



District Improvement Plan

Munising Public Schools

Mr. Peter Kelto, Superintendent
411 Elm Ave
Munising, MI 49862-1135

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School System.....	4
System's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
District Additional Requirements Diagnostic	
Introduction.....	12
District Additional Requirements Diagnostic.....	13
2016-2017 Munising District School Improvement	
Overview.....	17
Goals Summary.....	18
Goal 1: All students will be proficient in reading.....	19
Goal 2: All students will be proficient in mathematics.....	23
Goal 3: All students in Munising Public Schools district will be proficient in science.....	26

Goal 4: Munising Public School students will experience maximized instructional opportunities and student time-on-task learning	29
Activity Summary by Funding Source	31
Activity Summary by School	37

Introduction

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

Executive Summary

Introduction

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

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

Description of the School System

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

Munising Public Schools is located in the town of Munising, located in Michigan's Upper Peninsula. Kindergarten through 12th grade projected enrollment for the 2016-17 school year is approximately 655 students. The school system has experienced a drastic decline in enrollment over the past 10 years, primarily due to lack of employment in the area. Approximately 51% of our students qualify for free or reduced lunch. The main employers in the area include a paper company, sawmill, community hospital and the school system. We have approximately 40 teachers on staff, with average experience in the school system being about 10 years. The teaching staff is a very committed and caring staff, with most living in the Munising area where they are able to interact with their students in school and out of school. Munising Public Schools, as with most public schools in Michigan, is struggling to maintain educational programs due to a severe lack of funding in the state for K-12 education.

System's Purpose

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

Munising Public School district's basic purpose is to provide a quality K-12 education to the students in Munising and the surrounding area, and prepare them to work globally in a 21st century environment.

Our mission is that every student will be given the opportunity to maximize his or her ability to learn. The district recognizes that education is fostered through cooperation among the teacher, student, parent, and community. We commit to the task of building an atmosphere for learning that will provide our students the opportunity to develop the self-esteem and skills necessary to continue individual growth and become productive members of society.

Our vision is to provide a safe and productive learning environment that provides students varied opportunities to communicate effectively, think critically, solve problems, and become technologically literate. We want our students to gain the confidence to become quality life long learners.

We also believe it is vitally important that our students and parents feel that their school is a safe, caring, learning community. We believe in quality learning and academic excellence for all our students as the foundation for their future. We believe it is important that our students develop the attributes to thrive in an informational society and world.

Notable Achievements and Areas of Improvement

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

Munising Public Schools made significant improvements in the percentage of students proficient (levels 1 and 2) in most areas of MEAP testing over the past. The most significant improvement was from the Fall 2012 MEAP to the Fall 2013 MEAP. When comparing our MEAP scores to other schools in the Marquette-Alger Regional Educational Service Agency, Munising Public Schools had the highest amount of students proficient on six of the 18 tests.

The 2015 M-Step assessment results indicate the following: Elementary students (3,4,5) were above the state averages in per cent proficient and above other MARESA district averages. MS/HS: Grade 6 students were below MARESA districts in Math and Reading; 7th, 8th, and 11th were all above the other MARESA districts in Reading; 8th was above all other local districts in Math; and 7th and 11th were about average in proficiency in Math compared with other local districts.

Overall, the district's first NWEA (2015-16) baseline results were very positive for all grade levels, with the exception of the current 7th grade, which is the class that had some lower scores on the 2015 M-Step in Grade 6.

One focus area for improvement that the district will continue to strive for over the next three years is to decrease the achievement gap between our highest achieving students and our lowest achieving students. Teaching and learning priorities that we have identified and plan to utilize to decrease the achievement gap include the following:

1. Improve/increase teacher use of data.
2. Build/broaden academic support for math - middle school math intervention
3. Provide professional development to strengthen school, family, and community partnerships to increase student success.
4. Provide professional development focused specifically on identified weak areas.
5. Provide academic support for professional development of teacher classroom instruction.
6. Update curriculum instructional and resource materials.
7. Peer-to-Peer Tutoring (link-linkee student tutoring program)

Additional Information

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

Despite declining enrollment numbers and continued cuts in funding from the State of Michigan, Munising Public Schools continues to maintain all academic, co-curricular and extra-curricular programs. We have done this by being good stewards of our funding, having decreased our expenditures by over \$1,000,000 per year compared to our expenditures five years ago.

The district cuts in expenses have not negatively affected the academic achievements of our student population. Conversely, academic achievement continues to improve, thanks to our dedicated teaching staff and commitment from our students.

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.

All district staff are invited to participate in the School Improvement planning process. Each building has a School Improvement Team, and representatives of those teams are members on the District SIT. One School Board member serves on each SIT. Parents and community members are invited to serve on the teams. The stakeholders are informed of their roles prior to, and at, the first meeting of the school year. Meetings are scheduled based on the input of the stakeholders. The School Improvement Plans for each building are reviewed at staff meetings.

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

The stakeholders that participated in the development of the improvement plan were members of the building School Improvement Teams. These SIT committee members included: Superintendent, building principals, Title I Coordinator, State/Federal Programs Consultant, SIT chairpersons, school board member, and a teacher. They shared responsibilities as a team to help review and revise the plan.

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

The final improvement plan was shared with stakeholders at the building SIT meetings, Core Curriculum Committee meetings, staff meetings, and at District SIT meetings. Information on its progress is shared at all the aforementioned school meetings.

District Additional Requirements Diagnostic

Introduction

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

District Additional Requirements Diagnostic

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

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

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

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

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

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

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

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

District Improvement Plan

Munising Public Schools

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes		

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Kris Madigan Munising Public Schools 810 Highway M-28 West, Suite B Munising, MI 49862	

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

District Improvement Plan

Munising Public Schools

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

2016-2017 Munising District School Improvement

Overview

Plan Name

2016-2017 Munising District School Improvement

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in reading	Objectives: 1 Strategies: 6 Activities: 10	Academic	\$123901
2	All students will be proficient in mathematics	Objectives: 1 Strategies: 6 Activities: 7	Academic	\$125465
3	All students in Munising Public Schools district will be proficient in science	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$27307
4	Munising Public School students will experience maximized instructional opportunities and student time-on-task learning	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$7100

Goal 1: All students will be proficient in reading

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension of informational and narrative text in Reading and Social Studies in English Language Arts by 06/15/2018 as measured by classroom, district assessments (NWEA), and the MI state assessments.

Strategy 1:

Reading Curriculum Alignment - ELA K-12 Curriculum Committee will meet regularly to discuss and review reading curriculum to ensure alignment with Common Core State Standards and analyze ELA achievement data.

Category: English/Language Arts

Research Cited: Dr. Robert Marzano - Reading Strategies: "Classroom Instruction That Works" (2013).

Crawford, J., "Aligning Common Core, One Bite at a Time"; ERIC: School Administrator, v69 n11 p18-23 (Dec 2012).

Tier: Tier 1

Activity - ELA Data Analyzation and Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>ELA K-12 Curriculum Committee will meet regularly to discuss, review, align ELA curriculum, instruction and assessment with CCSS - and to analyze student ELA achievement data.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$600	General Fund	Principals K-5 & 6-12 ELA Department Heads ELA Teachers

Strategy 2:

Staff Development on Instructional Strategies - New elementary teachers and new Title staff will participate in reading professional development that will focus on specific instructional strategies to improve student achievement: literacy skills; comprehension and fluency.

Category: English/Language Arts

Research Cited: Darling-Hammond, L., Chung Wei R., Andree, A., Richardson N. & Orphanos Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad - National Staff Development Council. (2009).

Harvey, Stephanie, Goudris, Anne: "Strategies That Work: Teaching Comprehension for Understanding and Engagement". (2007, 2nd ed).

Orton-Gillingham Method of Reading Instruction: IMSE research supported reading program in this study is aligned with U.S. Dept. of Education and National Institute for Literacy Guide Reading (2001).

Tier: Tier 1

District Improvement Plan

Munising Public Schools

Activity - Training on Comprehension Tool Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Title staff will receive training in use of "Comprehension Tool Kits" and resources aligned with Stephanie Harvey reading comprehension strategies. Training provided by Title I Coordinator. Schools: William G. Mather Elementary School	Academic Support Program	Tier 1	Getting Ready	08/30/2016	08/31/2016	\$200	General Fund	T-I Coordinator
Activity - Training on Encoding/Decoding (Orton-Gillingham)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Title I staff will receive training, by Title I Coordinator, on the Orton-Gillingham Method of Reading Instruction: a research-based, multi-sensory, kinesthetic, encoding/decoding phonics program to improve reading support instruction Schools: William G. Mather Elementary School	Professional Learning	Tier 1	Getting Ready	08/30/2016	08/31/2016	\$200	General Fund	T-I Coordinator
Activity - Teacher Training on Model ELA Curriculum Units (MAISA)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New elementary ELA teachers will be trained in use of Model ELA Curriculum Units (MAISA) to improve/enhance literacy and writing instruction, and align to CCSS. Schools: William G. Mather Elementary School	Professional Learning	Tier 1	Getting Ready	10/14/2016	10/14/2016	\$250	Title II Part A	Elementary Principal K-5 ELA Department Head

Strategy 3:

Homework and Practice - Extended day learning opportunities will be provided to students and for parents during the school year (before/after-school) and during the summer.

Category: English/Language Arts

Research Cited: Dr. R. Marzano: "Marzano's Nine Essential Instructional Strategies for Effective Teaching and Learning" (#4. Homework and Practice). 2008

Tier: Tier 2

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

District Improvement Plan

Munising Public Schools

Extended learning opportunities for reading will be provided by teachers, Sault Tribe and Title VII program for students via Gr. 6-12 STANGS tutoring, 3-5 after-school tutoring, 1-2 before-school reading support, K-5 summer school, and K-5 Family Reading Night. Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/06/2016	08/18/2017	\$15220	Other, General Fund, Section 31a	Principal Teachers Summer School Coordinator Sault Tribe Program Coordinator
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Strategy 4:

Small Group Reading Intervention - Title I staff will provide reading intervention support for K-3 Title I eligible students.

Category: English/Language Arts

Research Cited: Tyner, B. "Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers". International Reading Association; Newark, DE (2004).

Kryza, K. "Differentiation for Real Classrooms - Making It Simple, Making It Work". Corwin Press (2010).

Estrada, P. "The Courage to Grow: A Researcher and Teacher Linking Professional Development with Small-Group Reading Instruction and Student Achievement"; ERIC: May 2005.

Tier: Tier 2

Activity - Monitor Small Group Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will provide aligned reading intervention support for K-3 Title I eligible students, via push-in and pull-out small group setting, focusing on fluency and reading comprehension; Read 180 instructor will provide reading support for Gr. 4-5 student with reading challenges. Schools: William G. Mather Elementary School	Academic Support Program, Technology	Tier 2	Monitor	09/06/2016	06/16/2017	\$71556	Title I Part A, General Fund	T-I Coordinator T-I Staff Read 180 Teacher

Activity - Individualized Reading Instruction - Chrome Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will purchase three chrome books and correlating device management licenses for elementary T-I students to have increased access to individual level on-line reading (instructional) support programs. Schools: William G. Mather Elementary School	Academic Support Program, Supplemental Materials, Technology	Tier 2	Implement	09/06/2016	06/16/2017	\$690	Title I Part A	T-I Coordinator T-I Staff

Strategy 5:

Early Level Class Size Reduction - District will utilize class size reduction at the first grade level to improve/enhance early literacy skills for low/medium achievers in a

District Improvement Plan

Munising Public Schools

small group setting.

Category:

Research Cited: Schanzenbach, D.W. (2014) "Does Class Size Matter?" National Education Policy Center Policy Brief. This policy brief summarizes the academic literature on the impact of class size and finds that class size is an important determinant of a variety of student outcomes, ranging from test scores to broader life outcomes.

Konstantopoulus, S. & Chun, V. (2009) "What Are the Long-Term Effects of Small Classes on Achievement Gap?" Evidence from the Lasting Benefits Study, American Journal of Education 116; A summary of the effects of smaller classes on the achievement gap through eighth grade. The results... provided convincing evidence that all types of students benefit from being in small classes (in early grades) across all achievement tests... the cumulative effects of small classes for low achievers are substantial in magnitude and significantly different from those for high achievers. Thus, csr appears to be an intervention that increases levels for all students, while simultaneously reducing the achievement gap.

Tier: Tier 2

Activity - Reduce Class Size at Kindergarten Level	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CSR Teacher will provide research-based reading instructional strategies, methods and techniques in a smaller group environment, through Class Size Reduction, to impact Kindergarten students with low/medium literacy skills. Schools: William G. Mather Elementary School	Direct Instruction, Class Size Reduction	Tier 2	Implement	09/06/2016	06/16/2017	\$20270	Section 31a	Principal Kindergarten CSR Teacher

Strategy 6:

Personalized Learning Through Individualized Instruction - Middle level teachers will maximize student learning in reading in a Guided Instruction class by providing more personalized instruction and access into Odysseyware to generate individualized learning paths.

Category: Technology

Research Cited: Innosight Institute Research white paper: "Classifying K-12 Blended Learning" by H. Staker and M.B. Horn, published May 2012.

www.innosightinstitute.org.

Tier: Tier 1

Activity - Mobile Technology Devices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will purchase mobile technology devices (chromebooks, management licenses) to increase student access and opportunities for individualized, self-paced learning in reading using Odysseyware (NWEA) learning paths. Schools: Munising High and Middle School	Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$3915	General Fund	Principal Technology Director MS Guided Instruction Staff

District Improvement Plan

Munising Public Schools

Activity - Guided Instruction Middle School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school teachers will provide a Guided Instruction time for Gr. 6-8 students to personalize instruction and self-pace students in reading. Technology devices will be used to maximize individualized learning through student access to prescriptive learning paths via test results imported into Odysseyware.	Academic Support Program, Technology	Tier 2	Implement	09/06/2016	06/16/2017	\$11000	General Fund	Principal Middle School Teachers
Schools: Munising High and Middle School								

Goal 2: All students will be proficient in mathematics

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in mathematics in Mathematics by 06/15/2018 as measured by classroom, district assessments (NWEA), and the MI state assessment..

Strategy 1:

Curriculum Alignment - K-12 Math Curriculum Committee will discuss and review math achievement data to align math curriculum with Common Core State Standards and assessment.

Category: Mathematics

Research Cited: Crawford, J. "Aligning Common Core, One Bite at a Time"; ERIC: School Administrator, v69 n11 p18-23 (Dec 2012).

R. Marzano - Math Strategies: "Classroom Instruction that Works" (2013).

Tier: Tier 1

Activity - Math Curriculum Committee Data Review and Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 Math Curriculum Committee will hold regularly scheduled meetings to review math achievement data and develop math curriculum and instruction to align with the CCSS.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$600	General Fund	Principals K-5 & 6-12 Math Department Heads Math Curriculum Committee s
Schools: All Schools								

District Improvement Plan

Munising Public Schools

Strategy 2:

Homework and Practice - Extended day learning opportunities in mathematics will be provided to students and for parents during the school year (before/after-school) and during the summer.

Category: Mathematics

Research Cited: M. Schmoker: "Elevating the Essentials to Radically Improve Student Learning" (2011) ASCD.

R. Marzano: "Nine Instructional Strategies for Effective Teaching and Learning" (#4. Homework and Practice) 2008.

Tier: Tier 2

Activity - Extended Day Homework and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary, middle/high school staff, National Honor Society students, Sault Tribe, and Title VII staff will provide extended day opportunities for students with math challenges, through STANGS homework help, after-school tutoring, Credit Recovery, K-5 Summer School, and K-5 Family (STEM) Math Night. Schools: All Schools	Academic Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	06/16/2017	\$14220	Section 31a, Other, General Fund	Principals Classroom teachers Title I Coordinator Sault Tribe Coordinator Summer School Coordinator

Strategy 3:

Professional Development of Instructional Strategies - Professional development for new teachers and support staff to strengthen and improve math instruction for student achievement.

Category: Mathematics

Research Cited: The National Council for Mathematics of Teachers, "Math Professional Development". Reston, VA (2010).

Darling-Hammond, L., Chung Wei R., Andree, A., Richardson, N. & Orphanos, Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad - National Staff Development Council (2009).

Tier: Tier 1

Activity - Math Instruction Follow-up Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers and support staff will participate in additional training (2 sessions) by math consultant, Robyn Sieffert, to strengthen instructional techniques and strategies, focusing on co-teaching to improve student performance in math. Consultant-Trainer fee for 2 sessions = \$1905. No subs required. Schools: William G. Mather Elementary School	Professional Learning	Tier 1	Implement	11/03/2016	01/27/2017	\$1905	Title II Part A	Principal T-I Coordinator

District Improvement Plan

Munising Public Schools

Strategy 4:

Title I Math Support - Title I support staff will provide math intervention support for Gr. 1-5 eligible, low-achieving math students.

Category: Mathematics

Research Cited: Chard, D., "Systems Impact: Issues and Trends in Improving School Outcomes for All Learners through Multitier Instructional Models"; ERIC: EJ1010748, March 2013

Gersten, R., Beckman, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Wigel, B. (2009). "Assisting Students Struggling With Mathematics: Response to Intervention for Elementary and Middle Schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance Institute of Education Sciences, USDE. This practice guide presents specific and coherent evidence-based recommendations for reducing the number of children who struggle with mathematics.

Tier: Tier 2

Activity - Small Group Math Instruction and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will provide aligned mathematics support for Grades 1-5 eligible students, via push-in and pull-out small group setting, focusing on visual representations of mathematical ideas and number an operations - calculation. Schools: William G. Mather Elementary School	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$44555	Title I Part A	Title I Coordinator Title Staff

Strategy 5:

Early Level Class Size Reduction - Class size reduction at the Kindergarten level to impact low/medium math achievers' numeracy skills.

Category: Mathematics

Research Cited: Schanzenbach, D.W. (2014) "Does Class Size Matter?" National Education Policy Center Policy Brief. This policy brief summarizes the academic literature on the impact of class size and finds that class size is an important determinant of a variety of student outcomes, ranging from higher test scores to broader life outcomes.

Konstnatopoulus, S. & Chun, V. (2009) "What Are the Long-Term Effects of Small Classes on the Achievement Gap?" Evidence from the Lasting Benefits Study, American Journal of Education 116; A summary of the effects of smaller classes on the achievement gap through eighth grade. The results provided convincing evidence that all types of students benefit from being in small classes (early grades)... Thus, class size reduction appears to be an intervention that increases levels for all students while simultaneously reducing the achievement gap.

Tier: Tier 2

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

Munising Public Schools

CSR Teacher will provide research-based math instructional strategies, methods and techniques in a smaller group environment, through Class Size Reduction, to impact Kindergarten students with low/medium numeracy skills. Schools: William G. Mather Elementary School	Direct Instruction, Class Size Reduction	Tier 2	Implement	09/06/2016	06/16/2017	\$20270	Section 31a	Principal Kindergarten CSR Teacher
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Strategy 6:

Personalized Learning Through Individualized Instruction - Middle level teachers will maximize student learning in mathematics in a Math Interventions class by providing more personalized instruction and access into Odysseyware to generate individualized learning paths.

Category: Technology

Research Cited: Innosight Institute Research white paper: "Classifying K-12 Blended Learning" by H. Staker and M.B. Horn, published May 2012.

www.innosightinstitute.org.

Tier: Tier 2

Activity - Middle School Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School teachers will provide a Math Interventions class to personalize instruction time and self-pace students in math. Technology devices will be used to maximize learning through student access to prescriptive learning paths via test results imported into Odysseyware. Schools: Munising High and Middle School	Academic Support Program, Technology	Tier 2	Implement	09/06/2016	06/16/2017	\$40000	Section 31a	Middle School Math Teachers

Activity - Mobile Technology Devices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will purchase mobile technology devices (chromebooks, management licenses) to increase student access and opportunities for individualized, self-paced learning in mathematics using Odysseyware (NWEA) learning paths. Schools: Munising High and Middle School	Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$3915	General Fund	Principal Technology Director Math Interventions Teachers

Goal 3: All students in Munising Public Schools district will be proficient in science

Measurable Objective 1:

District Improvement Plan

Munising Public Schools

75% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in area of physical science and the inquiry process in Science by 06/15/2018 as measured by classroom, district assessments (NWEA), and the MI state assessment..

Strategy 1:

Science Curriculum Alignment - K-12 Science Curriculum Committee will meet regularly to discuss and review science curriculum to align with 8 Scientific and Engineering Practices, Next Generation Science Standards (Michigan Standards).

Category: Science

Research Cited: Allen R., "The Essentials of Science, Grades K-6 - Effective Curriculum, Instruction and Assessment". ASCD (2006).

Crawford, J., "Aligning Common Core, One Bite at a Time"; ERIC: School Administrator, v69 n11 p18-23, (Dec 2012).

The National Academic Press, National Research of the National Academic, "A Framework for K-12 Science Education Practices, Crosscutting Concepts and Core Ideas" Washington, DC (2012)

Tier: Tier 1

Activity - K-12 Science Committee Data Review and Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 science teachers will hold regularly scheduled meetings to discuss and review the new Michigan Science Standards, the 8 Science & Engineering Practices and align the science curriculum to address those standards and practices. Schools: All Schools	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$600	General Fund	Principals K-5; 6-12 Science Department Heads Science Teachers
Activity - Science Instruction Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Science teachers will attend science workshops offered by Glenn T. Seaborg Mathematics and Science Center, NMU, to review the new Michigan Science standards, the 8 Science and Engineering practices, and participate in the 6th-12th Project SMILE sessions. Schools: Munising High and Middle School, William G. Mather Elementary School	Professional Learning	Tier 1	Getting Ready	10/07/2016	06/16/2017	\$500	General Fund	Principals Science Teachers K-12 Science Department Heads
Activity - Mystery Science Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Munising Public Schools

Grade 2-5 Science teachers will expose students to science investigating through inquiry-based instruction, utilizing (online) "Mystery Science" lessons. Schools: William G. Mather Elementary School	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$500	General Fund	K-5 Science Department Head Gr. 2-5 Science Teachers
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Strategy 2:

Homework and Practice - Staff will provide extended opportunities for students to practice, review and complete homework in science through STANGS tutoring, 3-5 after-school tutoring, Credit Recovery and K-5 summer school.

Category: Science

Research Cited: M. Schmoker. Focus: Elevating the Essentials to Radically Improve Student Learning. 2011 ASCD.

R. Marzano: "Nine Essential Instructional Strategies for Effective Teaching and Learning" (#4. Homework and Practice). 2008

Tier: Tier 2

Activity - Extended Day Homework and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Sault Tribe staff will provide extended day learning opportunities for students to complete assignments and increase knowledge of science concepts, specifically physical science and science inquiry through STANGS tutoring, after-school tutoring, Credit Recovery, and K-5 Family STEM (Science) Night (coordinated with Family Math Night). Schools: All Schools	Academic Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	08/18/2017	\$3430	General Fund, Other	Principal Teachers Science Department Heads Sault Tribe Program Coordinator

Strategy 3:

Small Group Science Intervention - Title I staff will provide science intervention support, focusing on aligned vocabulary, for identified/eligible Gr. 3-5 students, in small group settings.

Category: Science

Research Cited: R. Marzano: Marzano's Six-Step Process for Teaching Vocabulary: "Classroom Instruction that Works" (2013).

Tier: Tier 2

Activity - Small Group Instruction - Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title staff will provide science support, specifically in understanding (aligned) science vocabulary, for Gr. 2-5 identified/eligible students, via push-in and pull-out small group instruction. Schools: William G. Mather Elementary School	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$22277	Title I Part A	Title I Coordinator T-I Staff

Goal 4: Munising Public School students will experience maximized instructional opportunities and student time-on-task learning

Measurable Objective 1:

demonstrate a proficiency in behavior management to decrease infractions in non-structured settings by 20% by 06/16/2017 as measured by structured observations, teacher records, PowerSchool data office referrals, and a measurable increase in parent involvement at elementary levels..

Strategy 1:

Implementation of School-wide Systems of Positive Behavioral Supports - Munising Public Schools will continue to implement a school-wide approach to preventing behaviors and increasing positive expectations through the positive reinforcement of appropriate behaviors of individuals, groups and students. District will develop a system of collection and monitoring of behavior and discipline data in order to analyze the specifics of problem behavior and the conditions that prompt and reinforce behavior. Frequent and systematic monitoring and analysis of district, classroom and individual student behavior data will help tailor effective and efficient intervention strategies that respond to the needs of students. Data will be collected throughout the school year through parent, student and teacher surveys, structured observations, tracking classroom/office discipline infractions, and through parent attendance at school activities/functions.

Staff will be trained on methods to correct severe chronic student behavior, and a support system by a trained behavior team will be provided for teachers.

Research suggests that the success of behavior intervention centers on identifying the specific conditions that prompt and reinforce problem behavior.

Category: Other - Behavior

Research Cited: Epstein, M., Atkins, M., Cullinan D., Kutash, K., and Weaver, R. (2008) Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, D.C: National Center for Educational Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/publications/practice_guides.

Epstein, J., PHD. Johns Hopkins University, Director of Center on School, Family and Community Partnership and National Network of Partnership Schools. "Your Handbook for Action" 3rd Ed., Corwin Press, Thousand Oaks, CA (2009)

Research states that when parents and families are involved in their child's education, beginning in the early levels, the children demonstrate more positive behavior in school.

Tier: Tier 1

Activity - Teacher Training on Comprehensive Intensive Behavior Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Munising Public Schools

Elementary and MS/HS staff will receive PD on intensive behavior management for Tier 2 and 3 behavior students. Training will cover all major necessary tasks to correct student severe and chronic misbehavior, including creating BI's and designing BIP's for students, completing self-assessment checklists and charting behavior data. Training provided on-site by Laura Hamilton, PBI Support Consultant-Trainer. Funding is trainer fee - \$3500. No subs required - PD day tbd with MARESA schedule.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$3500	Title II Part A	Building Principals SIT's
Schools: All Schools								

Activity - Behavior Team Training on Comprehensive Intensive Behavior Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Behavior Management Team member from each level - elementary, middle and high school will attend a 4-day training experience at Marquette-Alger RESA on Comprehensive Intensive Behavior Management. This training is designed for the team to provide a support system for our teachers to assist them in positively impacting more severe behavior students (Tier 3), as well as to help develop behavior plans and interventions (FBA's; BIP's; BI's). Training cost: \$800 per teacher x 3 = \$2400; Substitute Cost @ \$90/day x 3 teachers x 4 days = 1080; Travel Cost: .30/mi. x 400 mi. = \$120. Dates tbd by MARESA schedule.	Behavioral Support Program, Professional Learning	Tier 3	Implement	09/06/2016	06/16/2017	\$3600	Title II Part A	Building Principals Behavior Team members
Schools: All Schools								

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Comprehensive Intensive Behavior Management	Elementary and MS/HS staff will receive PD on intensive behavior management for Tier 2 and 3 behavior students. Training will cover all major necessary tasks to correct student severe and chronic misbehavior, including creating BI's and designing BIP's for students, completing self-assessment checklists and charting behavior data. Training provided on-site by Laura Hamilton, PBI Support Consultant-Trainer. Funding is trainer fee - \$3500. No subs required - PD day tbd with MARESA schedule.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$3500	Building Principals SIT's
Behavior Team Training on Comprehensive Intensive Behavior Management	A Behavior Management Team member from each level - elementary, middle and high school will attend a 4-day training experience at Marquette-Alger RESA on Comprehensive Intensive Behavior Management. This training is designed for the team to provide a support system for our teachers to assist them in positively impacting more severe behavior students (Tier 3), as well as to help develop behavior plans and interventions (FBA's; BIP's; BI's). Training cost: \$800 per teacher x 3 = \$2400; Substitute Cost @ \$90/day x 3 teachers x 4 days = 1080; Travel Cost: .30/mi. x 400 mi. = \$120. Dates tbd by MARESA schedule.	Behavioral Support Program, Professional Learning	Tier 3	Implement	09/06/2016	06/16/2017	\$3600	Building Principals Behavior Team members
Math Instruction Follow-up Training	Elementary teachers and support staff will participate in additional training (2 sessions) by math consultant, Robyn Sieffert, to strengthen instructional techniques and strategies, focusing on co-teaching to improve student performance in math. Consultant-Trainer fee for 2 sessions = \$1905. No subs required.	Professional Learning	Tier 1	Implement	11/03/2016	01/27/2017	\$1905	Principal T-I Coordinator
Teacher Training on Model ELA Curriculum Units (MAISA)	New elementary ELA teachers will be trained in use of Model ELA Curriculum Units (MAISA) to improve/enhance literacy and writing instruction, and align to CCSS.	Professional Learning	Tier 1	Getting Ready	10/14/2016	10/14/2016	\$250	Elementary Principal K-5 ELA Department Head

District Improvement Plan

Munising Public Schools

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Homework and Practice	Elementary, middle/high school staff, National Honor Society students, Sault Tribe, and Title VII staff will provide extended day opportunities for students with math challenges, through STANGS homework help, after-school tutoring, Credit Recovery, K-5 Summer School, and K-5 Family (STEM) Math Night.	Academic Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	06/16/2017	\$6000	Principals Classroom teachers Title I Coordinator Sault Tribe Coordinator Summer School Coordinator
Monitor Small Group Reading Instruction	Title I staff will provide aligned reading intervention support for K-3 Title I eligible students, via push-in and pull-out small group setting, focusing on fluency and reading comprehension; Read 180 instructor will provide reading support for Gr. 4-5 student with reading challenges.	Academic Support Program, Technology	Tier 2	Monitor	09/06/2016	06/16/2017	\$27000	T-I Coordinator T-I Staff Read 180 Teacher
ELA Data Analyzation and Curriculum Development	ELA K-12 Curriculum Committee will meet regularly to discuss, review, align ELA curriculum, instruction and assessment with CCSS - and to analyze student ELA achievement data.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$600	Principals K-5 & 6-12 ELA Department Heads ELA Teachers
Extended Learning Opportunities	Extended learning opportunities for reading will be provided by teachers, Sault Tribe and Title VII program for students via Gr. 6-12 STANGS tutoring, 3-5 after-school tutoring, 1-2 before-school reading support, K-5 summer school, and K-5 Family Reading Night.	Academic Support Program	Tier 2	Monitor	09/06/2016	08/18/2017	\$7000	Principal Teachers Summer School Coordinator Sault Tribe Program Coordinator
Math Curriculum Committee Data Review and Curriculum Development	K-12 Math Curriculum Committee will hold regularly scheduled meetings to review math achievement data and develop math curriculum and instruction to align with the CCSS.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$600	Principals K-5 & 6-12 Math Department Heads Math Curriculum Committees

District Improvement Plan

Munising Public Schools

Guided Instruction Middle School	Middle school teachers will provide a Guided Instruction time for Gr. 6-8 students to personalize instruction and self-pace students in reading. Technology devices will be used to maximize individualized learning through student access to prescriptive learning paths via test results imported into Odysseyware.	Academic Support Program, Technology	Tier 2	Implement	09/06/2016	06/16/2017	\$11000	Principal Middle School Teachers
Extended Day Homework and Practice	Teachers and Sault Tribe staff will provide extended day learning opportunities for students to complete assignments and increase knowledge of science concepts, specifically physical science and science inquiry through STANGS tutoring, after-school tutoring, Credit Recovery, and K-5 Family STEM (Science) Night (coordinated with Family Math Night).	Academic Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	08/18/2017	\$2000	Principal Teachers Science Department Heads Sault Tribe Program Coordinator
Mobile Technology Devices	District will purchase mobile technology devices (chromebooks, management licenses) to increase student access and opportunities for individualized, self-paced learning in mathematics using Odysseyware (NWEA) learning paths.	Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$3915	Principal Technology Director Math Interventions Teachers
Mystery Science Lessons	Grade 2-5 Science teachers will expose students to science investigating through inquiry-based instruction, utilizing (online) "Mystery Science" lessons.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$500	K-5 Science Department Head Gr. 2-5 Science Teachers
Science Instruction Workshops	District Science teachers will attend science workshops offered by Glenn T. Seaborg Mathematics and Science Center, NMU, to review the new Michigan Science standards, the 8 Science and Engineering practices, and participate in the 6th-12th Project SMILE sessions.	Professional Learning	Tier 1	Getting Ready	10/07/2016	06/16/2017	\$500	Principals Science Teachers K-12 Science Department Heads
Training on Encoding/Decoding (Orton-Gillingham)	New Title I staff will receive training, by Title I Coordinator, on the Orton-Gillingham Method of Reading Instruction: a research-based, multi-sensory, kinesthetic, encoding/decoding phonics program to improve reading support instruction	Professional Learning	Tier 1	Getting Ready	08/30/2016	08/31/2016	\$200	T-I Coordinator
Training on Comprehension Tool Kits	New Title staff will receive training in use of "Comprehension Tool Kits" and resources aligned with Stephanie Harvey reading comprehension strategies. Training provided by Title I Coordinator.	Academic Support Program	Tier 1	Getting Ready	08/30/2016	08/31/2016	\$200	T-I Coordinator
Mobile Technology Devices	District will purchase mobile technology devices (chromebooks, management licenses) to increase student access and opportunities for individualized, self-paced learning in reading using Odysseyware (NWEA) learning paths.	Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$3915	Principal Technology Director MS Guided Instruction Staff

District Improvement Plan

Munising Public Schools

K-12 Science Committee Data Review and Development	K-12 science teachers will hold regularly scheduled meetings to discuss and review the new Michigan Science Standards, the 8 Science & Engineering Practices and align the science curriculum to address those standards and practices.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$600	Principals K-5; 6-12 Science Department Heads Science Teachers
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction - Science	Title staff will provide science support, specifically in understanding (aligned) science vocabulary, for Gr. 2-5 identified/eligible students, via push-in and pull-out small group instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$22277	Title I Coordinator T-I Staff
Individualized Reading Instruction - Chrome Books	School will purchase three chrome books and correlating device management licenses for elementary T-I students to have increased access to individual level on-line reading (instructional) support programs.	Academic Support Program, Supplemental Materials, Technology	Tier 2	Implement	09/06/2016	06/16/2017	\$690	T-I Coordinator T-I Staff
Monitor Small Group Reading Instruction	Title I staff will provide aligned reading intervention support for K-3 Title I eligible students, via push-in and pull-out small group setting, focusing on fluency and reading comprehension; Read 180 instructor will provide reading support for Gr. 4-5 student with reading challenges.	Academic Support Program, Technology	Tier 2	Monitor	09/06/2016	06/16/2017	\$44556	T-I Coordinator T-I Staff Read 180 Teacher
Small Group Math Instruction and Support	Title I staff will provide aligned mathematics support for Grades 1-5 eligible students, via push-in and pull-out small group setting, focusing on visual representations of mathematical ideas and number an operations - calculation.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$44555	Title I Coordinator Title Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reduce Class Size - Kindergarten	CSR Teacher will provide research-based math instructional strategies, methods and techniques in a smaller group environment, through Class Size Reduction, to impact Kindergarten students with low/medium numeracy skills.	Direct Instruction, Class Size Reduction	Tier 2	Implement	09/06/2016	06/16/2017	\$20270	Principal Kindergarten CSR Teacher

District Improvement Plan

Munising Public Schools

Middle School Intervention Program	Middle School teachers will provide a Math Interventions class to personalize instruction time and self-pace students in math. Technology devices will be used to maximize learning through student access to prescriptive learning paths via test results imported into Odysseyware.	Academic Support Program, Technology	Tier 2	Implement	09/06/2016	06/16/2017	\$40000	Middle School Math Teachers
Reduce Class Size at Kindergarten Level	CSR Teacher will provide research-based reading instructional strategies, methods and techniques in a smaller group environment, through Class Size Reduction, to impact Kindergarten students with low/medium literacy skills.	Direct Instruction, Class Size Reduction	Tier 2	Implement	09/06/2016	06/16/2017	\$20270	Principal Kindergarten CSR Teacher
Extended Day Homework and Practice	Elementary, middle/high school staff, National Honor Society students, Sault Tribe, and Title VII staff will provide extended day opportunities for students with math challenges, through STANGS homework help, after-school tutoring, Credit Recovery, K-5 Summer School, and K-5 Family (STEM) Math Night.	Academic Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	06/16/2017	\$5370	Principals Classroom teachers Title I Coordinator Sault Tribe Coordinator Summer School Coordinator
Extended Learning Opportunities	Extended learning opportunities for reading will be provided by teachers, Sault Tribe and Title VII program for students via Gr. 6-12 STANGS tutoring, 3-5 after-school tutoring, 1-2 before-school reading support, K-5 summer school, and K-5 Family Reading Night.	Academic Support Program	Tier 2	Monitor	09/06/2016	08/18/2017	\$5370	Principal Teachers Summer School Coordinator Sault Tribe Program Coordinator

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Homework and Practice	Teachers and Sault Tribe staff will provide extended day learning opportunities for students to complete assignments and increase knowledge of science concepts, specifically physical science and science inquiry through STANGS tutoring, after-school tutoring, Credit Recovery, and K-5 Family STEM (Science) Night (coordinated with Family Math Night).	Academic Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	08/18/2017	\$1430	Principal Teachers Science Department Heads Sault Tribe Program Coordinator

District Improvement Plan

Munising Public Schools

Extended Learning Opportunities	Extended learning opportunities for reading will be provided by teachers, Sault Tribe and Title VII program for students via Gr. 6-12 STANGS tutoring, 3-5 after-school tutoring, 1-2 before-school reading support, K-5 summer school, and K-5 Family Reading Night.	Academic Support Program	Tier 2	Monitor	09/06/2016	08/18/2017	\$2850	Principal Teachers Summer School Coordinator Sault Tribe Program Coordinator
Extended Day Homework and Practice	Elementary, middle/high school staff, National Honor Society students, Sault Tribe, and Title VII staff will provide extended day opportunities for students with math challenges, through STANGS homework help, after-school tutoring, Credit Recovery, K-5 Summer School, and K-5 Family (STEM) Math Night.	Academic Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	06/16/2017	\$2850	Principals Classroom teachers Title I Coordinator Sault Tribe Coordinator Summer School Coordinator

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
Extended Learning Opportunities	Extended learning opportunities for reading will be provided by teachers, Sault Tribe and Title VII program for students via Gr. 6-12 STANGS tutoring, 3-5 after-school tutoring, 1-2 before-school reading support, K-5 summer school, and K-5 Family Reading Night.	Academic Support Program	Tier 2	Monitor	09/06/2016	08/18/2017	\$15220	Principal Teachers Summer School Coordinator Sault Tribe Program Coordinator
Extended Day Homework and Practice	Elementary, middle/high school staff, National Honor Society students, Sault Tribe, and Title VII staff will provide extended day opportunities for students with math challenges, through STANGS homework help, after-school tutoring, Credit Recovery, K-5 Summer School, and K-5 Family (STEM) Math Night.	Academic Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	06/16/2017	\$14220	Principals Classroom teachers Title I Coordinator Sault Tribe Coordinator Summer School Coordinator
K-12 Science Committee Data Review and Development	K-12 science teachers will hold regularly scheduled meetings to discuss and review the new Michigan Science Standards, the 8 Science & Engineering Practices and align the science curriculum to address those standards and practices.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$600	Principals K-5; 6-12 Science Department Heads Science Teachers
Extended Day Homework and Practice	Teachers and Sault Tribe staff will provide extended day learning opportunities for students to complete assignments and increase knowledge of science concepts, specifically physical science and science inquiry through STANGS tutoring, after-school tutoring, Credit Recovery, and K-5 Family STEM (Science) Night (coordinated with Family Math Night).	Academic Support Program, Parent Involvement	Tier 2	Monitor	09/06/2016	08/18/2017	\$3430	Principal Teachers Science Department Heads Sault Tribe Program Coordinator

District Improvement Plan

Munising Public Schools

Math Curriculum Committee Data Review and Curriculum Development	K-12 Math Curriculum Committee will hold regularly scheduled meetings to review math achievement data and develop math curriculum and instruction to align with the CCSS.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$600	Principals K-5 & 6-12 Math Department Heads Math Curriculum Committees
ELA Data Analyzation and Curriculum Development	ELA K-12 Curriculum Committee will meet regularly to discuss, review, align ELA curriculum, instruction and assessment with CCSS - and to analyze student ELA achievement data.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$600	Principals K-5 & 6-12 ELA Department Heads ELA Teachers
Teacher Training on Comprehensive Intensive Behavior Management	Elementary and MS/HS staff will receive PD on intensive behavior management for Tier 2 and 3 behavior students. Training will cover all major necessary tasks to correct student severe and chronic misbehavior, including creating BI's and designing BIP's for students, completing self-assessment checklists and charting behavior data. Training provided on-site by Laura Hamilton, PBI Support Consultant-Trainer. Funding is trainer fee - \$3500. No subs required - PD day tbd with MARESA schedule.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$3500	Building Principals SIT's
Behavior Team Training on Comprehensive Intensive Behavior Management	A Behavior Management Team member from each level - elementary, middle and high school will attend a 4-day training experience at Marquette-Alger RESA on Comprehensive Intensive Behavior Management. This training is designed for the team to provide a support system for our teachers to assist them in positively impacting more severe behavior students (Tier 3), as well as to help develop behavior plans and interventions (FBA's; BIP's; BI's). Training cost: \$800 per teacher x 3 = \$2400; Substitute Cost @ \$90/day x 3 teachers x 4 days = 1080; Travel Cost: .30/mi. x 400 mi. = \$120. Dates tbd by MARESA schedule.	Behavioral Support Program, Professional Learning	Tier 3	Implement	09/06/2016	06/16/2017	\$3600	Building Principals Behavior Team members

William G. Mather Elementary School

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

Munising Public Schools

Math Instruction Follow-up Training	Elementary teachers and support staff will participate in additional training (2 sessions) by math consultant, Robyn Sieffert, to strengthen instructional techniques and strategies, focusing on co-teaching to improve student performance in math. Consultant-Trainer fee for 2 sessions = \$1905. No subs required.	Professional Learning	Tier 1	Implement	11/03/2016	01/27/2017	\$1905	Principal T-I Coordinator
Training on Comprehension Tool Kits	New Title staff will receive training in use of "Comprehension Tool Kits" and resources aligned with Stephanie Harvey reading comprehension strategies. Training provided by Title I Coordinator.	Academic Support Program	Tier 1	Getting Ready	08/30/2016	08/31/2016	\$200	T-I Coordinator
Training on Encoding/Decoding (Orton-Gillingham)	New Title I staff will receive training, by Title I Coordinator, on the Orton-Gillingham Method of Reading Instruction: a research-based, multi-sensory, kinesthetic, encoding/decoding phonics program to improve reading support instruction	Professional Learning	Tier 1	Getting Ready	08/30/2016	08/31/2016	\$200	T-I Coordinator
Small Group Instruction - Science	Title staff will provide science support, specifically in understanding (aligned) science vocabulary, for Gr. 2-5 identified/eligible students, via push-in and pull-out small group instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$22277	Title I Coordinator T-I Staff
Monitor Small Group Reading Instruction	Title I staff will provide aligned reading intervention support for K-3 Title I eligible students, via push-in and pull-out small group setting, focusing on fluency and reading comprehension; Read 180 instructor will provide reading support for Gr. 4-5 student with reading challenges.	Academic Support Program, Technology	Tier 2	Monitor	09/06/2016	06/16/2017	\$71556	T-I Coordinator T-I Staff Read 180 Teacher
Science Instruction Workshops	District Science teachers will attend science workshops offered by Glenn T. Seaborg Mathematics and Science Center, NMU, to review the new Michigan Science standards, the 8 Science and Engineering practices, and participate in the 6th-12th Project SMILE sessions.	Professional Learning	Tier 1	Getting Ready	10/07/2016	06/16/2017	\$500	Principals Science Teachers K-12 Science Department Heads
Reduce Class Size at Kindergarten Level	CSR Teacher will provide research-based reading instructional strategies, methods and techniques in a smaller group environment, through Class Size Reduction, to impact Kindergarten students with low/medium literacy skills.	Direct Instruction, Class Size Reduction	Tier 2	Implement	09/06/2016	06/16/2017	\$20270	Principal Kindergarten CSR Teacher
Reduce Class Size - Kindergarten	CSR Teacher will provide research-based math instructional strategies, methods and techniques in a smaller group environment, through Class Size Reduction, to impact Kindergarten students with low/medium numeracy skills.	Direct Instruction, Class Size Reduction	Tier 2	Implement	09/06/2016	06/16/2017	\$20270	Principal Kindergarten CSR Teacher
Teacher Training on Model ELA Curriculum Units (MAISA)	New elementary ELA teachers will be trained in use of Model ELA Curriculum Units (MAISA) to improve/enhance literacy and writing instruction, and align to CCSS.	Professional Learning	Tier 1	Getting Ready	10/14/2016	10/14/2016	\$250	Elementary Principal K-5 ELA Department Head

District Improvement Plan

Munising Public Schools

Mystery Science Lessons	Grade 2-5 Science teachers will expose students to science investigating through inquiry-based instruction, utilizing (online) "Mystery Science" lessons.	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$500	K-5 Science Department Head Gr. 2-5 Science Teachers
Small Group Math Instruction and Support	Title I staff will provide aligned mathematics support for Grades 1-5 eligible students, via push-in and pull-out small group setting, focusing on visual representations of mathematical ideas and number an operations - calculation.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$44555	Title I Coordinator Title Staff
Individualized Reading Instruction - Chrome Books	School will purchase three chrome books and correlating device management licenses for elementary T-I students to have increased access to individual level on-line reading (instructional) support programs.	Academic Support Program, Supplemental Materials, Technology	Tier 2	Implement	09/06/2016	06/16/2017	\$690	T-I Coordinator T-I Staff

Munising High and Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Instruction Workshops	District Science teachers will attend science workshops offered by Glenn T. Seaborg Mathematics and Science Center, NMU, to review the new Michigan Science standards, the 8 Science and Engineering practices, and participate in the 6th-12th Project SMILE sessions.	Professional Learning	Tier 1	Getting Ready	10/07/2016	06/16/2017	\$500	Principals Science Teachers K-12 Science Department Heads
Mobile Technology Devices	District will purchase mobile technology devices (chromebooks, management licenses) to increase student access and opportunities for individualized, self-paced learning in reading using Odysseyware (NWEA) learning paths.	Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$3915	Principal Technology Director MS Guided Instruction Staff
Guided Instruction Middle School	Middle school teachers will provide a Guided Instruction time for Gr. 6-8 students to personalize instruction and self-pace students in reading. Technology devices will be used to maximize individualized learning through student access to prescriptive learning paths via test results imported into Odysseyware.	Academic Support Program, Technology	Tier 2	Implement	09/06/2016	06/16/2017	\$11000	Principal Middle School Teachers

District Improvement Plan

Munising Public Schools

Middle School Intervention Program	Middle School teachers will provide a Math Interventions class to personalize instruction time and self-pace students in math. Technology devices will be used to maximize learning through student access to prescriptive learning paths via test results imported into Odysseyware.	Academic Support Program, Technology	Tier 2	Implement	09/06/2016	06/16/2017	\$40000	Middle School Math Teachers
Mobile Technology Devices	District will purchase mobile technology devices (chromebooks, management licenses) to increase student access and opportunities for individualized, self-paced learning in mathematics using Odysseyware (NWEA) learning paths.	Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$3915	Principal Technology Director Math Interventions Teachers