



# **School Improvement Plan**

**Munising High and Middle School**

**Munising Public Schools**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Munising Middle and High School is a Grade 6-12 building with an enrollment of approximately 350 students. It is the only middle and high school in the Munising Public School district. Munising is a rural community located in the Upper Peninsula, with a population of about 2500 people. The school has a staff of 25 teachers and one building principal.

Over the past ten years, the district/school has faced declining student enrollment, due to an overall declining population. The main employer in the town is a paper mill that has down-sized in production and employees, resulting in a decrease in population. Due to the declining enrollment, the district closed one of its three buildings, leaving a PK-5 elementary school and a 6-12 middle/high school building. It does not appear that there will be any major change in the population, other than a possible further decline, since other (major) employers in the area have either closed or down-sized.

## **School's Purpose**

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

Vision - Mission - Beliefs

Vision Statement:

Munising Middle/High School will become a learning community that support innovation and is committed to continuous improvement. Munising MS/HS will address the academic, social, emotional, and physical needs of its learners. Munising MS/HS will be a place where a collaborative community develops curriculum, instructional strategies and assessment to ensure all students learn.

Mission Statement:

the Munising Public Schools believe that every student will be given the opportunity to maximize his or her ability to learn. We recognize that education is fostered through cooperation among the teacher, student, parent, and community.

Beliefs Statement:

Munising Middle/High School believes that student learning is the primary goal of the school. We believe that learning needs should be the primary focus of all decisions affecting the school. We believe each student is a valued individual and that a safe and physically comfortable environment promotes student learning. We believe all students can learn, achieve and succeed when provided appropriate learning activities.



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

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

Munising Middle/High School added a Guided Instruction class for the past three years that has provided extended learning opportunities for students targeted at increasing student achievement and success. The school also initiated a peer-to-peer program, specifically designed to assist students in improving and maintaining their level of achievement.

The administration and staff continue to review and revise curriculum and instruction and align both with CCSS, focusing on improved overall student achievement and proficiency. Core Curriculum Committee meetings are held on a regular basis, coordinated by Department Heads, to keep curriculum and instruction aligned, current and data-driven.

In the next three years, the school will continue to strive to achieve the following: Increase student proficiency on state assessment, MME and classroom assessments; improve home-school connection; focus on reviewing/revising curriculum and instruction; provide professional development aligned with CCSS; and continue with peer-to-peer program to help each student to continue to improve level of achievement.

## **Additional Information**

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

Munising Middle/High School will continue to seek ways to improve instruction and prepare our students for the rigors of a demanding high school curriculum and to be life-long learners. In addition, we are proud to offer a variety of extra-curricular opportunities and activities for 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.**

Teachers are required to attend monthly staff meetings where school improvement goals, strategies and activities are discussed.

The Munising Middle/High School Improvement Team stakeholders include staff members, parents and community members. This team is the impetus in the development of the School Improvement Plan. The SIP is available on the district website for input.

Stakeholders were selected and/or volunteered to be on the SIT. Each (curricular) department has a representative teacher on the team who may rotate voluntarily. Regularly scheduled meetings are held to review the SIP. At the first staff meeting of the school year, a meeting calendar is established, based on stakeholders' input and preference.

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

Pete Kelto, Superintendent/HS-MS Principal  
Jil-Anne Essinger, HS/MS Secretary  
Suzette Carberry, Social Studies Department Head  
Jim Cotey, Math Department Head  
Heather Nayback, English Department Head  
Mandy Frantti, Science Department Head  
Deidra Cook, Special Ed. Teacher/ MS-HS Special Ed. Coordinator  
Paula Ackerman, Parent and District HSAT Chairperson  
Board Member  
Two students - serving for at least two years.

**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 School Improvement Plan is shared at the School Improvement Team meetings and at the staff meetings. It is also posted on the district website for parent and community member input.

# School Data Analysis

## **Introduction**

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

## Demographic Data

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

### Student Demographic Data

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

Munising MS/HS is in a rural school district with declining enrollment, negatively affecting the budget and staffing.

### Student Demographic Data

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

Students with poor attendance fall behind their peers academically - both in achievement and length of time to complete their course requirements.

### Student Demographic Data

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

One of the challenges has been added costs to the district to address student behavior issues that include:

- Establishment of a Student Responsibility Center (SRC) at the MS/HS to expedite discipline issues.
- Implementation of a school-wide system of positive behavior support: "Safe and Civil Schools" (Randy Sprick), based on student behavior data, to help tailor intervention strategies that respond to needs of the students.

Students with behavior issues fall behind academically, and steps are taken by the school to assist them in completing courses, such as STANGS (after-school tutoring) and Credit Recovery.

### Student Demographic Data

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

- Continue to provide extended learning opportunities
- Continue with the SRC program and the Safe & Civil Schools initiative
- Declining enrollment is the most difficult challenge, due to "outside" factors being the cause.

### Teacher/School Leader(s) Demographic Data

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



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Administrator has over 12 years of experience as an administrator. In this district, he was a high school assistant principal/athletic director, middle/high school principal, and now has a dual role as Superintendent/6-12 Principal. This background experience should impact student achievement positively.

### Teacher/School Leader(s) Demographic Data

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

Fifteen of the 21 teachers have over 9 years experience - 11 of them with over 15 years; thus, constituting a high number of veteran teachers. This would have a positive impact on student achievement, because veteran teachers have more experience with their curriculum, instruction and assessment practices, as well as having had more professional development opportunities.

### Teacher/School Leader(s) Demographic Data

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

The school leader has a dual role as superintendent and building principal; therefore, has been diligent about only attending those meetings that are relevant and necessary. Also, there is a former district administrator available who can substitute in his absence.

The administrator has a very limited number of absences due to illness.

Therefore, there has been no negative impact on student achievement.

### Teacher/School Leader(s) Demographic Data

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

The number of teacher absences due to professional learning has been limited, due to budgetary constraints. However, the school ensures that teachers are able to attend relevant and necessary PD opportunities whenever possible. There is a trade-off to teachers participating in professional learning to positively impact student achievement.

Obviously, quality instructional time can be lost when "regular" teachers are not in the classroom. Therefore, it is best when PD activities can be offered during non-school time. Also, the school does promote "wellness" activities for the staff.

There should be little or no negative impact on student achievement.

### Teacher/School Leader(s) Demographic Data

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

-Limit professional learning opportunities to those that are relevant and necessary.

-Provide as many professional learning opportunities during non-school time as possible.

-Improve the Wellness Program for the staff.

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## Process Data

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

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

- Curriculum
- Instruction
- Assessment
- Instructional Leadership
- Culture for Learning
- Organizational Management
- Communication
- Engagement

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

- Professional Learning Culture
- Professional Learning System

**12. How might these challenges impact student achievement?**

Professional Learning Culture:

If staff had common planning time schedule, peer coaching/mentoring, Professional Learning Teams, data "walls", and effective use of protocols and collaboration time by teams in place, that could all have a positive impact on student achievement.

Professional Learning System:

Professional learning has not been designed to its full potential; therefore, student achievement has not been impacted as per this learning system.

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

Professional development in the areas of: peer coaching/mentoring, data dialogue in professional learning teams, development and use of common planing schedule, adult learning theory, a process to monitor and evaluate implementation and impact.

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

The special education staff monitors and coordinates efforts on a regular basis with general education staff, 31a staff, credit recovery program teachers, guidance counselor, and teachers involved in after-school tutoring (STANGS) to provide intervention opportunities for students with disabilities. This occurs in face-to-face conversations, via email, through scheduled meetings, and at staff meetings.

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

Grades 9-12: Credit Recovery; After-School Tutoring (STANGS) by teachers and National Honor Society students

Grades 6-8: Summer School

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

The process for identifying students for extended learning opportunities includes:

1. General education teachers collaborate/meet with special education staff to connect students with disabilities to extended learning opportunities.
2. Guidance Counselor works with staff on identification of students at risk of failing, based on classroom performance, assessment data, and behavior and attendance issues.
3. Core Curriculum Committee (department) meetings - teachers identify (list) of students in need of extended learning opportunities.
4. Individual teacher referral of their students for extended learning support based on classroom performance, grades and attendance problems.

Parents are notified of opportunities through face-to-face conversation (meeting), by telephone, letters home, via email, school website, and through school newsletter.

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

Evidence:

1. 6-12 Department Heads meet regularly with their Curriculum Committees (departments) to discuss/review curriculum alignment at each level.
2. Discussions about fidelity of instruction and curriculum alignment at Curriculum Committee meetings and at staff meetings.
3. Administrator "walk-through" observations
4. Teacher lesson plans reflect alignment with state content standards and implementation
5. Curriculum materials selected are based on curriculum alignment with state content standards

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

N/A

## **Achievement/Outcome Data**

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

### **19a. Reading- Strengths**

Performance in reading has been maintaining at about the same level for the top 30% of students.  
State Assessment: Overall Reading scores were above the state target of performance.

### **19b. Reading- Challenges**

Reading challenges are in the area of informational reading. The bottom 30% had most difficulty in this area on state assessment.  
NWEA: Grade 6-8 students had difficulty in the areas of Literature and Informational Text. Students at/above Norm Grade Level (RIT):  
6th = 43% 7th = 21% (low-performing group) 8th = 44%

### **19c. Reading- Trends**

The top 30% of students have maintained at about the same performance level.  
The bottom 30% of students had a slight increase in achievement.  
Reading for information, comprehension and literature are the trend areas of lowest level of achievement.  
On local assessments, teachers indicated overall student growth in Reading.

#### **19d. Reading- Summary**

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

Reading has minimal challenges. The SIP will address: ELA Curriculum Committee meetings to ensure alignment of curriculum and instruction with CCSS; extended learning opportunities; newly initiated NWEA online adaptive assessment (3 x year) to pinpoint student strengths and challenges - with links to KHAN Academy individualized lessons and support; Guided Instruction time (Gr. 6-8) with access to Odysseyware (NWEA) to generate individualized learning paths. Professional learning opportunities in Reading are provided through our local RESA that our teachers will attend.

After-school tutoring (STANGS) - extended learning opportunity is available to students needing assistance.

#### **20a. Writing- Strengths**

Performance on writing has not been a strength, other than with the top students.

#### **20b. Writing- Challenges**

Performance levels in writing continues to be below targets.  
ELA Curriculum Committee has encouraged more writing-across-the-curriculum.

#### **20c. Writing- Trends**

- Writing has been below the state targets of performance on state assessments.
- ACT trends indicate that English (writing included) has been slightly above state scores.
- NWEA: Grades 6-8 indicate that writing was one of the lower areas of achievement in ELA.

**20d. Writing- Summary**

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

ELA Curriculum Committees have regularly scheduled meetings to discuss curriculum and instruction alignment with CCSS. Writing is an area that is planned to be addressed in these meetings. Middle School ELA staff attended the MAISA ELA Model Writing Units PD last school year - need to continue coaching in writing.

**21a. Math- Strengths**

Performance in math has not been a strength, other than with the top level students.

**21b. Math- Challenges**

Math continues to be a challenge - especially among the students who are low achievers and/or economically disadvantaged.

**21c. Math- Trends**

Student achievement in math has been below the state target of performance.

Five-year ACT trends indicate that math has been at/slightly above state scores.

On local assessments, teachers have indicated student growth in math, due to Gr. 6-8 Math Interventions Program.

**21d. Math- Summary**



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

SIP will address:

Math Curriculum Committee meetings to ensure alignment of curriculum and instruction with CCSS; extended learning opportunities; newly initiated NWEA online adaptive assessment (3 x year) to pinpoint students' strengths and challenges - with links to KHAN Academy individualized lessons and support.

Middle School Math Intervention classes will be available to Gr. 6-8 "at-risk" students. Guided Instruction at the middle school level will include personalized instruction with access to Odysseyware (NWEA) to generate individualized learning paths in math.

After-School Tutoring will be provided weekly by teachers and National Honor Society students.

### **22a. Science- Strengths**

Science scores have not been a strength - at/below state average.

Science is a curriculum area of key focus. The school has extended Earth Science into a full year course, all science teachers are members of various science education organizations. One teacher is a member of the Content Advisory Committee for the State of Michigan - working on interim assessment for physics.

Northern Michigan University offers STEM workshops for science teachers at the Seaborg Center on a regular basis.

### **22b. Science- Challenges**

-Science challenges are mainly in the area of physical science and constructive knowledge.

-Science scores, overall, have been at/below the state target of performance.

-Science Curriculum Committee continues to work on curriculum and instruction, with the challenge of aligning with the new Michigan Science Standards and 8 Science and Engineering Practices.

### **22c. Science- Trends**

Science has been below the state performance level.

ACT five-year trends indicate that science scores have been slightly below/slightly above the state scores.

On local assessments, science teachers have indicated student growth in science.

**22d. Science- Summary**

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

-Science Curriculum Committee will meet regularly to review and ensure that science curriculum and instruction are aligned with new Michigan Science Standards and 8 Science and Engineering Practices. Science test data will be reviewed and challenge/weak areas will be addressed in the curriculum and instruction.

-Science teachers will attend STEM workshops at NMU's Seaborg Center.

-After-school tutoring (STANGS) - extended learning opportunity is available for students in need of help with science assignments/homework.

**23a. Social Studies- Strengths**

Social studies has not been a strength - only with the top level students.

**23b. Social Studies- Challenges**

Social studies scores have been below the state target of performance. Civics has been the area of greatest challenge.

**23c. Social Studies- Trends**

Social studies has been below the state target of performance.

Teachers have indicated student growth in social studies on local assessments.

**23d. Social Studies- Summary**

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

-Social studies will be addressed in the area of informational Reading and comprehension. Improving these areas will help students with their ability to read/comprehend the social studies text and resource materials.

-Social Studies Department Head will meet with the Social Studies Curriculum Committee regularly to review student achievement data and ensure that the social studies curriculum and instruction are aligned with the CCSS. The areas of History and Civics will be their focus.

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## Perception Data

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

### 24a. Student Perception Data

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

Students have been taught the rules and expectations of behavior in classroom and school building.  
Students feel safe in the building and in their classroom.  
Staff members are friendly and helpful to students.

### 24b. Student Perception Data

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

Student cliques  
Students treat one another disrespectfully/harassing/bullying in school and on the bus  
Inappropriate student language in school

### 24c. Student Perception Data

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

Increase staff discussion time in and out of classroom regarding students' treatment of one another.  
Anti-bullying programs.  
Continue with "Safe & Civil Schools" school-wide system of behavior supports training and implementation.

### 25a. Parent/Guardian Perception Data

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

Safety of students at school.  
Staff members are caring, helpful and supportive.  
Parents are treated with respect.

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### 25b. Parent/Guardian Perception Data

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

Student interaction with one another at school

Student cliques

Staff communication to parents

### 25c. Parent/Guardian Perception Data

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

Increase/improve home - school connection via conferences, phone calls, notes to parents, and website teacher pages.

Open forum discussion on student behavior and interaction.

### 26a. Teacher/Staff Perception Data

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

Student safety at school

Student and staff interaction with one another

Communication of rules and expected behaviors

### 26b. Teacher/Staff Perception Data

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

Students bullying or "picking on" other students

System to help failing students and those with behavior and attendance issues

### 26c. Teacher/Staff Perception Data

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

-Continue with the comprehensive, school-wide system of positive behavior supports training (Safe & Civil Schools) started in 2014.

-Need to increase and improve supports for those students failing academically.

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### 27a. Stakeholder/Community Perception Data

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

Student safety at school

School extracurricular programs

### 27b. Stakeholder/Community Perception Data

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

Perception of student interaction of one another (bullying) and cliques

### 27c. Stakeholder/Community Perception Data

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

Keep stakeholders/community informed - via website, newsletter, meetings - of school programs that impact students and address social issues.

## Summary

### 28a. Summary

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

- Munising HS/MS has experienced declining enrollment and has met the challenges that come with having less students.
- The school process data indicates that professional learning cultures and professional learning systems need to be addressed. This will occur through professional development and planned, purposeful time for teacher collegial discussions.
- Achievement/outcomes are being addressed by Core Curriculum Committees; the school initiated a middle and high school peer-to-peer program linking at-risk students with a peer tutor; middle level students "at-risk" Math Intervention class; and extended learning opportunities are available to all students.
- Perception challenges are mainly with student interaction with one another; however, the strengths are that students feel "safe" at school, interact well with the staff, and parents feel that students are safe at school as well. The perception of student interaction is being addressed with presentations to students and parents on bullying and social issues of this age group. Teachers will receive staff development on comprehensive intensive behavior management for working with Tier 2 and 3 behavior students.

### 28b. Summary

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

- Declining enrollment may cause a gap in course selection from one school year to another, affecting some students. The school is addressing this with online classes and flexible class scheduling.
- Since Munising HS/MS is a small school in size, with a limited number of teachers - communication takes place among staff continually. Thus, the need to work on professional learning culture and professional learning system has not been a priority.
- Perception: If students are being "picked on", bullied or harassed, they may not want to attend school. The school continues to address this and other adolescent social issues with discussions in/out of class and presentations.

### 28c. Summary

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

1. Core Curriculum Committees for all departments hold regularly scheduled meeting to review and discuss curriculum, instruction, assessment, fidelity, and alignment.
2. NWEA online adaptive assessment (3 x year) will help pinpoint student strengths and challenges, monitor growth, increase differentiation, and link to KHAN Academy individualized lessons support.
3. Extended learning opportunities will be available for all students.

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4. Safe & Civil Schools: HS/MS staff will participate in second year of training to implement a school-wide system of positive behavior supports and track classroom and office discipline infractions. Teachers will receive professional development on comprehensive intensive behavior management for working with Tier 2 & 3 behavior students.



# **School Additional Requirements Diagnostic**

## **Introduction**

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

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	Munising Middle/High School is a 6-12 building, so grades 1-5 do not apply.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Kris Madigan Administrative Assistant Munising Public Schools 810 Highway M-28 West, Suite B Munising, MI 49862 906-387-2103, extension 141	

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

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

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

# **2016-2017 Munising Middle and High School Improvement Plan**

## Overview

### Plan Name

2016-2017 Munising Middle and High School Improvement Plan

### 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 college and career ready in Mathematics.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$59215
2	All students will become proficient in Reading	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$17215
3	All students will be college and career ready in Science	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$2550
4	All Munising High and Middle School students will experience maximized instructional opportunities and student time-on-task learning.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$3550

## Goal 1: All students will be college and career ready in Mathematics.

### Measurable Objective 1:

80% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in skills in Mathematics by 06/15/2018 as measured by classroom, district assessments (NWEA), and the MI state assessment..

### Strategy 1:

Math Curriculum and Instruction Alignment - Math department staff will meet regularly to ensure curriculum and instruction is aligned with CCSS. Math teachers will monitor middle and high school student progress through classroom and state assessment data analysis to determine patterns/trends of strengths and challenges.

Category: Mathematics

Research Cited: Hamilton, L., Halverson R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. "Using Student Achievement Data to Support Instructional Decision-Making (NCEE 2009-4067). Washington, D.C.: National Center for Education Evaluation and Regional Assistance, Institute of Education Services, U.S. Department of Education. 2009

What Works Clearing House - IES National Center for Educational Evaluation and Regional Assistance (April 2009)

"An aligned and rigorous curriculum and targeted assistance helps to close achievement gaps".

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

Tier: Tier 1

Activity - Monitor Math Department Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6-12 Math Department Head will hold regularly scheduled Curriculum Committee meetings to review and analyze state and local achievement data, and to ensure alignment of curriculum, instruction, assessment with CCSS.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$300	General Fund	Principal, Math Department Head, Math department staff

### Strategy 2:

Math Intervention and Support - Based on student achievement data, extended learning opportunities in mathematics support will be provided to students during the school year via a Middle School Math Intervention Program and through Gr. 6-12 after-school tutoring (STANGS).

Category: Mathematics

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

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

Tier: Tier 2



## School Improvement Plan

Munising High and Middle School

Activity - Provide Math Homework and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and high school staff and National Honor Society high school students will provide extended learning and support opportunities for students to complete math homework and practice specific math skills through after-school tutoring (STANGS) and Credit Recovery.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$2000	General Fund	Principal Math teachers National Honor Society students
Activity - MS Math Intervention - Instruction and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school (Gr. 6-8) students who are at-risk (per 31a identification criteria) in mathematics will receive academic support during the school day through the Math Intervention Program (class) for each grade level. Students will have access to prescriptive learning paths via test results imported into Odysseyware (NWEA).	Technology , Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$42000	Section 31a	Principal MS Math teachers
Activity - Guided Instruction Middle School - Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School teachers will provide a Guided Instruction class for students in Grades 6-8 that supports students identified with math challenges.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$11000	General Fund	Principal Middle School 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) to increase student access and opportunities for mathematics personalized, self-paced learning using Odysseyware (NWEA) learning paths in the MS Math Interventions class.	Technology , Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$3915	General Fund	Building Principal Technology Director MS Math Intervention Staff

## Goal 2: All students will become proficient in Reading

### Measurable Objective 1:

80% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in comprehension of informational and narrative text in reading in English Language Arts by 06/15/2018 as measured by classroom, district assessments (NWEA), and the MI state assessment..

## School Improvement Plan

Munising High and Middle School

### Strategy 1:

Reading Curriculum Alignment - ELA 6-12 Department Head and middle/high school ELA staff will hold regularly scheduled Curriculum Committee meetings to align reading with CCSS and to implement effective, explicit instruction, and research-based strategies, focused on informational reading and comprehension.

Category: English/Language Arts

Research Cited: Marzano, R., 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 - Monitor Reading Curriculum Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA department staff will collaborate regularly to review curriculum and instruction alignment and discuss comprehension strategies, based on analysis of student achievement data. Committee will ensure that curriculum-instruction-assessment are aligned with CCSS.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$300	General Fund	Principal ELA Department Head Reading teachers

### Strategy 2:

Extended Learning Opportunities, Support and Practice - Reading support opportunities will be provided by staff and National Honor Society students for ms/hs school students at-risk in reading, through after-school tutoring (STANGS) and in daily Guided Instruction class.

Category: English/Language Arts

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

Tier: Tier 2

Activity - Reading Support and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide extended day learning opportunities, for ms/hs school students with reading challenges, via After-School Tutoring (STANGS), with the assistance of National Honor Society students.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$2000	General Fund	Principal MS/HS Teachers National Honor Society Students

Activity - Guided Instruction Middle School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Munising High and Middle School

Middle School teachers will provide a Guided Instruction time for students in Gr. 6-8 that supports students with reading challenges. Instruction will be personalized and self-paced. Technology devices will be used for student access to prescriptive learning paths for reading, via Odysseyware (NWEA).	Technology , Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$11000	General Fund	Principal Middle School Teachers
<b>Activity - Mobile Technology Devices - Reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
District will purchase mobile technology devices (chromebooks) to personalize instruction time and self-pace students in reading. Technology devices will be used in Guided Instruction class to maximize learning through student access to prescriptive learning paths via test results imported into Odysseyware (NWEA).	Technology , Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$3915	General Fund	Principal Technology Director Guided Instruction Teachers

## Goal 3: All students will be college and career ready in Science

### Measurable Objective 1:

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

### Strategy 1:

Science Curriculum Review - Science achievement data will be reviewed by Science Curriculum Committee to analyze patterns/areas of weakness to be addressed.

Science teachers will monitor student progress through classroom assessment analysis to ensure that curriculum and instruction are aligned.

Category: Science

Research Cited: Dr. Robert Marzano: "Classroom Instruction That Works" (2013);

M. Schmoker. Focus: Elevating the Essentials to Radically Improve Student Learning (2011) ASCD;

Tier: Tier 1

<b>Activity - Monitor Science Curriculum Committee Meetings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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## School Improvement Plan

Munising High and Middle School

6-12 Science Department Head and Science department staff will hold regularly scheduled Curriculum Committee meetings and review student achievement data to ensure that the science curriculum and instruction is aligned and focused on areas of challenge. They will discuss and review the new Michigan Science Standards and the 8 Science and Engineering Practices.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$300	General Fund	Principal Science Department Head Science teaching staff
<b>Activity - Science Instruction Workshops</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Science teachers will attend STEM workshops offered by Glenn T. Seaborg Mathematics and Science Center, Northern Michigan University, to review the new Michigan Science Standards, the 8 Science and Engineering Practices, and participate in the Grade 6-12 Project SMILE sessions. Dates tbd by Seaborg Center.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/16/2017	\$250	General Fund	Principal Science Teachers Science Department Head

### Strategy 2:

Homework and Practice - Science - After-School Tutoring (STANGS) and Credit Recovery will be provided to assist students in science.

Category: Science

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

Tier: Tier 2

<b>Activity - Provide Extended Day Support - Science</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Middle and high school staff and high school National Honor students will provide extended day learning opportunities for students to complete assignments and increase knowledge of science concepts through After-School Tutoring (STANGS). Science Credit Recovery opportunity will also be provided to students.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$2000	General Fund	Principal Science teachers National Honor Society students

## Goal 4: All Munising High and Middle 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 06/16/2017 as measured by 15% (reduction) by structured observations, teacher records, PowerSchool data, and office referrals..

## School Improvement Plan

Munising High and Middle School

### Strategy 1:

Implementation of School-Wide Systems of Positive Behavioral Supports - Munising HS/MS will continue to implement the district's school-wide approach to preventing behaviors and increasing positive expectations through the positive reinforcement of appropriate behaviors of individuals and groups of students. The school 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 classroom and individual student data will help tailor effective and efficient intervention strategies that respond to needs of students. Data will be collected throughout the school year through parent, student and teacher surveys, structured observations, through tracking classroom and office discipline infractions, and by parent attendance at Parent-Teacher Conferences.

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 chronic problem behavior.

Category: Other - Behavior Support System

Research Cited: Epstein, M., Cullinan D., Kutash, K., and Weaver, R. (2008) Reducing Behavior Problems in the Elementary 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/practiceguides>.

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

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
MS/HS staff will receive professional development on Comprehensive Intensive Behavior Management for Tier 2 and 3 behavior students. Training will cover all major, necessary tasks to correcting 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 cost of trainer (\$3500--split between elementary and ms/hs buildings). No subs required - PD Day; tbd with MARESA schedule.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/16/2017	\$1750	Title II Part A	Building Principal 6-12 Teachers

Activity - Behavior Team Training on Comprehensive Intensive Behavior Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Munising High and Middle School

A Behavior Team member from each level - elementary, middle and high school will attend a training experience for 4 days at MARESA on Comprehensive Intensive Behavior Management. This training is specifically designed for Behavior Teams to provide a support system in their district to assist teachers in positively impacting more severe behavior students (Tier 3), as well as to help develop behavior plans/interventions (FBA's; BIP's; BI's). Training cost: \$800/per x 3 teachers = \$2400; Contracted Substitute Cost @ \$90/day x 4 days x 3 teachers = \$1080; Travel @ .30 x 400 mi. = \$120; Total divided between elementary and ms/hs buildings. Dates tbd by MARESA schedule.	Behavioral Support Program, Professional Learning	Tier 3	Implement	09/06/2016	06/16/2017	\$1800	Title II Part A	Building Principals Behavior Team Members
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## 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
Behavior Team Training on Comprehensive Intensive Behavior Management	A Behavior Team member from each level - elementary, middle and high school will attend a training experience for 4 days at MARESA on Comprehensive Intensive Behavior Management. This training is specifically designed for Behavior Teams to provide a support system in their district to assist teachers in positively impacting more severe behavior students (Tier 3), as well as to help develop behavior plans/interventions (FBA's; BIP's; BI's). Training cost: \$800/per x 3 teachers = \$2400; Contracted Substitute Cost @ \$90/day x 4 days x 3 teachers = \$1080; Travel @ .30 x 400 mi. = \$120; Total divided between elementary and ms/hs buildings. Dates tbd by MARESA schedule.	Behavioral Support Program, Professional Learning	Tier 3	Implement	09/06/2016	06/16/2017	\$1800	Building Principals Behavior Team Members
Teacher Training on Comprehensive Intensive Behavior Management	MS/HS staff will receive professional development on Comprehensive Intensive Behavior Management for Tier 2 and 3 behavior students. Training will cover all major, necessary tasks to correcting 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 cost of trainer (\$3500--split between elementary and ms/hs buildings). No subs required - PD Day; tbd with MARESA schedule.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/16/2017	\$1750	Building Principal 6-12 Teachers

### Section 31a

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

Munising High and Middle School

MS Math Intervention - Instruction and Support	Middle school (Gr. 6-8) students who are at-risk (per 31a identification criteria) in mathematics will receive academic support during the school day through the Math Intervention Program (class) for each grade level. Students will have access to prescriptive learning paths via test results imported into Odysseyware (NWEA).	Technology , Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$42000	Principal MS Math teachers
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Science Curriculum Committee Meetings	6-12 Science Department Head and Science department staff will hold regularly scheduled Curriculum Committee meetings and review student achievement data to ensure that the science curriculum and instruction is aligned and focused on areas of challenge. They will discuss and review the new Michigan Science Standards and the 8 Science and Engineering Practices.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$300	Principal Science Department Head Science teaching staff
Mobile Technology Devices	District will purchase mobile technology devices (chromebooks) to increase student access and opportunities for mathematics personalized, self-paced learning using Odysseyware (NWEA) learning paths in the MS Math Interventions class.	Technology , Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$3915	Building Principal Technology Director MS Math Intervention Staff
Provide Extended Day Support - Science	Middle and high school staff and high school National Honor students will provide extended day learning opportunities for students to complete assignments and increase knowledge of science concepts through After-School Tutoring (STANGS). Science Credit Recovery opportunity will also be provided to students.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$2000	Principal Science teachers National Honor Society students
Provide Math Homework and Practice	Middle and high school staff and National Honor Society high school students will provide extended learning and support opportunities for students to complete math homework and practice specific math skills through after-school tutoring (STANGS) and Credit Recovery.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$2000	Principal Math teachers National Honor Society students



## School Improvement Plan

Munising High and Middle School

Science Instruction Workshops	Science teachers will attend STEM workshops offered by Glenn T. Seaborg Mathematics and Science Center, Northern Michigan University, to review the new Michigan Science Standards, the 8 Science and Engineering Practices, and participate in the Grade 6-12 Project SMILE sessions. Dates tbd by Seaborg Center.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/16/2017	\$250	Principal Science Teachers Science Department Head
Guided Instruction Middle School	Middle School teachers will provide a Guided Instruction time for students in Gr. 6-8 that supports students with reading challenges. Instruction will be personalized and self-paced. Technology devices will be used for student access to prescriptive learning paths for reading, via Odysseyware (NWEA).	Technology, Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$11000	Principal Middle School Teachers
Monitor Reading Curriculum Review	ELA department staff will collaborate regularly to review curriculum and instruction alignment and discuss comprehension strategies, based on analysis of student achievement data. Committee will ensure that curriculum-instruction-assessment are aligned with CCSS.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$300	Principal ELA Department Head Reading teachers
Monitor Math Department Curriculum Meetings	6-12 Math Department Head will hold regularly scheduled Curriculum Committee meetings to review and analyze state and local achievement data, and to ensure alignment of curriculum, instruction, assessment with CCSS.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$300	Principal, Math Department Head, Math department staff
Mobile Technology Devices - Reading	District will purchase mobile technology devices (chromebooks) to personalize instruction time and self-pace students in reading. Technology devices will be used in Guided Instruction class to maximize learning through student access to prescriptive learning paths via test results imported into Odysseyware (NWEA).	Technology, Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$3915	Principal Technology Director Guided Instruction Teachers
Guided Instruction Middle School - Math	Middle School teachers will provide a Guided Instruction class for students in Grades 6-8 that supports students identified with math challenges.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$11000	Principal Middle School Teachers
Reading Support and Practice	Staff will provide extended day learning opportunities, for ms/hs school students with reading challenges, via After-School Tutoring (STANGS), with the assistance of National Honor Society students.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$2000	Principal MS/HS Teachers National Honor Society Students