional Learning	Tier 1	Monitor	08/15/2016	06/28/2019	\$7000	State/Federal Programs Coordinator and Building Administrators
Immigrant English Learner Student and Family Local Community Outings	Immigrant English Learner students and families will be encouraged to participate in local community outing events to the Childrens Museum and Ziibiwing Center to explore and learn. Funds will be provided to pay for entrance fees, transportation, and to pay staff to coordinate and attend each event. By offering local community outings, our immigrant English Learner students and families will have an opportunity to develop stronger relationships and learn more about our local community.	Other	Tier 2	Implement	01/02/2017	02/14/2019	\$1300	State/Federal Programs Coordinator and ESL Staff
Translator Services	Translator services will be provided for families who need communication assistance because of limited English. We will collaborate with Central Michigan University and English Learner Institute to locate and hire translators who speak primarily Chinese, Arabic, and Japanese. Copy and postage costs in order to communicate with parents about immigrant student and family supports are also necessary.	Other	Tier 2	Monitor	01/03/2017	07/05/2019	\$1000	State/Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

<p>Immigrant English Learner Student and Family New Comer Events</p>	<p>Immigrant English Learner student and family New Comer Events will be offered in September and January to welcome new Immigrant students and families to Mt. Pleasant Schools and the community. Required school paperwork will be explained and translators will be present to assist families with questions. Snacks, transportation and childcare will be made available for those who need the support. In addition, bilingual dictionaries will be ordered as needed for immigrant students and families to use to help effective communication in school and the community. With carryover funds, events like public skating, Jump Station, Morey Courts and CMU Museum of Natural History are being planned.</p>	<p>Parent Involvement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>01/03/2017</p>	<p>07/04/2019</p>	<p>\$2100</p>	<p>State/Federal Programs Coordinator and New Comer Event Staff</p>
<p>Immigrant English Learner Family Literacy and Conversation Program</p>	<p>Immigrant English Learner Family Literacy and Conversation Program in partnership with Chippewa River District Library. EL Family Literacy and Conversation coordinator will coordinate and offer monthly literacy activities at CRDL to increase conversation and literacy skills among our English Learner population. Funds will be used to purchase native language leveled readers that can be checked out and read by English Learners and their families. Transportation and childcare will be offered in addition to light refreshments and academic incentives to encourage participation. In addition, Rosetta Stone, English version licenses will be purchased and used with any non-English speaking student or parent as a way to support English Language development.</p>	<p>Parent Involvement, Community Engagement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>01/03/2017</p>	<p>09/01/2018</p>	<p>\$4500</p>	<p>State/Federal Programs Coordinator</p>
<p>English Learner Staff Professional Development</p>	<p>Professional development for staff who work directly with students who are learning English as a second language. Central Michigan University Professor from English Language Institute will lead training scheduled for two hours after school three different training sessions offered over the summer and at the start of the school year. Goal of professional development is to support staff who work directly with English Learners with best practice strategies to teach English Learners how to read, write, speak, and listen in English. Staff will be paid a modest extended contract pay for time spent in training.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>06/19/2017</p>	<p>07/02/2018</p>	<p>\$4600</p>	<p>State/Federal Programs Coordinator</p>

District Improvement Plan

Mt. Pleasant City School District

Educational Technology - Mobile Devices	With supplemental funds, TRIG Funds, and MPPS bond funds, educational technology will be purchased to enable staff and students to utilize 21st century and best practice educational technology instructional strategies in the classroom and outside the classroom. Mobile devices allow for anytime, any place and any pace differentiated learning. Mobile devices to purchase: Chromebooks, iPads and iPad minis including Apple Care and protective cases, charging stations/security carts, headphones, mice,	Supplemental Materials, Technology, Academic Support Program	Tier 1	Monitor	01/30/2017	06/30/2019	\$95000	Building administrators, state/federal programs coordinator, and CFO
Professional Learning Communities	Professional learning communities provide staff with a structured process for reviewing and collaborating around student learning. Staff work in grade level teams or curriculum departments to study student learning and assessment results. Through collaborative dialogue, staff work together to learn best practice strategies to improve student achievement.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/25/2017	06/28/2019	\$0	Building administrators and school improvement team members
ACEs Training & Trauma Informed Classrooms- WMU	All staff will participate in a full day training with WMU guest speaker, Jim Henry and or co-presenter from WMU to teach staff about Adverse Childhood Experiences (ACEs). Staff will learn what ACEs are, how to identify if a student is in crisis or struggling, and learn more about trauma informed care teams that when trained, will respond to student situations in an effort to intervene and seek help for the student. Additional training will be needed in order to create a school level, trauma informed care team. In February and June, presenter will return to work with small and whole groups. Groups will learn about trauma informed classroom practices to support students who are or have gone through traumatic events. Dr. Stephanie Grant will provide all staff training in August of 2018 to teach staff strategies to change lives of those who have been touched by trauma. Local presenter and therapist, Kim Seidel will also work with staff and provide Darkness to Light training in addition to how to work with the most tricky student at any level.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/04/2017	07/03/2020	\$10000	SFP, MPHS administrator

District Improvement Plan

Mt. Pleasant City School District

State/Federal Program Leaders Network	State/Federal Program directors will attend monthly collaborative learning sessions with Michele Sandro from the MDE Office of Field services. At these learning sessions, Michele will discuss a wide range of topics related to 31a and Title programs including ESSA and the Top 10 in 10. She will provide technical assistance, plan for compliant program monitoring visits and coordinate with, and support, our State/Federal programming efforts.	Professional Learning, Policy and Process	Tier 2	Implement	08/01/2017	06/28/2019	\$100	State/Federal Programs Coordinator
Read Naturally Live Licenses	Read Naturally Live is an online reading intervention program that supports reading fluency and comprehension also building up vocabulary. Read Live will be used with EL students as a supplemental support.	Academic Support Program	Tier 2	Implement	01/08/2018	07/01/2019	\$1000	SFP Coordinator
ISTE	ISTE conference and expo is the most comprehensive edtech event in the world and the must-attend event for thousands of educators looking to harness the power of technology to advance learning and teaching. Five technology teachers from across the district will comprise a small group to attend; new learning is to be shared with teachers during one-on-one, small, or whole group training sessions and implemented into technology classes.	Professional Learning	Tier 1	Implement	01/15/2018	07/01/2019	\$12000	SFP Coordinator
Mindfulness for School Professionals	With Title IV funds, Mindfulness of Mid-Michigan will provide Mindfulness training for up to 20 teachers/staff during the winter of 2018. Once trained, staff feel less stressed, have greater energy and enthusiasm, increased happiness, increased concentration and awareness, and transfer of skills to students. Books to support Mindfulness in the classroom will be purchased to accompany the Mindfulness training. Staff will earn one of the books by participating in the training. During 2018-19 school year, staff will continue learning and practicing Mindfulness.	Professional Learning	Tier 1	Implement	01/15/2018	07/12/2019	\$7500	SFP Coordinator

District Improvement Plan

Mt. Pleasant City School District

Molly Funk - Educational Consultant	Professional Educational consultant, Molly Funk, will provide onsite staff development in June of 2018 and during 2018-2019 school year. Molly has worked with our administrative teams and a transition team from Mt. Pleasant Middle School over the past year and a half. During the 5 days, Molly will work with MPMS to analyze the year and make a plan for continued growth for next year. She will provide transition team leadership for both Fancher and McGuire on separate days, one full day will be devoted to building administrators and utilizing observations/teacher evaluations to increase student learning. There will be one other day offered to all staff up to 100 people can participate and learn effective strategies to engage the most reluctant learners.	Professional Learning	Tier 1	Implement	01/15/2018	07/01/2019	\$26000	SFP Coordinator and Assistant Superintendent
MV Counselor	With Title I, a required set aside funds, Mt. Pleasant Public Schools will hire a counselor to provide support for identified McKinney-Vento students. The counselor will work closely with the district MV liaison to provide face-to-face support for unaccompanied homeless youth and youth who are residing in the local ICRH shelter. The purpose of this support is to provide support for students seeking employment, applying to college, post secondary institutions and military. In addition, the counselor will be able to provide just in time social and emotional support by sharing coping strategies with youth.	Other	Tier 1	Implement	01/16/2018	06/28/2019	\$8000	SFP Coordinator
WIDA National Conference in Detroit	Mt. Pleasant Public Schools two English Second Language teachers will attend the National WIDA conference in Detroit to collaborate with State and National experts in the field of English Second language instruction and learning. Teachers will bring back new learning and share with staff who work closely with EL students on a day to day basis in an effort to provide specific language development in the areas of core academics to increase student achievement. Training will take place during 2018-2019 school year	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	06/30/2018	06/29/2019	\$3000	State/Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

The Learning Leadership Compass Cohort Training	The Learning Leadership Compass is a cohort-based, professional learning experience for learning leaders, both teachers and administrators, who want to individually and collaboratively grow their leadership will and skills in support of student learning. Focus is on supporting and immersing teacher leaders, instructional coaches and administrators in high-leverage learning structures that focus on the accelerating teaching and learning through teaching clarity, culturally responsive learning environments, classroom management for empowering students, student intellectual engagement, successful learning using feedback and formative assessment and purposeful professionalism.	Curriculum Development, Teacher Collaboration, Professional Learning		Implement	06/29/2018	07/05/2019	\$13200	State/Federal Programs Coordinator
---	---	--	--	-----------	------------	------------	---------	------------------------------------

WAY - Oasis

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
WAY-Oasis Lab and Student Researcher Mentors	Students who participate in the district's alternative education, OASIS-WAY program are assigned a mentor who provides academic support on a daily basis. The academic support/mentor makes daily contact with the student either face-to-face, via e-mail, or phone conversations. Once students are enrolled in the program, students have access to an online learning environment 24 hours a day, 365 days per year with a community of staff to assist them. The lab mentor assists researchers while in a on campus lab setting. The Student Researcher Mentor, is the person who checks in daily with the researcher to assure all is going well. Every student researcher mentor is assigned 6 students to monitor and assist.	Academic Support Program	Tier 1	Monitor	09/01/2015	07/05/2019	\$110000	State and Federal Programs Coordinator, Assistant Superintendent, and Adult and Community Education Director
Oasis-WAY Researcher and Lab Mentors	Students who participate in the district's alternative education, OASIS-WAY program are assigned a mentor who provides academic support on a daily basis. The academic support/mentor makes daily contact with the student either face-to-face, via e-mail, or phone conversations.	Academic Support Program	Tier 2	Monitor	09/01/2015	07/05/2019	\$65000	Oasis-Way Director and Adult and Community Education Director along with State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

Vowles School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
90 Minutes of ELA Instruction Daily	Each day, students in grades K-5 receive 90 minutes of guided ELA instruction. During this time, students receive a focus lesson, have guided practice time, and have opportunities to read and write and receive focus instruction based on individual needs. For students in younger grades, this 90 minute block of time is divided into developmentally appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/28/2019	\$0	Building Administrators and Certified K-6 Teachers
DRA 2 Training for K-8 New Staff	DRA 2 is a new reading assessment in the district last school year. With each new school year, we have new staff that need to be trained how to conduct the assessment and how to read the data collected to make sound instructional decisions.	Professional Learning	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	State and Federal Programs Coordinator
60 Minutes of Daily Writing	Students in grades K-6 receive 60 minutes of writing instruction and practice each day. Staff present a model lesson and guide students through writing assignments. Staff will implement MAISA writing units during the 2014-2015 school year across grades K-6.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	Building Administrators
Title I (K-5) Intervention Specialist	Title I/Tier II Intervention Specialists provide supplemental educational support for K-5 students who are among the bottom 15% in each grade level. After each benchmark period, assessments and classroom data are analyzed during grade level data training days to identify the bottom 15% who will then receive the additional support. Research based intervention programs and strategies are used to provide additional supplemental academic support in English Language Arts. Students who receive Title I additional supports in ELA are progress monitored using DIBELS Next. Title I program is evaluated on a yearly basis for effectiveness using MDE's approved program evaluation tool. Consumable and non-consumable supplies are used to support learning.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/28/2019	\$600000	State and Federal Programs Coordinator and Elementary Building Administrators

District Improvement Plan

Mt. Pleasant City School District

English Second Language Support	English Language tutors work closely with certified English Second Language teacher and classroom teachers to provide supplemental support to students who have been identified as English Language Learners. Students work individually or in a small group setting usually outside of the general classroom. English Language skills are assessed on a yearly basis using the WIDA Access and can be progress monitored using the W-APT two to three times during the school year.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$30000	Elementary Building Administrators, State and Federal Programs Coordinator and Human Resources Director
Academic Office Administrative Assistant	Academic Office Administrative Assistant is responsible for maintaining Title I, A and D program documentation and evidence. In addition, this person maintains the approved Title I budget and works closely with the CFO.	Other	Tier 1	Monitor	06/01/2015	06/28/2019	\$12000	State and Federal Programs Coordinator
MAS/FPS Fall and Winter Institute	State and Federal Programs coordinator and building administrators will attend the fall and winter institute to learn about new grant regulations, best practice strategies to increase student achievement with at risk learners. Content learned from the conferences will be shared with Title I, and at risk staff as it applies. In addition, regulatory issues will be shared with building administrators and the superintendent.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$17000	State and Federal Programs Coordinator
DIBELS Next Professional Development	K-4 new hire staff and current staff who need a refresher will be trained to use DIBELS Next. DIBELS Next is a universal screener used to identify basic early literacy skills for each student. DIBELS Next is also used to progress monitor literacy skills of those students who receive additional supports or interventions in order to be a successful reader.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$3000	State and Federal Programs Coordinator
EL Support Tutor	English Language tutors work closely with certified ESL teacher and classroom teachers to provide supplemental support to students who have been identified as English Language Learners. Students work individually or in a small group setting usually outside of the general classroom. English Language skills are assessed on a yearly basis using the WIDA Access and can be progress monitored using the W-APT two to three times during the instructional school year.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/28/2019	\$30000	Human Resources Director and Building Administrators
K-6, 60 Minutes of Math Direct Instruction	All K-5 students participate in 60 minutes of mathematics direct instruction. During this time, students work as a whole group, small group, or individually on math concepts on a daily basis. For the younger grades this 60 minutes of direct instruction is divided up into manageable and age appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	K-6 Administrators

District Improvement Plan

Mt. Pleasant City School District

Title I / Tier II Extended Day Opportunities	Each K-5 elementary building offers extended day learning opportunities to students who qualify. Supplemental reading and or math support is offered as an extended day offering, which is taught by either a certified teacher or highly qualified paraprofessional. Transportation is provided to those students who do attend the before or after school learning opportunities.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$20000	State and Federal Programs Coordinator and Title I Building Administrators
K-6 Title I, Tier II, Math Paraprofessional Support	Highly qualified, Title I paraprofessionals work with K-6 students in a supplemental math support setting under direct guidance from classroom teachers and Title I/Tier II certified teachers. Paraprofessionals work on specific skills with at risk identified students. Student progress is monitored and adjustments are made when necessary.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$25000	State and Federal Programs Coordinator and Title I Building Administrators
Title I, Tier II Science Support	During extended day and year opportunities, qualifying students, will participate and explore science concepts through literacy integration via National Geographic Summer Science Literacy program.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$5000	State and Federal Programs Coordinator and Elementary Building Administrators
NWEA Professional Learning	North West Educational Assessment is an online adaptive assessment that currently K-11 grade students are assessed with in the areas of Reading, Language, and Mathematics. Students in grade 7 are also taking the science portion of the assessment. Staff in all buildings where the assessment is administered will receive training in order to be able to understand student results in an effort to make sound instructional decisions based on the assessment results. Training will be lead by the district Core Academic Technology Coach. Core Academic Technology Coach will receive training during the summer and will carry out additional staff development sessions during the school year.	Professional Learning	Tier 1	Monitor	08/01/2015	07/05/2019	\$3000	State and Federal Programs Coordinator and Building Administrators
K-6 Title I/Tier II Family Engagement Activities	Title I Schoolwide buildings coordinate parent engagement opportunities throughout the school year. Social Studies and or Geography night events are offered at each Title I building in the district. Families are engaged with fun social studies type activities to participate together. CMU - National Geography group also offers learning opportunities that can be worked on at home and the results shared with others at a school event.	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$7800	Building Administrators and Staff

District Improvement Plan

Mt. Pleasant City School District

Instructional Rounds	Staff at MPMS, Pullen, Fancher, and Ganiard Elementary School will participate in Instructional Rounds during the school year. Instructional Rounds offers participants the opportunity to showcase exceptional instruction in a supportive and collaborative way. During Instructional Rounds, staff members observe and provide peer coaching to other staff members conducting a lesson. Those who are observing have specific areas they focus on in order to provide constructive feedback to the staff member being observed. All-in-all, instructional rounds create an atmosphere where professionals can support each other in a non-threatening manner. Funding amounts will be used to hire highly qualified substitute teachers to allow release time in order to participate effectively in the Instructional Rounds processes.	Professional Learning	Tier 1	Monitor	06/01/2016	06/28/2019	\$9500	Building Administrators and State and Federal Programs Coordinator
K-5 Title I, Parent Engagement Annual Meetings	K-5 Title I families are invited to attend the annual fall and spring Title I picnics. At these events, parents learn about Title I supports and have an opportunity to voice concerns, make suggestions, and learn how to be more involved in their students' education.	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$200	State and Federal Programs Coordinator and Title I building administrators
Seeing Stars Reading Intervention Training	Staff at Pullen, Vowles and Ganiard Elementary will participate in the Seeing Stars symbol imagery for phonological and orthographic processing in reading and spelling program that helps struggling readers develop the sensory-cognitive function of symbol imagery. Seeing Stars instruction directly applies symbol imagery to sight word development, contextual fluency, spelling, and increasing the speed and stability of phonemic awareness. Students in the Seeing Stars program move through a series of steps-from single consonants/vowels to multisyllabic and contextual reading - to develop the imagery-language connection for competency in written language.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/07/2019	\$5900	Ganiard Administrator
MAISA Reading/Writing Units Professional Learning	GIRESD will provide professional learning for staff to learn all components of the MAISA Reading/Writing units along with understanding how to incorporate these new units into current curriculum.	Professional Learning	Tier 1		08/10/2015	07/05/2019	\$1000	Elementary Building Principals
Reading Workshop Professional Learning for New Hire Staff	New hire staff who need additional training, will attend Readers Workshop training to learn the framework of the reading workshop model to provide strong tier 1 reading instruction for all students.	Professional Learning	Tier 1		07/01/2016	06/24/2019	\$0	Building principals

District Improvement Plan

Mt. Pleasant City School District

Think Stretch Summer Learning Program and Family Involvement Events	Title I buildings this summer are planning an alternative summer learning opportunity. Think Stretch summer learning workbooks will be purchased for every student K-6 who are below grade level in both reading and math. The summer work books are set up with math, writing and reading activities. Students can work independently or attend a direct instruction summer learning session with a certified teacher to receive additional academic support during the summer months. Parents are also able to attend these learning sessions and learn ways to provide academic support when students need help at home. Transportation and childcare for little ones will be offered to families who would otherwise not be able to attend.	Supplemental Materials, Parent Involvement, Direct Instruction	Tier 2	Monitor	05/02/2016	06/28/2019	\$3000	SFP Coord., Building Principals and Title I staff
Extended Day Academic Tutoring	Extended Day academic support provides at-risk students with an opportunity to receive additional supplemental instruction in the areas of reading, math, science, and social studies. HQ and certified staff provide academic support right after school 2-4 times a week during most of the school year. Transportation is offered to students who would otherwise not be able to attend.	Direct Instruction	Tier 2	Monitor	10/05/2015	06/28/2019	\$32000	SFP and building principals
Michigan Education Corps/Reading Corps	Children reading below grade level in grades K-3 will be identified through school-wide screening. Eligible children, i.e., those who also are below grade level reading proficiency on FAST assessments used by Reading Corps, will work with a MEC/Reading Corps tutor daily, 1:1, for 20 minutes. Each building Reading Corps tutors are supported by Internal Coaches. Internal Coaches work during extended contract times to provide guidance and fidelity checks. Tutors will benchmark all past and current Reading Corps students three times per year (fall, winter, spring) using Reading Corps FAST assessments. Tutors will progress monitoring student receiving the Reading Corps intervention weekly with Reading Corps FAST assessments.	Academic Support Program	Tier 2	Monitor	08/15/2016	07/05/2019	\$58000	State/Federal Programs Coordinator and building principals

District Improvement Plan

Mt. Pleasant City School District

<p>Literacy Leader Coach</p>	<p>Starting next school year and for two years, Ganiard, Pullen, and Vowles Elementary schools will partner with GIRESD to support a literacy coach position at each of the buildings. The following job responsibilities will be expected. Actively participate as a learner in the GIRESD Early Literacy Network, including monthly meetings. (Substitute costs covered by the grant). In addition, the building Literacy Coach will train teachers in the use of the Essential Literacy Practices document. The training will be done through PLC half days and will involve Tier 1 which includes how to implement high leverage reading instructional strategies and how to analyze and use reading assessment data to guide instruction. The coach will also provide modeling and push-in support to classroom teachers.</p> <p>In addition, teachers will participate in a book study facilitated by the Literacy Coach and Principal using the book, Visible learning for Literacy by Douglas Fisher, Nancy Frey, and John Hattie. Teachers will use this learning to implement the practices that work best to accelerate student learning.</p> <p>Plan, organize and provide early literacy professional development to building level K-2 colleagues on the topics listed below. (Note: The planning will take place at the Early Literacy Network meetings. PD could be provided during PD Days, grade level meeting time, staff meeting time, or with a small group of teachers with a floating substitute).</p> <ul style="list-style-type: none"> o Analyzing and using reading assessment data to guide instruction. o Implementing high leverage reading instructional strategies in the classroom. o Implementing Tier I reading intervention strategies. <p>Serve as a resource to K-2 teachers in the building, including classroom modeling and push-in support.</p> <p>Work with the building school improvement team to identify K-2 literacy strategies and activities, based upon data.</p> <p>Facilitate a building level K-2 Collaborative Inquiry PLC on some aspect of K-2 reading instruction.</p> <p>Participate in 5 days (total) of regional summer</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/28/2019</p>	<p>\$23000</p>	<p>State/Federal Programs Coordinator, HR director, building principals and GIRESD Instructional Staff</p>
------------------------------	---	--	---------------	------------------	-------------------	-------------------	----------------	--

District Improvement Plan

Mt. Pleasant City School District

	Participate in 5 days (total) of regional summer literacy PD (August 2016 and June 2017) with Early Literacy Network Colleagues. This PD will focus on strategies for facilitating a K-2 Collaborative Inquiry PLC in their building.							
Strategic Intervention Solutions	Guiding teachers to understand how to delayer students skills across all academic arenas is vital to promoting systematic interventions, formative assessment and quality instruction. Strategic Intervention Solution trainings promote early learning success, data driven instruction and response to intervention for the 21 century learner.	Supplemental Materials, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/15/2016	07/05/2019	\$10000	State/Federal Programs Coordinator and building principals.
Title I Parent Involvement Activities	Schools across the district especially at our Title I funded buildings offer parent involvement activities to support student achievement. Each Title I building offers a parent involvement opportunity to support each building level academic goal. Parent Involvement opportunities are offered at various times to accommodate many different schedules. Love and Logic, CMU Play on the Way, Author visits, Supportive Parenting Presentations like how to positively support students with ADHD in addition to a parent/family engagement book study.	Parent Involvement	Tier 2	Monitor	09/06/2016	06/28/2019	\$12000	State/Federal Programs Coordinator, Building administrators, and staff
Social Emotional Student Support	At Risk Counselors work with identified At Risk students to provide social emotional supplemental support. In addition, an all school supplemental behavioral support, Mindfulness, will be implemented at upper elementary level next school year.	Other, Behavioral Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$240000	State/Federal Programs Coordinator and Building Administrators
Math/Game Night - Family Engagement	Title I buildings, host many family engagement events throughout the school year. Math/Game night will allow families to learn how board games can be played at home to support important reading and math skills. CMU professor will share his expertise with families at Ganiard to learn just how important playing board games can be when supporting student learning. Pullen, Mcguire and Vowles elementary schools are all hosting math/game family engagement events during the winter months as well.	Parent Involvement	Tier 1	Monitor	01/16/2017	06/01/2019	\$5000	Building administrators and Title I staff

District Improvement Plan

Mt. Pleasant City School District

Houghton Mifflin - Journeys New Curriculum K-5	Mt. Pleasant Public Schools - Professional Studies Committee has worked all year to research make a recommendation to purchase new K-5 ELA curriculum. Houghton Mifflin - Journeys is the recommended curriculum to be purchased and implemented during 2017-2018 school year. Staff will receive professional development and will have collaboration time in order to implement grade level curriculum and formative assessments with fidelity to support tier 1 English Language Arts.	Curriculum Development, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	07/31/2017	07/01/2019	\$15802400	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
National Geographic - Elementary Science Curriculum	Mt. Pleasant Public Schools - Professional Studies Committee recommends the purchase of new science curriculum - National Geographic for grades K-5. The new curriculum will meet the challenges faced by the rigor of the new standards and approach to teaching science. It will provide students with skills and knowledge needed to prepare them for careers of the 21st century. Staff will receive professional development in addition to collaboration time in order to learn the and implement the new curriculum with fidelity.	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$78709	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
Reading Corps Internal Coaches	Reading Corps tutors work with students who are below grade level in reading at Ganaird, Pullen and Vowles Elementary Schools. Michigan Education Corps has a structure of support where tutors are coached by Internal Coaches all school year. Internal Coaches and tutors also receive support and coaching from the district's assigned Master Coach. This network of support assures that reading interventions are delivered with fidelity. Each building has an Internal Coach that is funded by Title II and each work extended contract times to fulfill responsibilities.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Implement	08/14/2017	07/01/2019	\$27000	State/Federal Programs Coordinator and Building Principals
Elementary At Risk Counselor	At Risk Counselors who has Mindfulness training will be hired to provide tier 1 intervention of Mindfulness with our elementary students in addition to personal and group care groups with students who struggle with social emotional situations.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	01/15/2018	06/14/2019	\$200000	SFP and Assistant Superintendent along with elementary building principals
Science Alive Student Assembly	Science Alive student assembly will bring science to elementary students. Students will have the opportunity to see live science presentations right in the classroom to learn about various animals, their habitats, eating habits, and survival skills. This is a hands on presentation where students can get up close and personal with the animals.	Academic Support Program	Tier 1	Implement	01/15/2018	06/07/2019	\$2000	Ganiard Principal and SFP Coordinator

District Improvement Plan

Mt. Pleasant City School District

Math Seeds Licenses	Mathseeds is a comprehensive online mathematics program for children aged 3-9. It offers a huge range of carefully structured lessons and activities that build mathematical skills over a broad range of number, shape and measurement topics.	Academic Support Program	Tier 1	Implement	01/15/2018	06/28/2019	\$4000	Elementary Principals and SFP coordinator
Kids Read Now	Kids Read Now: This research based program would be used with approximately 36 students that need extra reading practice over the summer. Kids would receive books at home and parents would communicate as levels were completed.	Academic Support Program	Tier 1	Implement	01/15/2018	06/15/2019	\$10000	Elementary Principals and SFP Coordinator
Story Champs Intervention	Story Champs (multi-tiered language intervention): This intervention targets story structures and complex language features necessary for understanding and producing oral and written language. It will be used both in Tier 1 instruction and Tier 2 interventions for K-1 to build strong vocabulary and retelling to improve comprehension skills.	Academic Support Program	Tier 1	Implement	01/15/2018	06/28/2019	\$3000	Ganiard Principal
Chromebooks, headphones, mice, carts	With additional Title I funds, Ganiard, Pullen, Vowles and McGuire elementary schools will purchase additional Chromebooks, headphones, and mice to be used with Tier 1 instruction in classrooms and small groups to support personalized learning.	Academic Support Program	Tier 1	Implement	01/15/2018	06/13/2019	\$55000	Building principals
Unlock the Reading Code Intervention	Unlocking the Reading Code: A specific reading intervention to be used with early elementary students each day. This reading intervention will teach students to unlock the reading code in a fun, motivational way. Interventionists will use this tool to reach our lowest Kindergarten students as well as those that are unmotivated to learn.	Academic Support Program	Tier 2	Implement	08/01/2017	07/01/2019	\$4000	Building Principals
Reading Supplies/Materials	Reading supplies and materials new and replacement items needed to support reading instruction in classrooms and small groups. Items may include intervention replacement materials, ink cartridges, paper, colored paper, markers, pencils, copy costs, bookshelves, easels, dry erase boards, etc. Most items are maintained by building Title I intervention specialists.	Academic Support Program	Tier 2	Implement	08/01/2017	07/01/2019	\$12000	Building Principals
Reflex Math	Reflex Math Site License to provide students of all abilities with an intervention to help develop fluency with basic facts in addition, subtraction, multiplication and division. The program is adaptive and is individualized for each student's unique needs. Reflex Math will be used as a tier 1 intervention where students can gain access even from home or a mobile device.	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$15000	Building Principals

District Improvement Plan

Mt. Pleasant City School District

CMU Play on the Way	CMU Play on the Way - mobile activity unit and CMU staff supervision will provide an evening of family fun for all	Parent Involvement	Tier 1	Implement	08/01/2017	06/01/2020	\$5000	Building Principals
Multicultural Night at Vowles	Multicultural Night at Vowles - Vowles Elementary has the largest population of English Learners in the district. Families will be invited to come to school and learn about other cultures that are a part of our community. Presentations will include learning about the culture, language and food. Books may be purchased to support the cultural learning from specific countries that volunteer presenters are from. These stories would be shared with others at the event as families rotate around to different classrooms to experience a different country and or culture.	Parent Involvement	Tier 1	Implement	01/15/2018	06/14/2019	\$3000	Building Principal
Universal Breakfast Program	With new mandatory legislation, Mt. Pleasant Public Schools will use up to \$10/ed up to \$10,000 student of State Section 31a funds toward universal breakfast at Vowles, Ganaird and Pullen with plans to expand to McGuire and Fancher.	Other	Tier 1	Implement	01/01/2018	07/01/2019	\$10000	SFP Coordinator, CFO
Kindergarten Assessment Training	Kindergarten teachers at each elementary school will be trained to administer the state approved kindergarten assessment during 2018-10 school year. Once trained, staff are expected to administer the assessment during a student's kindergarten year to measure growth. Data will be used to inform instruction and for accountability purposes.	Professional Learning, Policy and Process	Tier 1	Implement	07/27/2018	07/26/2019	\$0	Assistant Superintendent and Building Principals
Online ELA Supplemental Instruction/Practice	Read Naturally Live, Reading Eggs and Reading A-Z are a few of the effective, online literacy resources used to support all students especially those who need additional practice. Students are able to utilize the online resources during and out of school.	Technology, Academic Support Program	Tier 2	Monitor	06/29/2018	07/01/2020	\$5000	State/Federal Programs Coordinator, Building Principals and Core Academic Technology Coach
Instructional Interventions to Support Reading	Story Champs, LLI, Road to the Code, Wilson, are used to supplement core curriculum to provide additional instruction and practice to increase student achievement.	Academic Support Program	Tier 2	Implement	06/29/2018	07/19/2019	\$5000	State/Federal Programs Coordinator and Building Principals

District Improvement Plan

Mt. Pleasant City School District

K-3 Essential Instructional Practices in Early Literacy Institute	K-3 Essential Instructional Practices in Early Literacy Institute is hosted by MDE, GELN, and MAISA. Topics focus on deeper understanding of the k-3 instructional practices.	Curriculum Development, Professional Learning	Tier 1	Implement	06/29/2018	07/05/2019	\$1000	State/federal Programs and Building Principal
---	---	---	--------	-----------	------------	------------	--------	---

Pullen Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
90 Minutes of ELA Instruction Daily	Each day, students in grades K-5 receive 90 minutes of guided ELA instruction. During this time, students receive a focus lesson, have guided practice time, and have opportunities to read and write and receive focus instruction based on individual needs. For students in younger grades, this 90 minute block of time is divided into developmentally appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/28/2019	\$0	Building Administrators and Certified K-6 Teachers
DRA 2 Training for K-8 New Staff	DRA 2 is a new reading assessment in the district last school year. With each new school year, we have new staff that need to be trained how to conduct the assessment and how to read the data collected to make sound instructional decisions.	Professional Learning	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	State and Federal Programs Coordinator
60 Minutes of Daily Writing	Students in grades K-6 receive 60 minutes of writing instruction and practice each day. Staff present a model lesson and guide students through writing assignments. Staff will implement MAISA writing units during the 2014-2015 school year across grades K-6.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	Building Administrators
Title I (K-5) Intervention Specialist	Title I/Tier II Intervention Specialists provide supplemental educational support for K-5 students who are among the bottom 15% in each grade level. After each benchmark period, assessments and classroom data are analyzed during grade level data training days to identify the bottom 15% who will then receive the additional support. Research based intervention programs and strategies are used to provide additional supplemental academic support in English Language Arts. Students who receive Title I additional supports in ELA are progress monitored using DIBELS Next. Title I program is evaluated on a yearly basis for effectiveness using MDE's approved program evaluation tool. Consumable and non-consumable supplies are used to support learning.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/28/2019	\$600000	State and Federal Programs Coordinator and Elementary Building Administrators

District Improvement Plan

Mt. Pleasant City School District

English Second Language Support	English Language tutors work closely with certified English Second Language teacher and classroom teachers to provide supplemental support to students who have been identified as English Language Learners. Students work individually or in a small group setting usually outside of the general classroom. English Language skills are assessed on a yearly basis using the WIDA Access and can be progress monitored using the W-APT two to three times during the school year.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$30000	Elementary Building Administrators, State and Federal Programs Coordinator and Human Resources Director
Academic Office Administrative Assistant	Academic Office Administrative Assistant is responsible for maintaining Title I, A and D program documentation and evidence. In addition, this person maintains the approved Title I budget and works closely with the CFO.	Other	Tier 1	Monitor	06/01/2015	06/28/2019	\$12000	State and Federal Programs Coordinator
MAS/FPS Fall and Winter Institute	State and Federal Programs coordinator and building administrators will attend the fall and winter institute to learn about new grant regulations, best practice strategies to increase student achievement with at risk learners. Content learned from the conferences will be shared with Title I, and at risk staff as it applies. In addition, regulatory issues will be shared with building administrators and the superintendent.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$17000	State and Federal Programs Coordinator
DIBELS Next Professional Development	K-4 new hire staff and current staff who need a refresher will be trained to use DIBELS Next. DIBELS Next is a universal screener used to identify basic early literacy skills for each student. DIBELS Next is also used to progress monitor literacy skills of those students who receive additional supports or interventions in order to be a successful reader.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$3000	State and Federal Programs Coordinator
EL Support Tutor	English Language tutors work closely with certified ESL teacher and classroom teachers to provide supplemental support to students who have been identified as English Language Learners. Students work individually or in a small group setting usually outside of the general classroom. English Language skills are assessed on a yearly basis using the WIDA Access and can be progress monitored using the W-APT two to three times during the instructional school year.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/28/2019	\$30000	Human Resources Director and Building Administrators
K-6, 60 Minutes of Math Direct Instruction	All K-5 students participate in 60 minutes of mathematics direct instruction. During this time, students work as a whole group, small group, or individually on math concepts on a daily basis. For the younger grades this 60 minutes of direct instruction is divided up into manageable and age appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	K-6 Administrators

District Improvement Plan

Mt. Pleasant City School District

Title I / Tier II Extended Day Opportunities	Each K-5 elementary building offers extended day learning opportunities to students who qualify. Supplemental reading and or math support is offered as an extended day offering, which is taught by either a certified teacher or highly qualified paraprofessional. Transportation is provided to those students who do attend the before or after school learning opportunities.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$20000	State and Federal Programs Coordinator and Title I Building Administrators
K-6 Title I, Tier II, Math Paraprofessional Support	Highly qualified, Title I paraprofessionals work with K-6 students in a supplemental math support setting under direct guidance from classroom teachers and Title I/Tier II certified teachers. Paraprofessionals work on specific skills with at risk identified students. Student progress is monitored and adjustments are made when necessary.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$25000	State and Federal Programs Coordinator and Title I Building Administrators
Title I, Tier II Science Support	During extended day and year opportunities, qualifying students, will participate and explore science concepts through literacy integration via National Geographic Summer Science Literacy program.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$5000	State and Federal Programs Coordinator and Elementary Building Administrators
NWEA Professional Learning	North West Educational Assessment is an online adaptive assessment that currently K-11 grade students are assessed with in the areas of Reading, Language, and Mathematics. Students in grade 7 are also taking the science portion of the assessment. Staff in all buildings where the assessment is administered will receive training in order to be able to understand student results in an effort to make sound instructional decisions based on the assessment results. Training will be lead by the district Core Academic Technology Coach. Core Academic Technology Coach will receive training during the summer and will carry out additional staff development sessions during the school year.	Professional Learning	Tier 1	Monitor	08/01/2015	07/05/2019	\$3000	State and Federal Programs Coordinator and Building Administrators
K-6 Title I/Tier II Family Engagement Activities	Title I Schoolwide buildings coordinate parent engagement opportunities throughout the school year. Social Studies and or Geography night events are offered at each Title I building in the district. Families are engaged with fun social studies type activities to participate together. CMU - National Geography group also offers learning opportunities that can be worked on at home and the results shared with others at a school event.	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$7800	Building Administrators and Staff

District Improvement Plan

Mt. Pleasant City School District

Instructional Rounds	Staff at MPMS, Pullen, Fancher, and Ganiard Elementary School will participate in Instructional Rounds during the school year. Instructional Rounds offers participants the opportunity to showcase exceptional instruction in a supportive and collaborative way. During Instructional Rounds, staff members observe and provide peer coaching to other staff members conducting a lesson. Those who are observing have specific areas they focus on in order to provide constructive feedback to the staff member being observed. All-in-all, instructional rounds create an atmosphere where professionals can support each other in a non-threatening manner. Funding amounts will be used to hire highly qualified substitute teachers to allow release time in order to participate effectively in the Instructional Rounds processes.	Professional Learning	Tier 1	Monitor	06/01/2016	06/28/2019	\$9500	Building Administrators and State and Federal Programs Coordinator
K-5 Title I, Parent Engagement Annual Meetings	K-5 Title I families are invited to attend the annual fall and spring Title I picnics. At these events, parents learn about Title I supports and have an opportunity to voice concerns, make suggestions, and learn how to be more involved in their students' education.	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$200	State and Federal Programs Coordinator and Title I building administrators
Seeing Stars Reading Intervention Training	Staff at Pullen, Vowles and Ganiard Elementary will participate in the Seeing Stars symbol imagery for phonological and orthographic processing in reading and spelling program that helps struggling readers develop the sensory-cognitive function of symbol imagery. Seeing Stars instruction directly applies symbol imagery to sight word development, contextual fluency, spelling, and increasing the speed and stability of phonemic awareness. Students in the Seeing Stars program move through a series of steps-from single consonants/vowels to multisyllabic and contextual reading - to develop the imagery-language connection for competency in written language.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/07/2019	\$5900	Ganiard Administrator
Integrating Differentiated Instruction by Carol Ann Tomlinson	Staff at Pullen staff will continue to implement the strategies presented in the book, Integrating Differentiated Instruction by Carol Ann Tomlinson. DI strategies will be shared during PLCs and instructional round sessions.	Professional Learning	Tier 1	Monitor	02/09/2015	06/28/2019	\$0	Pullen Principal and School Improvement team members
MAISA Reading/Writing Units Professional Learning	GIRESD will provide professional learning for staff to learn all components of the MAISA Reading/Writing units along with understanding how to incorporate these new units into current curriculum.	Professional Learning	Tier 1		08/10/2015	07/05/2019	\$1000	Elementary Building Principals

District Improvement Plan

Mt. Pleasant City School District

Reading Workshop Professional Learning for New Hire Staff	New hire staff who need additional training, will attend Readers Workshop training to learn the framework of the reading workshop model to provide strong tier 1 reading instruction for all students.	Professional Learning	Tier 1		07/01/2016	06/24/2019	\$0	Building principals
Extended Day Academic Tutoring	Extended Day academic support provides at-risk students with an opportunity to receive additional supplemental instruction in the areas of reading, math, science, and social studies. HQ and certified staff provide academic support right after school 2-4 times a week during most of the school year. Transportation is offered to students who would otherwise not be able to attend.	Direct Instruction	Tier 2	Monitor	10/05/2015	06/28/2019	\$32000	SFP and building principals
Michigan Education Corps/Reading Corps	Children reading below grade level in grades K-3 will be identified through school-wide screening. Eligible children, i.e., those who also are below grade level reading proficiency on FAST assessments used by Reading Corps, will work with a MEC/Reading Corps tutor daily, 1:1, for 20 minutes. Each building Reading Corps tutors are supported by Internal Coaches. Internal Coaches work during extended contract times to provide guidance and fidelity checks. Tutors will benchmark all past and current Reading Corps students three times per year (fall, winter, spring) using Reading Corps FAST assessments. Tutors will progress monitoring student receiving the Reading Corps intervention weekly with Reading Corps FAST assessments.	Academic Support Program	Tier 2	Monitor	08/15/2016	07/05/2019	\$58000	State/Federal Programs Coordinator and building principals

District Improvement Plan

Mt. Pleasant City School District

<p>Literacy Leader Coach</p>	<p>Starting next school year and for two years, Ganiard, Pullen, and Vowles Elementary schools will partner with GIRESD to support a literacy coach position at each of the buildings. The following job responsibilities will be expected. Actively participate as a learner in the GIRESD Early Literacy Network, including monthly meetings. (Substitute costs covered by the grant). In addition, the building Literacy Coach will train teachers in the use of the Essential Literacy Practices document. The training will be done through PLC half days and will involve Tier 1 which includes how to implement high leverage reading instructional strategies and how to analyze and use reading assessment data to guide instruction. The coach will also provide modeling and push-in support to classroom teachers. In addition, teachers will participate in a book study facilitated by the Literacy Coach and Principal using the book, Visible learning for Literacy by Douglas Fisher, Nancy Frey, and John Hattie. Teachers will use this learning to implement the practices that work best to accelerate student learning.</p> <p>Plan, organize and provide early literacy professional development to building level K-2 colleagues on the topics listed below. (Note: The planning will take place at the Early Literacy Network meetings. PD could be provided during PD Days, grade level meeting time, staff meeting time, or with a small group of teachers with a floating substitute).</p> <ul style="list-style-type: none"> o Analyzing and using reading assessment data to guide instruction. o Implementing high leverage reading instructional strategies in the classroom. o Implementing Tier I reading intervention strategies. <p>Serve as a resource to K-2 teachers in the building, including classroom modeling and push-in support.</p> <p>Work with the building school improvement team to identify K-2 literacy strategies and activities, based upon data.</p> <p>Facilitate a building level K-2 Collaborative Inquiry PLC on some aspect of K-2 reading instruction.</p> <p>Participate in 5 days (total) of regional summer</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/28/2019</p>	<p>\$23000</p>	<p>State/Federal Programs Coordinator, HR director, building principals and GIRESD Instructional Staff</p>
------------------------------	---	--	---------------	------------------	-------------------	-------------------	----------------	--

District Improvement Plan

Mt. Pleasant City School District

	Participate in 5 days (total) of regional summer literacy PD (August 2016 and June 2017) with Early Literacy Network Colleagues. This PD will focus on strategies for facilitating a K-2 Collaborative Inquiry PLC in their building.							
Strategic Intervention Solutions	Guiding teachers to understand how to delayer students skills across all academic arenas is vital to promoting systematic interventions, formative assessment and quality instruction. Strategic Intervention Solution trainings promote early learning success, data driven instruction and response to intervention for the 21 century learner.	Supplemental Materials, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/15/2016	07/05/2019	\$10000	State/Federal Programs Coordinator and building principals.
Title I Parent Involvement Activities	Schools across the district especially at our Title I funded buildings offer parent involvement activities to support student achievement. Each Title I building offers a parent involvement opportunity to support each building level academic goal. Parent Involvement opportunities are offered at various times to accommodate many different schedules. Love and Logic, CMU Play on the Way, Author visits, Supportive Parenting Presentations like how to positively support students with ADHD in addition to a parent/family engagement book study.	Parent Involvement	Tier 2	Monitor	09/06/2016	06/28/2019	\$12000	State/Federal Programs Coordinator, Building administrators, and staff
Social Emotional Student Support	At Risk Counselors work with identified At Risk students to provide social emotional supplemental support. In addition, an all school supplemental behavioral support, Mindfulness, will be implemented at upper elementary level next school year.	Other, Behavioral Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$240000	State/Federal Programs Coordinator and Building Administrators
Professional Book Study - The Reading Strategy Book	Lead by building principal, staff at Pullen and McGuire elementary will learn current, evidence based strategies to support strong readers. Professional book study will take place during embedded PD opportunities.	Professional Learning	Tier 1	Implement	01/16/2017	07/05/2019	\$1200	Pullen and McGuire Administrator
Math/Game Night - Family Engagement	Title I buildings, host many family engagement events throughout the school year. Math/Game night will allow families to learn how board games can be played at home to support important reading and math skills. CMU professor will share his expertise with families at Ganiard to learn just how important playing board games can be when supporting student learning. Pullen, McGuire and Vowles elementary schools are all hosting math/game family engagement events during the winter months as well.	Parent Involvement	Tier 1	Monitor	01/16/2017	06/01/2019	\$5000	Building administrators and Title I staff

District Improvement Plan

Mt. Pleasant City School District

Houghton Mifflin - Journeys New Curriculum K-5	Mt. Pleasant Public Schools - Professional Studies Committee has worked all year to research make a recommendation to purchase new K-5 ELA curriculum. Houghton Mifflin - Journeys is the recommended curriculum to be purchased and implemented during 2017-2018 school year. Staff will receive professional development and will have collaboration time in order to implement grade level curriculum and formative assessments with fidelity to support tier 1 English Language Arts.	Curriculum Development, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	07/31/2017	07/01/2019	\$15802400	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
National Geographic - Elementary Science Curriculum	Mt. Pleasant Public Schools - Professional Studies Committee recommends the purchase of new science curriculum - National Geographic for grades K-5. The new curriculum will meet the challenges faced by the rigor of the new standards and approach to teaching science. It will provide students with skills and knowledge needed to prepare them for careers of the 21st century. Staff will receive professional development in addition to collaboration time in order to learn the and implement the new curriculum with fidelity.	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$78709	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
Professional Book Study - The Writing Strategy Book	Staff at Pullen Elementary will study current and best practice writing strategies by reading, studying and implementing strategies learned from The Writing Strategy book by Jennifer Serravallo.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2017	06/28/2019	\$1000	Pullen administrator and school improvement teacher leaders
Reading Corps Internal Coaches	Reading Corps tutors work with students who are below grade level in reading at Ganaird, Pullen and Vowles Elementary Schools. Michigan Education Corps has a structure of support where tutors are coached by Internal Coaches all school year. Internal Coaches and tutors also receive support and coaching from the district's assigned Master Coach. This network of support assures that reading interventions are delivered with fidelity. Each building has an Internal Coach that is funded by Title II and each work extended contract times to fulfill responsibilities.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Implement	08/14/2017	07/01/2019	\$27000	State/Federal Programs Coordinator and Building Principals
Elementary At Risk Counselor	At Risk Counselors who has Mindfulness training will be hired to provide tier 1 intervention of Mindfulness with our elementary students in addition to personal and group care groups with students who struggle with social emotional situations.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	01/15/2018	06/14/2019	\$200000	SFP and Assistant Superintendent along with elementary building principals

District Improvement Plan

Mt. Pleasant City School District

Science Alive Student Assembly	Science Alive student assembly will bring science to elementary students. Students will have the opportunity to see live science presentations right in the classroom to learn about various animals, their habitats, eating habits, and survival skills. This is a hands on presentation where students can get up close and personal with the animals.	Academic Support Program	Tier 1	Implement	01/15/2018	06/07/2019	\$2000	Ganiard Principal and SFP Coordinator
Math Seeds Licenses	Mathseeds is a comprehensive online mathematics program for children aged 3-9. It offers a huge range of carefully structured lessons and activities that build mathematical skills over a broad range of number, shape and measurement topics.	Academic Support Program	Tier 1	Implement	01/15/2018	06/28/2019	\$4000	Elementary Principals and SFP coordinator
Kids Read Now	Kids Read Now: This research based program would be used with approximately 36 students that need extra reading practice over the summer. Kids would receive books at home and parents would communicate as levels were completed.	Academic Support Program	Tier 1	Implement	01/15/2018	06/15/2019	\$10000	Elementary Principals and SFP Coordinator
Story Champs Intervention	Story Champs (multi-tiered language intervention): This intervention targets story structures and complex language features necessary for understanding and producing oral and written language. It will be used both in Tier 1 instruction and Tier 2 interventions for K-1 to build strong vocabulary and retelling to improve comprehension skills.	Academic Support Program	Tier 1	Implement	01/15/2018	06/28/2019	\$3000	Ganiard Principal
Chromebooks, headphones, mice, carts	With additional Title I funds, Ganiard, Pullen, Vowles and McGuire elementary schools will purchase additional Chromebooks, headphones, and mice to be used with Tier 1 instruction in classrooms and small groups to support personalized learning.	Academic Support Program	Tier 1	Implement	01/15/2018	06/13/2019	\$55000	Building principals
Student Reading Assembly	McGuire and Pullen Elementary will have Reading Assemblies to kick-off March is Reading Month activities at each building. Wild About Reading and Reading Magic are the two assemblies coming to Mt. Pleasant.	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$2000	Building Principals
Reading Supplies/Materials	Reading supplies and materials new and replacement items needed to support reading instruction in classrooms and small groups. Items may include intervention replacement materials, ink cartridges, paper, colored paper, markers, pencils, copy costs, bookshelves, easels, dry erase boards, etc. Most items are maintained by building Title I intervention specialists.	Academic Support Program	Tier 2	Implement	08/01/2017	07/01/2019	\$12000	Building Principals

District Improvement Plan

Mt. Pleasant City School District

Reflex Math	Reflex Math Site License to provide students of all abilities with an intervention to help develop fluency with basic facts in addition, subtraction, multiplication and division. The program is adaptive and is individualized for each student's unique needs. Reflex Math will be used as a tier 1 intervention where students can gain access even from home or a mobile device.	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$15000	Building Principals
CMU Play on the Way	CMU Play on the Way - mobile activity unit and CMU staff supervision will provide an evening of family fun for all	Parent Involvement	Tier 1	Implement	08/01/2017	06/01/2020	\$5000	Building Principals
Universal Breakfast Program	With new mandatory legislation, Mt. Pleasant Public Schools will use up to \$10,000 of State Section 31a funds toward universal breakfast at Vowles, Ganaird and Pullen with plans to expand to McGuire and Fancher.	Other	Tier 1	Implement	01/01/2018	07/01/2019	\$10000	SFP Coordinator, CFO
Kindergarten Assessment Training	Kindergarten teachers at each elementary school will be trained to administer the state approved kindergarten assessment during 2018-10 school year. Once trained, staff are expected to administer the assessment during a student's kindergarten year to measure growth. Data will be used to inform instruction and for accountability purposes.	Professional Learning, Policy and Process	Tier 1	Implement	07/27/2018	07/26/2019	\$0	Assistant Superintendent and Building Principals
Online ELA Supplemental Instruction/Practice	Read Naturally Live, Reading Eggs and Reading A-Z are a few of the effective, online literacy resources used to support all students especially those who need additional practice. Students are able to utilize the online resources during and out of school.	Technology, Academic Support Program	Tier 2	Monitor	06/29/2018	07/01/2020	\$5000	State/Federal Programs Coordinator, Building Principals and Core Academic Technology Coach
Instructional Interventions to Support Reading	Story Champs, LLI, Road to the Code, Wilson, are used to supplement core curriculum to provide additional instruction and practice to increase student achievement.	Academic Support Program	Tier 2	Implement	06/29/2018	07/19/2019	\$5000	State/Federal Programs Coordinator and Building Principals

Mt. Pleasant Senior High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

District Improvement Plan

Mt. Pleasant City School District

ELA At Risk Support Class High School	Identified at risk students who are in grades 9, or 10 and qualify for the supplemental ELA support class, work with highly qualified, certified teacher, acquire the necessary skills needed to be successful in English 9 and 10. Student achievement is monitored in both the ELA support class and English 9 and 10. At Risk staff who earn highly effective rating will earn and be paid merit pay.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$20000	State and Federal Programs Coordinator and High School Administrators
ELA At Risk Credit Recovery	At Risk ELA credit recovery is offered to at risk students who have previously failed an ELA course at the high school. The credit recovery program is a web based program called PLATO and is offered to qualifying students as an extended day learning opportunity. Students receive support from highly qualified teachers while working to complete the credit recovery course and receive credit. ELA credit recovery for at risk students is offered each trimester.	Technology	Tier 2	Monitor	09/02/2014	06/28/2019	\$3000	State and Federal Programs Coordinator and High School Administrator
At Risk Supplemental Math Support	Supplemental math support class is designed to help support and meet the needs of at risk students who have failed or are at risk of failing the general math class. Students work with highly qualified math teacher who assesses each student's individual needs and provides scientific, research based strategies and direct instruction to meet those individual needs. Student progress is monitored during the trimester to assure student growth. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$60000	State and Federal Programs Coordinator and West Intermediate Administrator
At Risk Math Credit Recovery	At Risk Math credit recovery is offered to at risk students who have previously failed a math course at the high school. The credit recovery program is a web based program called OdysseyWare and is offered to qualifying students as an extended day/year learning opportunity. Students receive support from highly qualified teachers while working to complete the credit recovery course and receive credit. Math credit recovery for at risk students is offered during summer months.	Technology	Tier 2	Monitor	09/01/2015	06/28/2019	\$12000	State and Federal Programs Coordinator and High School Administrator
Co-Teaching	Co-teaching is the concept where two highly qualified individuals work together with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	Human Resources Director, Special Education Director, and Building Administrators

District Improvement Plan

Mt. Pleasant City School District

Co-Teaching	Co-teaching is the concept of two highly qualified individuals who jointly work with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/29/2019	\$0	Building Administrators, Special Education Director and Human Resources Director
At Risk Student Success/Graduation Mentor-Student Support	The At Risk Graduation Mentor - Student Support, works with identified at risk students mainly in grades 9 and 11 who are at risk of graduating from high school. One Grad Mentor will focus on students who are at risk due to academic needs while the second Grad Mentor will focus on students who are at risk due to chronic absences. Both grad mentors work closely with the transition counselor from West Intermediate in order to have an established caseload of students to support as 9th grade students. This person works with at risk students on a daily basis to establish relationships and trouble shoot problems related to attendance and poor academics. The At Risk Grad. Mentors works closely with high school at risk counselors when a student is in need of social and emotional supports. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay.	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$60000	High School Administrator and State and Federal Programs Coordinator
High School At Risk Counselor	High School At Risk counselor to provide social and emotional support to students who have been identified as at risk of failure. Counselors provide individual and small group supports depending on student need. During the spring and fall, counselors work closely with MPMS to provide transitional supports to at risk students who are leaving 8th grade and will begin 9th grade in the fall. In addition, at risk counselors work with local agencies to provide supports that are not offered by the school but by other local community support agencies.	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/26/2020	\$107000	High School Administrators and State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

Instructional Rounds	Staff at MPMS, Pullen, Fancher, and Ganiard Elementary School will participate in Instructional Rounds during the school year. Instructional Rounds offers participants the opportunity to showcase exceptional instruction in a supportive and collaborative way. During Instructional Rounds, staff members observe and provide peer coaching to other staff members conducting a lesson. Those who are observing have specific areas they focus on in order to provide constructive feedback to the staff member being observed. All-in-all, instructional rounds create an atmosphere where professionals can support each other in a non-threatening manner. Funding amounts will be used to hire highly qualified substitute teachers to allow release time in order to participate effectively in the Instructional Rounds processes.	Professional Learning	Tier 1	Monitor	06/01/2016	06/28/2019	\$9500	Building Administrators and State and Federal Programs Coordinator
At Risk Summer Credit Recovery	At Risk summer camp is offered to students at MPMS who are at risk of graduating on time. Students have the opportunity to earn credits lost by working and completing credits via the Odyssey Ware an online credit recovery program. Highly qualified staff provide instructional support in addition to the online supports.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/28/2019	\$10000	State and Federal Programs Coordinator and High School Administrators
MDE - Fall School Improvement Conference	State and Federal Programs Coordinator along HS school improvement team will attend the fall MDE school improvement conference in Lansing. Participants will have the opportunity to learn first hand State updates to the school improvement process along with collaboration with professionals about student achievement and student success models.	Professional Learning	Tier 1	Monitor	09/14/2015	12/13/2019	\$2000	State and Federal Programs coordinator and High School Principal
McKinney-Vento Ext Day Tutoring	Students who may be living in a homeless situation and attend a non-Title I building are eligible to receive academic tutoring after school with a HQ and certified teacher. Transportation is also included when students stay after school for additional instruction and practice. Currently our non-Title I buildings are Fancher, MPMS, and High School.	Direct Instruction	Tier 2	Implement	01/04/2016	06/28/2019	\$6000	SFP and McKinney-Vento Liaison
Extended Day Academic Tutoring	Extended Day academic support provides at-risk students with an opportunity to receive additional supplemental instruction in the areas of reading, math, science, and social studies. HQ and certified staff provide academic support right after school 2-4 times a week during most of the school year. Transportation is offered to students who would otherwise not be able to attend.	Direct Instruction	Tier 2	Monitor	10/05/2015	06/28/2019	\$32000	SFP and building principals

District Improvement Plan

Mt. Pleasant City School District

Student Support PD	At Risk Student Support Teams Training provided by At Risk Counselor during 2 hr extended contract PD session. Staff will learn best practice strategies to deescalate student behavior, redirect student behavior, and to better meet student needs.	Behavioral Support Program, Professional Learning	Tier 2	Monitor	09/06/2016	07/05/2019	\$2500	High School Building Administrator
Social Emotional Student Support	At Risk Counselors work with identified At Risk students to provide social emotional supplemental support. In addition, an all school supplemental behavioral support, Mindfulness, will be implemented at upper elementary level next school year.	Other, Behavioral Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$240000	State/Federal Programs Coordinator and Building Administrators
EL Immigrant Student College Visits	English Learners immigrant students will visit local post secondary institutions to explore campuses and learn what programs are offered. The goal of these field trips is to introduce students to college life and post secondary learning opportunities.	Field Trip, Career Preparation /Orientation, Community Engagement	Tier 2	Implement	01/03/2017	07/05/2019	\$1600	State/Federal Programs Coordinator
Glencoe - High School - Science Curriculum	Mt. Pleasant Public Schools - Professional Studies Committee - high school task force has developed curriculum based on the new Michigan Science Standards that are based on the Next Generation Science Standards. Glencoe curriculum will be purchased over summer 2017 and implemented during 2017-2018 school year. Pacing guides, common assessments have also been developed. Staff will receive professional development in addition to teacher collaboration time to implement the new curriculum with fidelity.	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$76000	Superintendent of Schools, Assistant Superintendent of Schools and High School Administration

Mt. Pleasant Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
DRA 2 Training for K-8 New Staff	DRA 2 is a new reading assessment in the district last school year. With each new school year, we have new staff that need to be trained how to conduct the assessment and how to read the data collected to make sound instructional decisions.	Professional Learning	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

ELA At Risk Support MPMS	Identified at risk students who attend MPMS and who qualify for the support work with highly qualified, certified English Language Arts teacher in order to acquire the necessary skills to be successful in 7th and 8th grade English Language Arts. Students in the support class receive direct instruction in a small group setting in addition to 7th or 8th grade English Language Arts. Progress monitoring is done often to assure student growth. Student achievement is monitored in both the ELA support class and 7th and 8th English Language Arts. At Risk Staff who earn highly effective rating evaluation will earn and be paid merit pay. For the 2018-19 school year, the At Risk ELA position will be a .5 FTE position.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/28/2019	\$65000	State and Federal Programs Coordinator and West Intermediate Administrator
At Risk Supplemental Math Support	Supplemental math support class is designed to help support and meet the needs of at risk students who have failed or are at risk of failing the general math class. Students work with highly qualified math teacher who assesses each student's individual needs and provides scientific, research based strategies and direct instruction to meet those individual needs. Student progress is monitored during the trimester to assure student growth. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$60000	State and Federal Programs Coordinator and West Intermediate Administrator
Co-Teaching	Co-teaching is the concept where two highly qualified individuals work together with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	Human Resources Director, Special Education Director, and Building Administrators
Co-Teaching	Co-teaching is the concept of two highly qualified individuals who jointly work with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/29/2019	\$0	Building Administrators, Special Education Director and Human Resources Director

District Improvement Plan

Mt. Pleasant City School District

NWEA Professional Learning	North West Educational Assessment is an online adaptive assessment that currently K-11 grade students are assessed with in the areas of Reading, Language, and Mathematics. Students in grade 7 are also taking the science portion of the assessment. Staff is all buildings where the assessment is administered will receive training in order to be able to understand student results in an effort to make sound instructional decisions based on the assessment results. Training will be lead by the district Core Academic Technology Coach. Core Academic Technology Coach will receive training during the summer and will carry out additional staff development sessions during the school year.	Professional Learning	Tier 1	Monitor	08/01/2015	07/05/2019	\$3000	State and Federal Programs Coordinator and Building Administrators
Instructional Rounds	Staff at MPMS, Pullen, Fancher, and Ganiard Elementary School will participate in Instructional Rounds during the school year. Instructional Rounds offers participants the opportunity to showcase exceptional instruction in a supportive and collaborative way. During Instructional Rounds, staff members observe and provide peer coaching to other staff members conducting a lesson. Those who are observing have specific areas they focus on in order to provide constructive feedback to the staff member being observed. All-in-all, instructional rounds create an atmosphere where professionals can support each other in a non-threatening manner. Funding amounts will be used to hire highly qualified substitute teachers to allow release time in order to participate effectively in the Instructional Rounds processes.	Professional Learning	Tier 1	Monitor	06/01/2016	06/28/2019	\$9500	Building Administrators and State and Federal Programs Coordinator
At Risk Summer Credit Recovery	At Risk summer camp is offered to students at MPHS who are at risk of graduating on time. Students have the opportunity to earn credits lost by working and completing credits via the Odyssey Ware an online credit recovery program. Highly qualified staff provide instructional support in addition to the online supports.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/28/2019	\$10000	State and Federal Programs Coordinator and High School Administrators
MDE - Fall School Improvement Conference	State and Federal Programs Coordinator along HS school improvement team will attend the fall MDE school improvement conference in Lansing. Participants will have the opportunity to learn first hand State updates to the school improvement process along with collaboration with professionals about student achievement and student success models.	Professional Learning	Tier 1	Monitor	09/14/2015	12/13/2019	\$2000	State and Federal Programs coordinator and High School Principal

District Improvement Plan

Mt. Pleasant City School District

McKinney-Vento Ext Day Tutoring	Students who may be living in a homeless situation and attend a non-Title I building are eligible to receive academic tutoring after school with a HQ and certified teacher. Transportation is also included when students stay after school for additional instruction and practice. Currently our non-Title I buildings are Fancher, MPMS, and High School.	Direct Instruction	Tier 2	Implement	01/04/2016	06/28/2019	\$6000	SFP and McKinney-Vento Liaison
Extended Day Academic Tutoring	Extended Day academic support provides at-risk students with an opportunity to receive additional supplemental instruction in the areas of reading, math, science, and social studies. HQ and certified staff provide academic support right after school 2-4 times a week during most of the school year. Transportation is offered to students who would otherwise not be able to attend.	Direct Instruction	Tier 2	Monitor	10/05/2015	06/28/2019	\$32000	SFP and building principals
Social Emotional Student Support	At Risk Counselors work with identified At Risk students to provide social emotional supplemental support. In addition, an all school supplemental behavioral support, Mindfulness, will be implemented at upper elementary level next school year.	Other, Behavioral Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$240000	State/Federal Programs Coordinator and Building Administrators
EL Immigrant Student College Visits	English Learners immigrant students will visit local post secondary institutions to explore campuses and learn what programs are offered. The goal of these field trips is to introduce students to college life and post secondary learning opportunities.	Field Trip, Career Preparation /Orientation, Community Engagement	Tier 2	Implement	01/03/2017	07/05/2019	\$1600	State/Federal Programs Coordinator
Mt. Pleasant Middle School - Focus - Professional Learning	West Intermediate administrators and SIP teacher leaders along with 2 6th grade teachers from both Fancher and McGuire elementary will participate in 2-3 days of professional development during summer 2017 in preparation of transitioning to a 6, 7, 8 building beginning fall 2017. Staff will work with Molly Funk to strengthen relationships in an effort to improve climate and culture with a special focus on closing the achievement gap between the highest and lowest achieving students.	Professional Learning	Tier 1	Implement	01/16/2017	06/29/2018	\$10000	State/Federal Programs Coordinator and West Intermediate administrators

District Improvement Plan

Mt. Pleasant City School District

Houghton Mifflin - Journeys New Curriculum K-5	Mt. Pleasant Public Schools - Professional Studies Committee has worked all year to research make a recommendation to purchase new K-5 ELA curriculum. Houghton Mifflin - Journeys is the recommended curriculum to be purchased and implemented during 2017-2018 school year. Staff will receive professional development and will have collaboration time in order to implement grade level curriculum and formative assessments with fidelity to support tier 1 English Language Arts.	Curriculum Development, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	07/31/2017	07/01/2019	\$15802400	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
Middle School Science Curriculum- Holt Science and Technology	Mt. Pleasant Public Schools - Professional Studies Committee - Recommendation to purchase needed texts books - Holt Science and Technology. Curriculum task force developed curriculum based on the new Michigan Science Standards which are based on the Next Generation Science Standards. Staff will receive professional development in addition to teacher collaboration time to implement the curriculum with fidelity.	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$15000	Superintendent of Schools, Assistant Superintendent of Schools and West Intermediate Administrators
MPMSTransitional Leadership Team Training	Transitional Leadership Team training with Molly Funk August 7 and 8, 2017. Training focus will include PLC protocols, MTSS vs RTI, collaborative efficacy including growth mindset. Trained transitional leadership team will then provide training and leadership during staff development days prior to the start of the new school year.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/01/2017	06/27/2019	\$9500	West administrators, Assistant Superintendent of Schools and State/Federal Programs Coordinator
Oiler Hour After School Tutoring	Oiler Hour is being offered at MPMS to support students academic success and increase student achievement across science, reading and mathematics. Students can participate in an hour of additional academic support up to 3 times a week with certified teachers available to provide the support needed. Students will have the chance to leave with a sack meal as an incentive to participate.	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$20000	MPMS administrators and SFP Coordinator

District Improvement Plan

Mt. Pleasant City School District

Principal Mentorship and Coaching	To provide ongoing Principal Mentoring and Coaching that will provide support and structure to the development of the principal in order to effectively lead learning communities using the National Association of Elementary School Principals (NAESP) Standards for what principals should know and be able to do. Goals: Principal Mentoring and Coaching -The principal will: Understand the National Elementary School Principal Association's (NAESP) Standards for Leading Learning Communities Use self-assessment to identify strengths and challenges in practice Create and use an action plan to build principal competencies (according to NAESP standards) Have ongoing reflection with Mentor	Other, Professional Learning	Tier 1	Implement	06/29/2018	07/03/2020	\$6000	State/Federal Programs Coordinator and Assistant Superintendent
-----------------------------------	---	------------------------------	--------	-----------	------------	------------	--------	---

Mt. Pleasant Adult and Community Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I, D Support Staff	Highly qualified support staff will work with adjudicated youth while they are residing within Mt. Pleasant Public School District. Support will be provided at both the secured and non-secured youth facilities in conjunction with the county court system. Staff will work with sending schools to assure credits earned are reported back to the sending school.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$25000	State and Federal Programs Coordinator and Adult and Community Education Director
Title I, D Transition Counselor	Title I, D Transition Counselor is a new position funded with Federal Title I, D funds specifically for at risk students who are assigned to a residential, adjudicated youth facilities (Isabella County Correctional Facility and Isabella County Non-Secure Facility) and are age eligible between 6 - 22 years old. This position will work with each facility administrator to assess student needs, coordinate support services related to academics, behavior, career training or guidance to the military. If the student is going back to a local public school system, the Title I, D transition counselor will work with school districts to continue monitoring student progress after leaving the one of the two local facilities.	Other	Tier 2	Monitor	07/01/2015	06/28/2019	\$35000	State and Federal Programs Coordinator and Adult and Community Education Director

District Improvement Plan

Mt. Pleasant City School District

WAY-Oasis Lab and Student Researcher Mentors	Students who participate in the district's alternative education, OASIS-WAY program are assigned a mentor who provides academic support on a daily basis. The academic support/mentor makes daily contact with the student either face-to-face, via e-mail, or phone conversations. Once students are enrolled in the program, students have access to an online learning environment 24 hours a day, 365 days per year with a community of staff to assist them. The lab mentor assists researchers while in a on campus lab setting. The Student Researcher Mentor, is the person who checks in daily with the researcher to assure all is going well. Every student researcher mentor is assigned 6 students to monitor and assist.	Academic Support Program	Tier 1	Monitor	09/01/2015	07/05/2019	\$110000	State and Federal Programs Coordinator, Assistant Superintendent, and Adult and Community Education Director
--	--	--------------------------	--------	---------	------------	------------	----------	--

Mary McGuire School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
90 Minutes of ELA Instruction Daily	Each day, students in grades K-5 receive 90 minutes of guided ELA instruction. During this time, students receive a focus lesson, have guided practice time, and have opportunities to read and write and receive focus instruction based on individual needs. For students in younger grades, this 90 minute block of time is divided into developmentally appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/28/2019	\$0	Building Administrators and Certified K-6 Teachers
DRA 2 Training for K-8 New Staff	DRA 2 is a new reading assessment in the district last school year. With each new school year, we have new staff that need to be trained how to conduct the assessment and how to read the data collected to make sound instructional decisions.	Professional Learning	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	State and Federal Programs Coordinator
60 Minutes of Daily Writing	Students in grades K-6 receive 60 minutes of writing instruction and practice each day. Staff present a model lesson and guide students through writing assignments. Staff will implement MAISA writing units during the 2014-2015 school year across grades K-6.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	Building Administrators

District Improvement Plan

Mt. Pleasant City School District

Title I (K-5) Intervention Specialist	Title I/Tier II Intervention Specialists provide supplemental educational support for K-5 students who are among the bottom 15% in each grade level. After each benchmark period, assessments and classroom data are analyzed during grade level data training days to identify the bottom 15% who will then receive the additional support. Research based intervention programs and strategies are used to provide additional supplemental academic support in English Language Arts. Students who receive Title I additional supports in ELA are progress monitored using DIBELS Next. Title I program is evaluated on a yearly basis for effectiveness using MDE's approved program evaluation tool. Consumable and non-consumable supplies are used to support learning.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/28/2019	\$600000	State and Federal Programs Coordinator and Elementary Building Administrators
Academic Office Administrative Assistant	Academic Office Administrative Assistant is responsible for maintaining Title I, A and D program documentation and evidence. In addition, this person maintains the approved Title I budget and works closely with the CFO.	Other	Tier 1	Monitor	06/01/2015	06/28/2019	\$12000	State and Federal Programs Coordinator
MAS/FPS Fall and Winter Institute	State and Federal Programs coordinator and building administrators will attend the fall and winter institute to learn about new grant regulations, best practice strategies to increase student achievement with at risk learners. Content learned from the conferences will be shared with Title I, and at risk staff as it applies. In addition, regulatory issues will be shared with building administrators and the superintendent.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$17000	State and Federal Programs Coordinator
DIBELS Next Professional Development	K-4 new hire staff and current staff who need a refresher will be trained to use DIBELS Next. DIBELS Next is a universal screener used to identify basic early literacy skills for each student. DIBELS Next is also used to progress monitor literacy skills of those students who receive additional supports or interventions in order to be a successful reader.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$3000	State and Federal Programs Coordinator
At Risk Support Math Certified Teachers and Tutors	At-Risk Tutors work with individual students who qualify on the State At-Risk Identification worksheet and are among the neediest of the needy in an effort to increase student achievement in the area of mathematics. At-Risk tutors work closely with classroom teachers in order to provide additional supplemental math support in addition to core math instruction delivered by classroom teachers. Student progress is monitored and program changes are modified or adjusted based on data. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$90000	State and Federal Programs Coordinator and Building Administrators

District Improvement Plan

Mt. Pleasant City School District

Co-Teaching	Co-teaching is the concept where two highly qualified individuals work together with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	Human Resources Director, Special Education Director, and Building Administrators
K-6, 60 Minutes of Math Direct Instruction	All K-5 students participate in 60 minutes of mathematics direct instruction. During this time, students work as a whole group, small group, or individually on math concepts on a daily basis. For the younger grades this 60 minutes of direct instruction is divided up into manageable and age appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	K-6 Administrators
Title I / Tier II Extended Day Opportunities	Each K-5 elementary building offers extended day learning opportunities to students who qualify. Supplemental reading and or math support is offered as an extended day offering, which is taught by either a certified teacher or highly qualified paraprofessional. Transportation is provided to those students who do attend the before or after school learning opportunities.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$20000	State and Federal Programs Coordinator and Title I Building Administrators
K-6 Title I, Tier II, Math Paraprofessional Support	Highly qualified, Title I paraprofessionals work with K-6 students in a supplemental math support setting under direct guidance from classroom teachers and Title I/Tier II certified teachers. Paraprofessionals work on specific skills with at risk identified students. Student progress is monitored and adjustments are made when necessary.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$25000	State and Federal Programs Coordinator and Title I Building Administrators
Co-Teaching	Co-teaching is the concept of two highly qualified individuals who jointly work with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/29/2019	\$0	Building Administrators, Special Education Director and Human Resources Director

District Improvement Plan

Mt. Pleasant City School District

Title I, Tier II Science Support	During extended day and year opportunities, qualifying students, will participate and explore science concepts through literacy integration via National Geographic Summer Science Literacy program.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$5000	State and Federal Programs Coordinator and Elementary Building Administrators
NWEA Professional Learning	North West Educational Assessment is an online adaptive assessment that currently K-11 grade students are assessed with in the areas of Reading, Language, and Mathematics. Students in grade 7 are also taking the science portion of the assessment. Staff in all buildings where the assessment is administered will receive training in order to be able to understand student results in an effort to make sound instructional decisions based on the assessment results. Training will be lead by the district Core Academic Technology Coach. Core Academic Technology Coach will receive training during the summer and will carry out additional staff development sessions during the school year.	Professional Learning	Tier 1	Monitor	08/01/2015	07/05/2019	\$3000	State and Federal Programs Coordinator and Building Administrators
K-6 Title I/Tier II Family Engagement Activities	Title I Schoolwide buildings coordinate parent engagement opportunities throughout the school year. Social Studies and or Geography night events are offered at each Title I building in the district. Families are engaged with fun social studies type activities to participate together. CMU - National Geography group also offers learning opportunities that can be worked on at home and the results shared with others at a school event.	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$7800	Building Administrators and Staff

District Improvement Plan

Mt. Pleasant City School District

Instructional Rounds	Staff at MPMS, Pullen, Fancher, and Ganiard Elementary School will participate in Instructional Rounds during the school year. Instructional Rounds offers participants the opportunity to showcase exceptional instruction in a supportive and collaborative way. During Instructional Rounds, staff members observe and provide peer coaching to other staff members conducting a lesson. Those who are observing have specific areas they focus on in order to provide constructive feedback to the staff member being observed. All-in-all, instructional rounds create an atmosphere where professionals can support each other in a non-threatening manner. Funding amounts will be used to hire highly qualified substitute teachers to allow release time in order to participate effectively in the Instructional Rounds processes.	Professional Learning	Tier 1	Monitor	06/01/2016	06/28/2019	\$9500	Building Administrators and State and Federal Programs Coordinator
K-5 Title I, Parent Engagement Annual Meetings	K-5 Title I families are invited to attend the annual fall and spring Title I picnics. At these events, parents learn about Title I supports and have an opportunity to voice concerns, make suggestions, and learn how to be more involved in their students' education.	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$200	State and Federal Programs Coordinator and Title I building administrators
MAISA Reading/Writing Units Professional Learning	GIRESD will provide professional learning for staff to learn all components of the MAISA Reading/Writing units along with understanding how to incorporate these new units into current curriculum.	Professional Learning	Tier 1		08/10/2015	07/05/2019	\$1000	Elementary Building Principals
Reading Workshop Professional Learning for New Hire Staff	New hire staff who need additional training, will attend Readers Workshop training to learn the framework of the reading workshop model to provide strong tier 1 reading instruction for all students.	Professional Learning	Tier 1		07/01/2016	06/24/2019	\$0	Building principals
Extended Day Academic Tutoring	Extended Day academic support provides at-risk students with an opportunity to receive additional supplemental instruction in the areas of reading, math, science, and social studies. HQ and certified staff provide academic support right after school 2-4 times a week during most of the school year. Transportation is offered to students who would otherwise not be able to attend.	Direct Instruction	Tier 2	Monitor	10/05/2015	06/28/2019	\$32000	SFP and building principals

District Improvement Plan

Mt. Pleasant City School District

<p>Literacy Leader Coach</p>	<p>Starting next school year and for two years, Ganiard, Pullen, and Vowles Elementary schools will partner with GIRESD to support a literacy coach position at each of the buildings. The following job responsibilities will be expected. Actively participate as a learner in the GIRESD Early Literacy Network, including monthly meetings. (Substitute costs covered by the grant). In addition, the building Literacy Coach will train teachers in the use of the Essential Literacy Practices document. The training will be done through PLC half days and will involve Tier 1 which includes how to implement high leverage reading instructional strategies and how to analyze and use reading assessment data to guide instruction. The coach will also provide modeling and push-in support to classroom teachers. In addition, teachers will participate in a book study facilitated by the Literacy Coach and Principal using the book, Visible learning for Literacy by Douglas Fisher, Nancy Frey, and John Hattie. Teachers will use this learning to implement the practices that work best to accelerate student learning.</p> <p>Plan, organize and provide early literacy professional development to building level K-2 colleagues on the topics listed below. (Note: The planning will take place at the Early Literacy Network meetings. PD could be provided during PD Days, grade level meeting time, staff meeting time, or with a small group of teachers with a floating substitute).</p> <ul style="list-style-type: none"> o Analyzing and using reading assessment data to guide instruction. o Implementing high leverage reading instructional strategies in the classroom. o Implementing Tier I reading intervention strategies. <p>Serve as a resource to K-2 teachers in the building, including classroom modeling and push-in support.</p> <p>Work with the building school improvement team to identify K-2 literacy strategies and activities, based upon data.</p> <p>Facilitate a building level K-2 Collaborative Inquiry PLC on some aspect of K-2 reading instruction.</p> <p>Participate in 5 days (total) of regional summer</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/28/2019</p>	<p>\$23000</p>	<p>State/Federal Programs Coordinator, HR director, building principals and GIRESD Instructional Staff</p>
------------------------------	---	--	---------------	------------------	-------------------	-------------------	----------------	--

District Improvement Plan

Mt. Pleasant City School District

	Participate in 5 days (total) of regional summer literacy PD (August 2016 and June 2017) with Early Literacy Network Colleagues. This PD will focus on strategies for facilitating a K-2 Collaborative Inquiry PLC in their building.							
Strategic Intervention Solutions	Guiding teachers to understand how to delayer students skills across all academic arenas is vital to promoting systematic interventions, formative assessment and quality instruction. Strategic Intervention Solution trainings promote early learning success, data driven instruction and response to intervention for the 21 century learner.	Supplemental Materials, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/15/2016	07/05/2019	\$10000	State/Federal Programs Coordinator and building principals.
Title I Parent Involvement Activities	Schools across the district especially at our Title I funded buildings offer parent involvement activities to support student achievement. Each Title I building offers a parent involvement opportunity to support each building level academic goal. Parent Involvement opportunities are offered at various times to accommodate many different schedules. Love and Logic, CMU Play on the Way, Author visits, Supportive Parenting Presentations like how to positively support students with ADHD in addition to a parent/family engagement book study.	Parent Involvement	Tier 2	Monitor	09/06/2016	06/28/2019	\$12000	State/Federal Programs Coordinator, Building administrators, and staff
Social Emotional Student Support	At Risk Counselors work with identified At Risk students to provide social emotional supplemental support. In addition, an all school supplemental behavioral support, Mindfulness, will be implemented at upper elementary level next school year.	Other, Behavioral Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$240000	State/Federal Programs Coordinator and Building Administrators
Professional Book Study - The Reading Strategy Book	Lead by building principal, staff at Pullen and McGuire elementary will learn current, evidence based strategies to support strong readers. Professional book study will take place during embedded PD opportunities.	Professional Learning	Tier 1	Implement	01/16/2017	07/05/2019	\$1200	Pullen and McGuire Administrator
Math/Game Night - Family Engagement	Title I buildings, host many family engagement events throughout the school year. Math/Game night will allow families to learn how board games can be played at home to support important reading and math skills. CMU professor will share his expertise with families at Ganiard to learn just how important playing board games can be when supporting student learning. Pullen, McGuire and Vowles elementary schools are all hosting math/game family engagement events during the winter months as well.	Parent Involvement	Tier 1	Monitor	01/16/2017	06/01/2019	\$5000	Building administrators and Title I staff

District Improvement Plan

Mt. Pleasant City School District

Houghton Mifflin - Journeys New Curriculum K-5	Mt. Pleasant Public Schools - Professional Studies Committee has worked all year to research make a recommendation to purchase new K-5 ELA curriculum. Houghton Mifflin - Journeys is the recommended curriculum to be purchased and implemented during 2017-2018 school year. Staff will receive professional development and will have collaboration time in order to implement grade level curriculum and formative assessments with fidelity to support tier 1 English Language Arts.	Curriculum Development, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	07/31/2017	07/01/2019	\$15802400	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
National Geographic - Elementary Science Curriculum	Mt. Pleasant Public Schools - Professional Studies Committee recommends the purchase of new science curriculum - National Geographic for grades K-5. The new curriculum will meet the challenges faced by the rigor of the new standards and approach to teaching science. It will provide students with skills and knowledge needed to prepare them for careers of the 21st century. Staff will receive professional development in addition to collaboration time in order to learn the and implement the new curriculum with fidelity.	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$78709	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
Reading Corps Internal Coaches	Reading Corps tutors work with students who are below grade level in reading at Ganaird, Pullen and Vowles Elementary Schools. Michigan Education Corps has a structure of support where tutors are coached by Internal Coaches all school year. Internal Coaches and tutors also receive support and coaching from the district's assigned Master Coach. This network of support assures that reading interventions are delivered with fidelity. Each building has an Internal Coach that is funded by Title II and each work extended contract times to fulfill responsibilities.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Implement	08/14/2017	07/01/2019	\$27000	State/Federal Programs Coordinator and Building Principals
Elementary At Risk Counselor	At Risk Counselors who has Mindfulness training will be hired to provide tier 1 intervention of Mindfulness with our elementary students in addition to personal and group care groups with students who struggle with social emotional situations.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	01/15/2018	06/14/2019	\$200000	SFP and Assistant Superintendent along with elementary building principals
Science Alive Student Assembly	Science Alive student assembly will bring science to elementary students. Students will have the opportunity to see live science presentations right in the classroom to learn about various animals, their habitats, eating habits, and survival skills. This is a hands on presentation where students can get up close and personal with the animals.	Academic Support Program	Tier 1	Implement	01/15/2018	06/07/2019	\$2000	Ganiard Principal and SFP Coordinator

District Improvement Plan

Mt. Pleasant City School District

Math Seeds Licenses	Mathseeds is a comprehensive online mathematics program for children aged 3-9. It offers a huge range of carefully structured lessons and activities that build mathematical skills over a broad range of number, shape and measurement topics.	Academic Support Program	Tier 1	Implement	01/15/2018	06/28/2019	\$4000	Elementary Principals and SFP coordinator
Kids Read Now	Kids Read Now: This research based program would be used with approximately 36 students that need extra reading practice over the summer. Kids would receive books at home and parents would communicate as levels were completed.	Academic Support Program	Tier 1	Implement	01/15/2018	06/15/2019	\$10000	Elementary Principals and SFP Coordinator
Chromebooks, headphones, mice, carts	With additional Title I funds, Ganiard, Pullen, Vowles and McGuire elementary schools will purchase additional Chromebooks, headphones, and mice to be used with Tier 1 instruction in classrooms and small groups to support personalized learning.	Academic Support Program	Tier 1	Implement	01/15/2018	06/13/2019	\$55000	Building principals
Student Reading Assembly	McGuire and Pullen Elementary will have Reading Assemblies to kick-off March is Reading Month activities at each building. Wild About Reading and Reading Magic are the two assemblies coming to Mt. Pleasant.	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$2000	Building Principals
Reading Supplies/Materials	Reading supplies and materials new and replacement items needed to support reading instruction in classrooms and small groups. Items may include intervention replacement materials, ink cartridges, paper, colored paper, markers, pencils, copy costs, bookshelves, easels, dry erase boards, etc. Most items are maintained by building Title I intervention specialists.	Academic Support Program	Tier 2	Implement	08/01/2017	07/01/2019	\$12000	Building Principals
Reflex Math	Reflex Math Site License to provide students of all abilities with an intervention to help develop fluency with basic facts in addition, subtraction, multiplication and division. The program is adaptive and is individualized for each student's unique needs. Reflex Math will be used as a tier 1 intervention where students can gain access even from home or a mobile device.	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$15000	Building Principals
CMU Play on the Way	CMU Play on the Way - mobile activity unit and CMU staff supervision will provide an evening of family fun for all	Parent Involvement	Tier 1	Implement	08/01/2017	06/01/2020	\$5000	Building Principals
Universal Breakfast Program	With new mandatory legislation, Mt. Pleasant Public Schools will use up to \$10/ed up to \$10,000 student of State Section 31a funds toward universal breakfast at Vowles, Ganaird and Pullen with plans to expand to McGuire and Fancher.	Other	Tier 1	Implement	01/01/2018	07/01/2019	\$10000	SFP Coordinator , CFO

District Improvement Plan

Mt. Pleasant City School District

Online ELA Supplemental Instruction/Practice	Read Naturally Live, Reading Eggs and Reading A-Z are a few of the effective, online literacy resources used to support all students especially those who need additional practice. Students are able to utilize the online resources during and out of school.	Technology , Academic Support Program	Tier 2	Monitor	06/29/2018	07/01/2020	\$5000	State/Federal Programs Coordinator , Building Principals and Core Academic Technology Coach
Instructional Interventions to Support Reading	Story Champs, LLI, Road to the Code, Wilson, are used to supplement core curriculum to provide additional instruction and practice to increase student achievement.	Academic Support Program	Tier 2	Implement	06/29/2018	07/19/2019	\$5000	State/Federal Programs Coordinator and Building Principals
Principal Mentorship and Coaching	To provide ongoing Principal Mentoring and Coaching that will provide support and structure to the development of the principal in order to effectively lead learning communities using the National Association of Elementary School Principals (NAESP) Standards for what principals should know and be able to do. Goals: Principal Mentoring and Coaching -The principal will: Understand the National Elementary School Principal Association's (NAESP) Standards for Leading Learning Communities Use self-assessment to identify strengths and challenges in practice Create and use an action plan to build principal competencies (according to NAESP standards) Have ongoing reflection with Mentor	Other, Professional Learning	Tier 1	Implement	06/29/2018	07/03/2020	\$6000	State/Federal Programs Coordinator and Assistant Superintendent

Ganiard School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
90 Minutes of ELA Instruction Daily	Each day, students in grades K-5 receive 90 minutes of guided ELA instruction. During this time, students receive a focus lesson, have guided practice time, and have opportunities to read and write and receive focus instruction based on individual needs. For students in younger grades, this 90 minute block of time is divided into developmentally appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/28/2019	\$0	Building Administrators and Certified K-6 Teachers

District Improvement Plan

Mt. Pleasant City School District

DRA 2 Training for K-8 New Staff	DRA 2 is a new reading assessment in the district last school year. With each new school year, we have new staff that need to be trained how to conduct the assessment and how to read the data collected to make sound instructional decisions.	Professional Learning	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	State and Federal Programs Coordinator
60 Minutes of Daily Writing	Students in grades K-6 receive 60 minutes of writing instruction and practice each day. Staff present a model lesson and guide students through writing assignments. Staff will implement MAISA writing units during the 2014-2015 school year across grades K-6.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	Building Administrators
Title I (K-5) Intervention Specialist	Title I/Tier II Intervention Specialists provide supplemental educational support for K-5 students who are among the bottom 15% in each grade level. After each benchmark period, assessments and classroom data are analyzed during grade level data training days to identify the bottom 15% who will then receive the additional support. Research based intervention programs and strategies are used to provide additional supplemental academic support in English Language Arts. Students who receive Title I additional supports in ELA are progress monitored using DIBELS Next. Title I program is evaluated on a yearly basis for effectiveness using MDE's approved program evaluation tool. Consumable and non-consumable supplies are used to support learning.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/28/2019	\$600000	State and Federal Programs Coordinator and Elementary Building Administrators
Academic Office Administrative Assistant	Academic Office Administrative Assistant is responsible for maintaining Title I, A and D program documentation and evidence. In addition, this person maintains the approved Title I budget and works closely with the CFO.	Other	Tier 1	Monitor	06/01/2015	06/28/2019	\$12000	State and Federal Programs Coordinator
MAS/FPS Fall and Winter Institute	State and Federal Programs coordinator and building administrators will attend the fall and winter institute to learn about new grant regulations, best practice strategies to increase student achievement with at risk learners. Content learned from the conferences will be shared with Title I, and at risk staff as it applies. In addition, regulatory issues will be shared with building administrators and the superintendent.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$17000	State and Federal Programs Coordinator
DIBELS Next Professional Development	K-4 new hire staff and current staff who need a refresher will be trained to use DIBELS Next. DIBELS Next is a universal screener used to identify basic early literacy skills for each student. DIBELS Next is also used to progress monitor literacy skills of those students who receive additional supports or interventions in order to be a successful reader.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$3000	State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

K-6, 60 Minutes of Math Direct Instruction	All K-5 students participate in 60 minutes of mathematics direct instruction. During this time, students work as a whole group, small group, or individually on math concepts on a daily basis. For the younger grades this 60 minutes of direct instruction is divided up into manageable and age appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	K-6 Administrators
Title I / Tier II Extended Day Opportunities	Each K-5 elementary building offers extended day learning opportunities to students who qualify. Supplemental reading and or math support is offered as an extended day offering, which is taught by either a certified teacher or highly qualified paraprofessional. Transportation is provided to those students who do attend the before or after school learning opportunities.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$20000	State and Federal Programs Coordinator and Title I Building Administrators
K-6 Title I, Tier II, Math Paraprofessional Support	Highly qualified, Title I paraprofessionals work with K-6 students in a supplemental math support setting under direct guidance from classroom teachers and Title I/Tier II certified teachers. Paraprofessionals work on specific skills with at risk identified students. Student progress is monitored and adjustments are made when necessary.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$25000	State and Federal Programs Coordinator and Title I Building Administrators
Title I, Tier II Science Support	During extended day and year opportunities, qualifying students, will participate and explore science concepts through literacy integration via National Geographic Summer Science Literacy program.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$5000	State and Federal Programs Coordinator and Elementary Building Administrators
NWEA Professional Learning	North West Educational Assessment is an online adaptive assessment that currently K-11 grade students are assessed with in the areas of Reading, Language, and Mathematics. Students in grade 7 are also taking the science portion of the assessment. Staff in all buildings where the assessment is administered will receive training in order to be able to understand student results in an effort to make sound instructional decisions based on the assessment results. Training will be lead by the district Core Academic Technology Coach. Core Academic Technology Coach will receive training during the summer and will carry out additional staff development sessions during the school year.	Professional Learning	Tier 1	Monitor	08/01/2015	07/05/2019	\$3000	State and Federal Programs Coordinator and Building Administrators

District Improvement Plan

Mt. Pleasant City School District

K-6 Title I/Tier II Family Engagement Activities	Title I Schoolwide buildings coordinate parent engagement opportunities throughout the school year. Social Studies and or Geography night events are offered at each Title I building in the district. Families are engaged with fun social studies type activities to participate together. CMU - National Geography group also offers learning opportunities that can be worked on at home and the results shared with others at a school event.	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$7800	Building Administrators and Staff
Lindamood Bell Training	Two teacher leaders from Vowles, Pullen, and Ganiard Elementary School will attend a one day workshop from Lindamood Bell specifically the Visualizing and Verbalizing program. Teachers will then train staff on the process of this intervention to be used with our at risk readers. Staff will learn and teach how to integrate language comprehension, written language expression and vocabulary.	Professional Learning	Tier 1	Implement	08/01/2014	06/28/2019	\$9000	Ganiard, Pullen and Vowles Elementary Administrator
K-5 Title I, Parent Engagement Annual Meetings	K-5 Title I families are invited to attend the annual fall and spring Title I picnics. At these events, parents learn about Title I supports and have an opportunity to voice concerns, make suggestions, and learn how to be more involved in their students' education.	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$200	State and Federal Programs Coordinator and Title I building administrators
Seeing Stars Reading Intervention Training	Staff at Pullen, Vowles and Ganiard Elementary will participate in the Seeing Stars symbol imagery for phonological and orthographic processing in reading and spelling program that helps struggling readers develop the sensory-cognitive function of symbol imagery. Seeing Stars instruction directly applies symbol imagery to sight word development, contextual fluency, spelling, and increasing the speed and stability of phonemic awareness. Students in the Seeing Stars program move through a series of steps-from single consonants/vowels to multisyllabic and contextual reading - to develop the imagery-language connection for competency in written language.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/07/2019	\$5900	Ganiard Administrator
MAISA Reading/Writing Units Professional Learning	GIRESD will provide professional learning for staff to learn all components of the MAISA Reading/Writing units along with understanding how to incorporate these new units into current curriculum.	Professional Learning	Tier 1		08/10/2015	07/05/2019	\$1000	Elementary Building Principals

District Improvement Plan

Mt. Pleasant City School District

<p>Reading Workshop Professional Learning for New Hire Staff</p>	<p>New hire staff who need additional training, will attend Readers Workshop training to learn the framework of the reading workshop model to provide strong tier 1 reading instruction for all students.</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>07/01/2016</p>	<p>06/24/2019</p>	<p>\$0</p>	<p>Building principals</p>
<p>Extended Day Academic Tutoring</p>	<p>Extended Day academic support provides at-risk students with an opportunity to receive additional supplemental instruction in the areas of reading, math, science, and social studies. HQ and certified staff provide academic support right after school 2-4 times a week during most of the school year. Transportation is offered to students who would otherwise not be able to attend.</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>10/05/2015</p>	<p>06/28/2019</p>	<p>\$32000</p>	<p>SFP and building principals</p>
<p>Michigan Education Corps/Reading Corps</p>	<p>Children reading below grade level in grades K-3 will be identified through school-wide screening. Eligible children, i.e., those who also are below grade level reading proficiency on FAST assessments used by Reading Corps, will work with a MEC/Reading Corps tutor daily, 1:1, for 20 minutes. Each building Reading Corps tutors are supported by Internal Coaches. Internal Coaches work during extended contract times to provide guidance and fidelity checks. Tutors will benchmark all past and current Reading Corps students three times per year (fall, winter, spring) using Reading Corps FAST assessments. Tutors will progress monitoring student receiving the Reading Corps intervention weekly with Reading Corps FAST assessments.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/15/2016</p>	<p>07/05/2019</p>	<p>\$58000</p>	<p>State/Federal Programs Coordinator and building principals</p>

District Improvement Plan

Mt. Pleasant City School District

<p>Literacy Leader Coach</p>	<p>Starting next school year and for two years, Ganiard, Pullen, and Vowles Elementary schools will partner with GIRESD to support a literacy coach position at each of the buildings. The following job responsibilities will be expected. Actively participate as a learner in the GIRESD Early Literacy Network, including monthly meetings. (Substitute costs covered by the grant). In addition, the building Literacy Coach will train teachers in the use of the Essential Literacy Practices document. The training will be done through PLC half days and will involve Tier 1 which includes how to implement high leverage reading instructional strategies and how to analyze and use reading assessment data to guide instruction. The coach will also provide modeling and push-in support to classroom teachers.</p> <p>In addition, teachers will participate in a book study facilitated by the Literacy Coach and Principal using the book, Visible learning for Literacy by Douglas Fisher, Nancy Frey, and John Hattie. Teachers will use this learning to implement the practices that work best to accelerate student learning.</p> <p>Plan, organize and provide early literacy professional development to building level K-2 colleagues on the topics listed below. (Note: The planning will take place at the Early Literacy Network meetings. PD could be provided during PD Days, grade level meeting time, staff meeting time, or with a small group of teachers with a floating substitute).</p> <ul style="list-style-type: none"> o Analyzing and using reading assessment data to guide instruction. o Implementing high leverage reading instructional strategies in the classroom. o Implementing Tier I reading intervention strategies. <p>Serve as a resource to K-2 teachers in the building, including classroom modeling and push-in support.</p> <p>Work with the building school improvement team to identify K-2 literacy strategies and activities, based upon data.</p> <p>Facilitate a building level K-2 Collaborative Inquiry PLC on some aspect of K-2 reading instruction.</p> <p>Participate in 5 days (total) of regional summer</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/28/2019</p>	<p>\$23000</p>	<p>State/Federal Programs Coordinator, HR director, building principals and GIRESD Instructional Staff</p>
------------------------------	---	--	---------------	------------------	-------------------	-------------------	----------------	--

District Improvement Plan

Mt. Pleasant City School District

	Participate in 5 days (total) of regional summer literacy PD (August 2016 and June 2017) with Early Literacy Network Colleagues. This PD will focus on strategies for facilitating a K-2 Collaborative Inquiry PLC in their building.							
Strategic Intervention Solutions	Guiding teachers to understand how to delayer students skills across all academic arenas is vital to promoting systematic interventions, formative assessment and quality instruction. Strategic Intervention Solution trainings promote early learning success, data driven instruction and response to intervention for the 21 century learner.	Supplemental Materials, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/15/2016	07/05/2019	\$10000	State/Federal Programs Coordinator and building principals.
Title I Parent Involvement Activities	Schools across the district especially at our Title I funded buildings offer parent involvement activities to support student achievement. Each Title I building offers a parent involvement opportunity to support each building level academic goal. Parent Involvement opportunities are offered at various times to accommodate many different schedules. Love and Logic, CMU Play on the Way, Author visits, Supportive Parenting Presentations like how to positively support students with ADHD in addition to a parent/family engagement book study.	Parent Involvement	Tier 2	Monitor	09/06/2016	06/28/2019	\$12000	State/Federal Programs Coordinator, Building administrators, and staff
Social Emotional Student Support	At Risk Counselors work with identified At Risk students to provide social emotional supplemental support. In addition, an all school supplemental behavioral support, Mindfulness, will be implemented at upper elementary level next school year.	Other, Behavioral Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$240000	State/Federal Programs Coordinator and Building Administrators
Math/Game Night - Family Engagement	Title I buildings, host many family engagement events throughout the school year. Math/Game night will allow families to learn how board games can be played at home to support important reading and math skills. CMU professor will share his expertise with families at Ganiard to learn just how important playing board games can be when supporting student learning. Pullen, Mcguire and Vowles elementary schools are all hosting math/game family engagement events during the winter months as well.	Parent Involvement	Tier 1	Monitor	01/16/2017	06/01/2019	\$5000	Building administrators and Title I staff

District Improvement Plan

Mt. Pleasant City School District

Houghton Mifflin - Journeys New Curriculum K-5	Mt. Pleasant Public Schools - Professional Studies Committee has worked all year to research make a recommendation to purchase new K-5 ELA curriculum. Houghton Mifflin - Journeys is the recommended curriculum to be purchased and implemented during 2017-2018 school year. Staff will receive professional development and will have collaboration time in order to implement grade level curriculum and formative assessments with fidelity to support tier 1 English Language Arts.	Curriculum Development, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	07/31/2017	07/01/2019	\$15802400	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
National Geographic - Elementary Science Curriculum	Mt. Pleasant Public Schools - Professional Studies Committee recommends the purchase of new science curriculum - National Geographic for grades K-5. The new curriculum will meet the challenges faced by the rigor of the new standards and approach to teaching science. It will provide students with skills and knowledge needed to prepare them for careers of the 21st century. Staff will receive professional development in addition to collaboration time in order to learn the and implement the new curriculum with fidelity.	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$78709	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
Reading Corps Internal Coaches	Reading Corps tutors work with students who are below grade level in reading at Ganaird, Pullen and Vowles Elementary Schools. Michigan Education Corps has a structure of support where tutors are coached by Internal Coaches all school year. Internal Coaches and tutors also receive support and coaching from the district's assigned Master Coach. This network of support assures that reading interventions are delivered with fidelity. Each building has an Internal Coach that is funded by Title II and each work extended contract times to fulfill responsibilities.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Implement	08/14/2017	07/01/2019	\$27000	State/Federal Programs Coordinator and Building Principals
Elementary At Risk Counselor	At Risk Counselors who has Mindfulness training will be hired to provide tier 1 intervention of Mindfulness with our elementary students in addition to personal and group care groups with students who struggle with social emotional situations.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	01/15/2018	06/14/2019	\$200000	SFP and Assistant Superintendent along with elementary building principals
Science Alive Student Assembly	Science Alive student assembly will bring science to elementary students. Students will have the opportunity to see live science presentations right in the classroom to learn about various animals, their habitats, eating habits, and survival skills. This is a hands on presentation where students can get up close and personal with the animals.	Academic Support Program	Tier 1	Implement	01/15/2018	06/07/2019	\$2000	Ganiard Principal and SFP Coordinator

District Improvement Plan

Mt. Pleasant City School District

Math Seeds Licenses	Mathseeds is a comprehensive online mathematics program for children aged 3-9. It offers a huge range of carefully structured lessons and activities that build mathematical skills over a broad range of number, shape and measurement topics.	Academic Support Program	Tier 1	Implement	01/15/2018	06/28/2019	\$4000	Elementary Principals and SFP coordinator
Kids Read Now	Kids Read Now: This research based program would be used with approximately 36 students that need extra reading practice over the summer. Kids would receive books at home and parents would communicate as levels were completed.	Academic Support Program	Tier 1	Implement	01/15/2018	06/15/2019	\$10000	Elementary Principals and SFP Coordinator
Story Champs Intervention	Story Champs (multi-tiered language intervention): This intervention targets story structures and complex language features necessary for understanding and producing oral and written language. It will be used both in Tier 1 instruction and Tier 2 interventions for K-1 to build strong vocabulary and retelling to improve comprehension skills.	Academic Support Program	Tier 1	Implement	01/15/2018	06/28/2019	\$3000	Ganiard Principal
Chromebooks, headphones, mice, carts	With additional Title I funds, Ganiard, Pullen, Vowles and McGuire elementary schools will purchase additional Chromebooks, headphones, and mice to be used with Tier 1 instruction in classrooms and small groups to support personalized learning.	Academic Support Program	Tier 1	Implement	01/15/2018	06/13/2019	\$55000	Building principals
Unlock the Reading Code Intervention	Unlocking the Reading Code: A specific reading intervention to be used with early elementary students each day. This reading intervention will teach students to unlock the reading code in a fun, motivational way. Interventionists will use this tool to reach our lowest Kindergarten students as well as those that are unmotivated to learn.	Academic Support Program	Tier 2	Implement	08/01/2017	07/01/2019	\$4000	Building Principals
Reading Supplies/Materials	Reading supplies and materials new and replacement items needed to support reading instruction in classrooms and small groups. Items may include intervention replacement materials, ink cartridges, paper, colored paper, markers, pencils, copy costs, bookshelves, easels, dry erase boards, etc. Most items are maintained by building Title I intervention specialists.	Academic Support Program	Tier 2	Implement	08/01/2017	07/01/2019	\$12000	Building Principals
Reflex Math	Reflex Math Site License to provide students of all abilities with an intervention to help develop fluency with basic facts in addition, subtraction, multiplication and division. The program is adaptive and is individualized for each student's unique needs. Reflex Math will be used as a tier 1 intervention where students can gain access even from home or a mobile device.	Academic Support Program	Tier 1	Implement	01/15/2018	07/01/2019	\$15000	Building Principals

District Improvement Plan

Mt. Pleasant City School District

CMU Play on the Way	CMU Play on the Way - mobile activity unit and CMU staff supervision will provide an evening of family fun for all	Parent Involvement	Tier 1	Implement	08/01/2017	06/01/2020	\$5000	Building Principals
Universal Breakfast Program	With new mandatory legislation, Mt. Pleasant Public Schools will use up to \$10,000 of State Section 31a funds toward universal breakfast at Vowles, Ganaird and Pullen with plans to expand to McGuire and Fancher.	Other	Tier 1	Implement	01/01/2018	07/01/2019	\$10000	SFP Coordinator, CFO
Kindergarten Assessment Training	Kindergarten teachers at each elementary school will be trained to administer the state approved kindergarten assessment during 2018-10 school year. Once trained, staff are expected to administer the assessment during a student's kindergarten year to measure growth. Data will be used to inform instruction and for accountability purposes.	Professional Learning, Policy and Process	Tier 1	Implement	07/27/2018	07/26/2019	\$0	Assistant Superintendent and Building Principals
Online ELA Supplemental Instruction/Practice	Read Naturally Live, Reading Eggs and Reading A-Z are a few of the effective, online literacy resources used to support all students especially those who need additional practice. Students are able to utilize the online resources during and out of school.	Technology, Academic Support Program	Tier 2	Monitor	06/29/2018	07/01/2020	\$5000	State/Federal Programs Coordinator, Building Principals and Core Academic Technology Coach
Instructional Interventions to Support Reading	Story Champs, LLI, Road to the Code, Wilson, are used to supplement core curriculum to provide additional instruction and practice to increase student achievement.	Academic Support Program	Tier 2	Implement	06/29/2018	07/19/2019	\$5000	State/Federal Programs Coordinator and Building Principals

Fancher School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
90 Minutes of ELA Instruction Daily	Each day, students in grades K-5 receive 90 minutes of guided ELA instruction. During this time, students receive a focus lesson, have guided practice time, and have opportunities to read and write and receive focus instruction based on individual needs. For students in younger grades, this 90 minute block of time is divided into developmentally appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/28/2019	\$0	Building Administrators and Certified K-6 Teachers

District Improvement Plan

Mt. Pleasant City School District

DRA 2 Training for K-8 New Staff	DRA 2 is a new reading assessment in the district last school year. With each new school year, we have new staff that need to be trained how to conduct the assessment and how to read the data collected to make sound instructional decisions.	Professional Learning	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	State and Federal Programs Coordinator
60 Minutes of Daily Writing	Students in grades K-6 receive 60 minutes of writing instruction and practice each day. Staff present a model lesson and guide students through writing assignments. Staff will implement MAISA writing units during the 2014-2015 school year across grades K-6.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	Building Administrators
English Second Language Support	English Language tutors work closely with certified English Second Language teacher and classroom teachers to provide supplemental support to students who have been identified as English Language Learners. Students work individually or in a small group setting usually outside of the general classroom. English Language skills are assessed on a yearly basis using the WIDA Access and can be progress monitored using the W-APT two to three times during the school year.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$30000	Elementary Building Administrators, State and Federal Programs Coordinator and Human Resources Director
MAS/FPS Fall and Winter Institute	State and Federal Programs coordinator and building administrators will attend the fall and winter institute to learn about new grant regulations, best practice strategies to increase student achievement with at risk learners. Content learned from the conferences will be shared with Title I, and at risk staff as it applies. In addition, regulatory issues will be shared with building administrators and the superintendent.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$17000	State and Federal Programs Coordinator
DIBELS Next Professional Development	K-4 new hire staff and current staff who need a refresher will be trained to use DIBELS Next. DIBELS Next is a universal screener used to identify basic early literacy skills for each student. DIBELS Next is also used to progress monitor literacy skills of those students who receive additional supports or interventions in order to be a successful reader.	Professional Learning	Tier 1	Monitor	09/02/2014	06/28/2019	\$3000	State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

At Risk Support Math Certified Teachers and Tutors	At-Risk Tutors work with individual students who qualify on the State At-Risk Identification worksheet and are among the neediest of the needy in an effort to increase student achievement in the area of mathematics. At-Risk tutors work closely with classroom teachers in order to provide additional supplemental math support in addition to core math instruction delivered by classroom teachers. Student progress is monitored and program changes are modified or adjusted based on data. At Risk Staff who earn highly effective evaluation rating will earn and be paid merit pay.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$90000	State and Federal Programs Coordinator and Building Administrators
Co-Teaching	Co-teaching is the concept where two highly qualified individuals work together with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	Human Resources Director, Special Education Director, and Building Administrators
K-6, 60 Minutes of Math Direct Instruction	All K-5 students participate in 60 minutes of mathematics direct instruction. During this time, students work as a whole group, small group, or individually on math concepts on a daily basis. For the younger grades this 60 minutes of direct instruction is divided up into manageable and age appropriate chunks of time.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	\$0	K-6 Administrators
Title I / Tier II Extended Day Opportunities	Each K-5 elementary building offers extended day learning opportunities to students who qualify. Supplemental reading and or math support is offered as an extended day offering, which is taught by either a certified teacher or highly qualified paraprofessional. Transportation is provided to those students who do attend the before or after school learning opportunities.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/28/2019	\$20000	State and Federal Programs Coordinator and Title I Building Administrators
Co-Teaching	Co-teaching is the concept of two highly qualified individuals who jointly work with groups of students in a common space toward shared goals. Co-teaching enhances the effectiveness and the efficiency of the instructional delivery for the entire class. Another example of co-teaching is in an elementary setting where the core content areas standards are shared among the entire grade level team.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/29/2019	\$0	Building Administrators, Special Education Director and Human Resources Director

District Improvement Plan

Mt. Pleasant City School District

NWEA Professional Learning	North West Educational Assessment is an online adaptive assessment that currently K-11 grade students are assessed with in the areas of Reading, Language, and Mathematics. Students in grade 7 are also taking the science portion of the assessment. Staff in all buildings where the assessment is administered will receive training in order to be able to understand student results in an effort to make sound instructional decisions based on the assessment results. Training will be lead by the district Core Academic Technology Coach. Core Academic Technology Coach will receive training during the summer and will carry out additional staff development sessions during the school year.	Professional Learning	Tier 1	Monitor	08/01/2015	07/05/2019	\$3000	State and Federal Programs Coordinator and Building Administrators
K-6 Title I/Tier II Family Engagement Activities	Title I Schoolwide buildings coordinate parent engagement opportunities throughout the school year. Social Studies and or Geography night events are offered at each Title I building in the district. Families are engaged with fun social studies type activities to participate together. CMU - National Geography group also offers learning opportunities that can be worked on at home and the results shared with others at a school event.	Parent Involvement	Tier 2	Monitor	09/01/2015	07/05/2019	\$7800	Building Administrators and Staff
Instructional Rounds	Staff at MPMS, Pullen, Fancher, and Ganiard Elementary School will participate in Instructional Rounds during the school year. Instructional Rounds offers participants the opportunity to showcase exceptional instruction in a supportive and collaborative way. During Instructional Rounds, staff members observe and provide peer coaching to other staff members conducting a lesson. Those who are observing have specific areas they focus on in order to provide constructive feedback to the staff member being observed. All-in-all, instructional rounds create an atmosphere where professionals can support each other in a non-threatening manner. Funding amounts will be used to hire highly qualified substitute teachers to allow release time in order to participate effectively in the Instructional Rounds processes.	Professional Learning	Tier 1	Monitor	06/01/2016	06/28/2019	\$9500	Building Administrators and State and Federal Programs Coordinator

District Improvement Plan

Mt. Pleasant City School District

PLC Grade Level Collaboration	Staff across the district will utilize collaboration time, to implement PLC Grade Level Collaboration during the school year. While working as a PLC, teachers will use Thomas Many's article SOAP Notes, as well as his article called, "Look for the Leverage Points" to guide how to effectively collaborate about student achievement. S=subject O=objective A=assessment P=plan. Collaborative planning about units to be taught, how they are assessed, and how to analyze the strands or concepts that students need more time with will be an intergral part of the PLC. The Data focus will be Math, however professional planning will include the opportunity for creating common units across subject areas. (IE-integration of writing in science and social studies, non-fiction writing, etc) Growth Mindset is a book that will be studied during Pullen's PLC time and staff meetings.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2015	06/28/2019	\$4000	Administrators and School Improvement Team Members
MAISA Reading/Writing Units Professional Learning	GIRESD will provide professional learning for staff to learn all components of the MAISA Reading/Writing units along with understanding how to incorporate these new units into current curriculum.	Professional Learning	Tier 1		08/10/2015	07/05/2019	\$1000	Elementary Building Principals
Reading Workshop Professional Learning for New Hire Staff	New hire staff who need additional training, will attend Readers Workshop training to learn the framework of the reading workshop model to provide strong tier 1 reading instruction for all students.	Professional Learning	Tier 1		07/01/2016	06/24/2019	\$0	Building principals
McKinney-Vento Ext Day Tutoring	Students who may be living in a homeless situation and attend a non-Title I building are eligible to receive academic tutoring after school with a HQ and certified teacher. Transportation is also included when students stay after school for additional instruction and practice. Currently our non-Title I buildings are Fancher, MPMS, and High School.	Direct Instruction	Tier 2	Implement	01/04/2016	06/28/2019	\$6000	SFP and McKinney-Vento Liaison
Extended Day Academic Tutoring	Extended Day academic support provides at-risk students with an opportunity to receive additional supplemental instruction in the areas of reading, math, science, and social studies. HQ and certified staff provide academic support right after school 2-4 times a week during most of the school year. Transportation is offered to students who would otherwise not be able to attend.	Direct Instruction	Tier 2	Monitor	10/05/2015	06/28/2019	\$32000	SFP and building principals

District Improvement Plan

Mt. Pleasant City School District

<p>Literacy Leader Coach</p>	<p>Starting next school year and for two years, Ganiard, Pullen, and Vowles Elementary schools will partner with GIRESD to support a literacy coach position at each of the buildings. The following job responsibilities will be expected. Actively participate as a learner in the GIRESD Early Literacy Network, including monthly meetings. (Substitute costs covered by the grant). In addition, the building Literacy Coach will train teachers in the use of the Essential Literacy Practices document. The training will be done through PLC half days and will involve Tier 1 which includes how to implement high leverage reading instructional strategies and how to analyze and use reading assessment data to guide instruction. The coach will also provide modeling and push-in support to classroom teachers.</p> <p>In addition, teachers will participate in a book study facilitated by the Literacy Coach and Principal using the book, Visible learning for Literacy by Douglas Fisher, Nancy Frey, and John Hattie. Teachers will use this learning to implement the practices that work best to accelerate student learning.</p> <p>Plan, organize and provide early literacy professional development to building level K-2 colleagues on the topics listed below. (Note: The planning will take place at the Early Literacy Network meetings. PD could be provided during PD Days, grade level meeting time, staff meeting time, or with a small group of teachers with a floating substitute).</p> <ul style="list-style-type: none"> o Analyzing and using reading assessment data to guide instruction. o Implementing high leverage reading instructional strategies in the classroom. o Implementing Tier I reading intervention strategies. <p>Serve as a resource to K-2 teachers in the building, including classroom modeling and push-in support.</p> <p>Work with the building school improvement team to identify K-2 literacy strategies and activities, based upon data.</p> <p>Facilitate a building level K-2 Collaborative Inquiry PLC on some aspect of K-2 reading instruction.</p> <p>Participate in 5 days (total) of regional summer</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/28/2019</p>	<p>\$23000</p>	<p>State/Federal Programs Coordinator, HR director, building principals and GIRESD Instructional Staff</p>
------------------------------	---	--	---------------	------------------	-------------------	-------------------	----------------	--

District Improvement Plan

Mt. Pleasant City School District

	Participate in 5 days (total) of regional summer literacy PD (August 2016 and June 2017) with Early Literacy Network Colleagues. This PD will focus on strategies for facilitating a K-2 Collaborative Inquiry PLC in their building.							
Strategic Intervention Solutions	Guiding teachers to understand how to delayer students skills across all academic arenas is vital to promoting systematic interventions, formative assessment and quality instruction. Strategic Intervention Solution trainings promote early learning success, data driven instruction and response to intervention for the 21 century learner.	Supplemental Materials, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/15/2016	07/05/2019	\$10000	State/Federal Programs Coordinator and building principals.
Professional Book Study - John Hattie's Visible Learning Publications	Studying the work of John Hattie: Visible Learning Synthesis Visible Learning For Teachers Visible Learning Into Action Teachers will read and study the work of John Hattie, related journal articles, and other supporting research to then implement previously identified (by staff) and studied influences on achievement that are above an effect size of .40 Reading, researching, and implementing the strategies that the staff has selected will be the essence of our PLC discussions. Analysis of common assessments and the resulting impact on student achievement data will be a natural extension of each PLC.	Professional Learning	Tier 1	Monitor	09/06/2016	07/05/2019	\$6000	Building Administrator and SIP Team Members
Social Emotional Student Support	At Risk Counselors work with identified At Risk students to provide social emotional supplemental support. In addition, an all school supplemental behavioral support, Mindfulness, will be implemented at upper elementary level next school year.	Other, Behavioral Support Program	Tier 2	Implement	08/31/2016	06/28/2019	\$240000	State/Federal Programs Coordinator and Building Administrators
Houghton Mifflin - Journeys New Curriculum K-5	Mt. Pleasant Public Schools - Professional Studies Committee has worked all year to research make a recommendation to purchase new K-5 ELA curriculum. Houghton Mifflin - Journeys is the recommended curriculum to be purchased and implemented during 2017-2018 school year. Staff will receive professional development and will have collaboration time in order to implement grade level curriculum and formative assessments with fidelity to support tier 1 English Language Arts.	Curriculum Development, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	07/31/2017	07/01/2019	\$15802400	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals

District Improvement Plan

Mt. Pleasant City School District

National Geographic - Elementary Science Curriculum	Mt. Pleasant Public Schools - Professional Studies Committee recommends the purchase of new science curriculum - National Geographic for grades K-5. The new curriculum will meet the challenges faced by the rigor of the new standards and approach to teaching science. It will provide students with skills and knowledge needed to prepare them for careers of the 21st century. Staff will receive professional development in addition to collaboration time in order to learn the and implement the new curriculum with fidelity.	Curriculum Development, Teacher Collaboration, Materials, Professional Learning, Direct Instruction	Tier 1	Implement	06/30/2017	07/01/2019	\$78709	Superintendent of Schools, Assistant Superintendent of Schools and Elementary Building Principals
Reading Corps Internal Coaches	Reading Corps tutors work with students who are below grade level in reading at Ganaird, Pullen and Vowles Elementary Schools. Michigan Education Corps has a structure of support where tutors are coached by Internal Coaches all school year. Internal Coaches and tutors also receive support and coaching from the district's assigned Master Coach. This network of support assures that reading interventions are delivered with fidelity. Each building has an Internal Coach that is funded by Title II and each work extended contract times to fulfill responsibilities.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Implement	08/14/2017	07/01/2019	\$27000	State/Federal Programs Coordinator and Building Principals
Elementary At Risk Counselor	At Risk Counselors who has Mindfulness training will be hired to provide tier 1 intervention of Mindfulness with our elementary students in addition to personal and group care groups with students who struggle with social emotional situations.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	01/15/2018	06/14/2019	\$200000	SFP and Assistant Superintendent along with elementary building principals
Universal Breakfast Program	With new mandatory legislation, Mt. Pleasant Public Schools will use up to \$10/ed up to \$10,000 student of State Section 31a funds toward universal breakfast at Vowles, Ganaird and Pullen with plans to expand to McGuire and Fancher.	Other	Tier 1	Implement	01/01/2018	07/01/2019	\$10000	SFP Coordinator, CFO
Online ELA Supplemental Instruction/Practice	Read Naturally Live, Reading Eggs and Reading A-Z are a few of the effective, online literacy resources used to support all students especially those who need additional practice. Students are able to utilize the online resources during and out of school.	Technology, Academic Support Program	Tier 2	Monitor	06/29/2018	07/01/2020	\$5000	State/Federal Programs Coordinator, Building Principals and Core Academic Technology Coach

District Improvement Plan

Mt. Pleasant City School District

Principal Mentorship and Coaching	To provide ongoing Principal Mentoring and Coaching that will provide support and structure to the development of the principal in order to effectively lead learning communities using the National Association of Elementary School Principals (NAESP) Standards for what principals should know and be able to do. Goals: Principal Mentoring and Coaching -The principal will: Understand the National Elementary School Principal Association's (NAESP) Standards for Leading Learning Communities Use self-assessment to identify strengths and challenges in practice Create and use an action plan to build principal competencies (according to NAESP standards) Have ongoing reflection with Mentor	Other, Professional Learning	Tier 1	Implement	06/29/2018	07/03/2020	\$6000	State/Federal Programs Coordinator and Assistant Superintendent
-----------------------------------	---	------------------------------	--------	-----------	------------	------------	--------	---