



District Improvement Plan

Mancelona Public Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School System

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

Located in rural northern Michigan's Antrim County, Mancelona Public Schools serves students pre-K - 12. The area boasts many natural resources that encourage year round recreation including fishing, hunting, camping, boating, skiing, and snowmobiling, as well as public lands for hiking, cycling and off-road vehicle sports. Industries providing employment in Antrim County include: education, health and social services (19.4%); arts entertainment, recreation, accommodations and food service (14.8%); manufacturing (13.7%); retail trade (11.9%). Antrim County's unemployment rate in May 2014 was 9.4%.

1056 students are enrolled in the district. Mancelona Elementary School serves grades pre-K through 4; Mancelona Middle School serves grades 5-8; and, Mancelona High School serves grades 9-12. Students within the district are primarily Caucasian (89%) with Black or African American and Hispanic representing the largest minorities at (1.23% respectively); 28% of students are from families with income below the poverty line; 77% of students are eligible to receive free or reduced lunch.

Professional qualifications of all elementary and secondary school teachers in the district meet or exceed state requirements; 47 teachers have between 5-21+ years of service.

The community of Mancelona is strongly supported by area businesses, a dedicated Sports Boosters group, Mancelona Education Foundation and Communities In Schools of Mancelona. In addition to a rich academic curriculum, Mancelona Public Schools offers music and fine arts for students K-12; media and technology; State recognized woodworking classes, boys and girls sports, and 21st Century Community Learning Centers afterschool programs. TBAISD Career Tech Center and Manufacturing Technology Academy provide secondary career and technical education in a hands-on learning environment.

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.

Vision Statement

Academic excellence for all students.

Mission Statement

Mancelona Public Schools, recognizing the needs of all people, promises to make the best use of our resources to develop the potential of students, families, and community.

Beliefs Statement

We believe that everyone can learn.

We believe that the quality of life will improve as the result of education.

We believe effective education can be improved with cooperation between community and schools.

We believe our school will insure that students learn basic skills.

We believe each student will be provided the educational tools to develop his/her own ability.

We believe it is necessary for the school and community to develop positive social skills and positive attitudes in our students.

We believe learning occurs best in a climate of mutual respect.

We believe all students will have the qualifications that will allow them to contribute to society.

We believe education is a life-long process.

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.

School improvement goals are identified to address content in four core areas: reading, math, science and social studies. District strategies are research-informed and regionally supported by TBAISD. Data drives all decisions around curriculum, instruction and assessment and decisions include discussion about fidelity and whether the practice can be replicated.

The community of Mancelona is dedicated to ensuring that students, families and teachers have the resources and support they need. Communities In Schools of Mancelona (CIS) places site coordinators in each of the three buildings to provide school day intervention in reading and math, volunteer and mentor coordination, and college access support (Ironmen College Access Network). In September 2013, CIS kicked off a 5-year 2st Century Community Learning Centers grant, which provided afterschool academic and enrichment activities to nearly 350 students K-12. The Mancelona Education Foundation (MEF) is a vibrant group of community volunteers that - through fundraising - provides grants to teachers for classroom activities and materials. MEF also oversees the distribution of 12 scholarships and awards each spring to graduating seniors.

Mancelona students enjoy a variety of extra curricular activities. Mancelona High School Industrial Arts students lead the region in State awards and honors; High School and Middle School bands earn high honors at solo ensemble and band festival; and, student artwork is recognized regionally and in State competition. Students participate in a variety of clubs including National Honor Society, Junior National Honor Society, Robotics, and Model United Nations debate, Girls on the Run, Girls on Track, Antrim County Substance Abuse Coalition, Ironmen Health Center Teen Advisory Committee, and student council.

A district-wide, coordinated effort to improve reading and math has resulted in overall growth in reading and math scores as measured on the universal screening assessment, AIMSweb. Literacy coaches at the Elementary and Middle Schools assist in implementation of the reading program, direct support staff in classrooms and intervention rooms, provide supplemental instruction to struggling students, and coordinate universal screenings to identify students for supplemental instruction. A math coach at the Elementary School coordinated similar efforts around math interventions and AIMSweb assessment; at the Middle School, staff administered the AIMSweb assessment and results informed the decision to purchase a new K-8 math curriculum to be implemented in 2014-15.

District leaders recognize a clear connection between academics and behavior and are committed to identifying strategies based on common focus, common goals, and a common action plan. Working with TBAISD, Mancelona Public Schools has developed a Multi-Tier System of Supports (MTSS) Implementation Team to establish a district-wide framework to provide all students with the best opportunities to succeed academically and behaviorally in school. Meeting monthly, the MTSS team is composed of regional and local MTSS coaches along with district administrators, educators, and community partners. This team conducted a comprehensive data-informed review of leadership, organizational environment and staff competencies (implementation drivers) as a first step in the MTSS Implementation process. The goal - and its respective objectives, strategies and activities - are reflected later in this document.

Additional Information

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

The district believes that parents and families are partners in helping students succeed. Families have many opportunities to attend events and activities that highlight student achievement (academically and socially). Families are encouraged to attend Meet the Teacher Night; Communities In Schools Learn and Share Nights; parent/teacher conferences twice yearly; Ironmen College Access Network college admissions/FAFSA and career navigation nights; Spring Fine Arts Showcase; band and choir concerts; Elementary grade-level family nights; and, family nights showcasing Middle school science and social studies.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The district believes that parents and families are partners in helping students succeed. Families have opportunities to attend events and activities that highlight student achievement (academically and socially) and parent input is considered in building level decisions. Parents complete perception surveys two times per year. Results are presented at Board of Education meetings and on the school website. The district MTSS Implementation Team developed a Stakeholder Communication Tree illustrating how communication flow will take shape district wide. Ensuring that stakeholder involvement continues is a priority.

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

A sustained coordinated effort in the school improvement process is supported districtwide. In addition to school administrators, MTSS Implementation Team, education staff, and parents, school improvement planning includes input from: Health Department of Northwest Michigan (Ironmen Health Center and Community Health Worker), Michigan College Access Network (Ironmen College Access Network), Women's Resource Center, Communities In Schools of Mancelona, Community Metal Health, and TBAISD.

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 plan will be available to all stakeholders on the Mancelona Public Schools website <http://www.mancelonaschools.org>

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	A district CIMS coach supports administrators and staff with assistance from TBAISD.	

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		Tech Plan 2011-14

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		

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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	See Tech Plan 2011-14 Support technology objectives by reviewing and revising goals based on annual assessment: a) district committee on curriculum integration establishing a process for technology integration aligned with MDE framework; b) providing training for certified teachers and maintaining ongoing training for curriculum support including assistance in development of lesson plans which are technology rich; c) setting benchmarks for student proficiency at all grade levels; d) provide additional opportunities as outlined in Tech Plan (4.c)	

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	Refer to Tech Plan (4 including items a-c) Establish guidelines for curriculum integration; identify competencies and assign to a specific curriculum area; provide ongoing curriculum and tech support; establish tech competencies for students; establish competencies and appropriate training for staff.	

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	Refer to Tech Plan 2011-14 (5: Student achievement) Instructional strategies are: rooted in current research, directly aligned to curriculum, and aimed at improving student achievement. Curriculum committee will have at least one representative from the Tech Committee; annual review of subject area curriculum will include addition of tech rich lessons and modification of existing units to incorporate tech tools; provide examples of tech rich lesson plans in Appendix A of Tech Plan.	

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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	Mancelona Public Schools Bylaws and Policies - Administrative Guidelines 4122 and 4122.02 - Nondiscrimination and Equal Employment Opportunity Refer to www.neola.com/mancelona-mi/	

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	Michelle Meeder Business Manager Mancelona Public Schools 112 St. John St. Mancelona, MI 49659 231.587.9764	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes	Refer to Mancelona Public Schools Bylaws and Policies 2112 - Parent Involvement in the School Program www.neola.com/Mancelona-mi	

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

District Improvement Goals & Plan

Overview

Plan Name

District Improvement Goals & Plan

Plan Description

SY2015-2016

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	Math: All students in grades K-12 will meet or exceed district and state standards.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$7
2	Reading/language arts: All students in grades K-12 will meet or exceed district and state standards.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$7
3	Science: All students in grades K-12 will meet or exceed state/regional standards.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1
4	Social Studies: All students in grades K-8 will meet or exceed district or regional standards.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1
5	Mancelona Public Schools will develop the leadership supports, organizational environment and staff competency (implementation drivers) to effectively support schools to implement an integrated model of MTSS.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0

Goal 1: Math: All students in grades K-12 will meet or exceed district and state standards.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding state/regional standards in Mathematics by 06/10/2016 as measured by summative, formative and interim assessments (e.g. NWEA grades 5-11) 1; SAT grade 11; AIMSweb universal screening K-8).

Strategy 1:

Paraprofessional - The highly qualified paraprofessional will support students identified for supplemental intervention and support using research-based resources/materials and strategies.

Research Cited: Center for Public Education. (n.d.). Class size and student achievement: Research review. <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>

Whitehurst, G.J.R., & Chingos, M.M. (2011). Class Size: What research says and what it means for State policy. <http://www.brookings.edu/research/papers/2011/05/11-class-size-whitehurst-chingos>

Tier: Tier 2

Activity - Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies. Schools: Mancelona Middle School, Mancelona Elementary School, Mancelona High School	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$2	Title I Part A, Section 31a	District Administrators

Strategy 2:

Parent (Family) Involvement - Families will be provided with opportunities to attend events and activities that highlight student achievement (academic and socially) and asked for input into building level decisions.

Research Cited: Harvard Family Research Project. (n.d.). Family involvement. <http://www.hfrp.org/family-involvement>

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Families will be provided with learn and share events and activities that highlight student achievement (academic and socially). Schools: All Schools	Parent Involvement	Tier 1	Monitor	09/10/2015	06/10/2016	\$1	Title I Part A	Building Principals; Communities In Schools
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Strategy 3:

Class Size Reduction Math - Grades with significant student need will have an additional section to allow for more precise and accelerated instruction to reduce or eliminate the learning gap.

Research Cited: Center for Public Education. (n.d.). Class size and student achievement: Research review. <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>

Tier: Tier 2

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional section to allow for more precise and accelerated instruction to reduce/eliminate the learning gap. Schools: Mancelona Middle School	Class Size Reduction	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Section 31a	Building Principals

Strategy 4:

Math Coach - A math coach will assist in the implementation of the math program, direct support staff in classrooms and intervention room, and provide supplemental instruction to struggling students; and, will coordinate universal screenings to identify students for supplemental instruction programs.

Tier: Tier 1

Activity - Communities In Schools Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions. Schools: Mancelona Middle School, Mancelona Elementary School	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$3	Title I Part A, Title II Part A, Section 31a	Building principal

Goal 2: Reading/language arts: All students in grades K-12 will meet or exceed district and state standards.

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Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding state/regional standards in English Language Arts by 06/10/2016 as measured by summative, formative and interim assessments (e.g. NWEA MAP Reading grades 5-11; SAT grade 11; AIMSweb universal screening K-8) .

Strategy 1:

Class Size Reduction Reading - More precise and accelerated instruction to reduce/eliminate the learning gap.

Research Cited: Center for Public Education. (n.d.). Class size and student achievement: Research review. <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>

Tier: Tier 2

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
More precise and accelerated instruction to reduce/eliminate the learning gap. Schools: Mancelona Middle School	Class Size Reduction	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Section 31a	Building principals

Strategy 2:

Paraprofessional - The highly qualified paraprofessional will support students identified for supplemental intervention and support using research-based resources/materials and strategies.

Research Cited: Reutebuch, C.K., & Torgesen, J.K. (2007). Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice. <http://www.eric.ed.gov/PDFS/ED521837.pdf>

Tier: Tier 2

Activity - Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The highly qualified paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies. Schools: Mancelona Middle School, Mancelona Elementary School, Mancelona High School	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$2	Section 31a, Title I Part A	Building principals

Strategy 3:

Parent (Family) Involvement - Families will be provided with learn and share events and activities that highlight student achievement (academically and socially) and

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asked for input into building level decisions.

Research Cited: Harvard Family Research Project. (n.d.). Family involvement. <http://www.hfrp.org/family-involvement>

Tier: Tier 1

Activity - Parent Education Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings with parents and families for early childhood, Communities In Schools learn and share events, Title usage discussions, School Improvement etc; Ironmen College Access Network support. Schools: All Schools	Parent Involvement	Tier 1	Monitor	09/10/2015	06/10/2016	\$1	Title I Part A	Building principals; SI coaches; Communities In Schools

Strategy 4:

Literacy Coach (K-8) - A literacy coach will assist in the implementation of the reading program, direct support staff in classrooms and intervention room, and provide supplemental instruction to struggling students; and, will coordinate universal screenings to identify students for supplemental instruction programs.

Research Cited: Wren, S., & Reed., D. (2005). Literacy coaches roles and responsibilities. <http://www.sedl.org/pubs/sedl-letter/v17n01/literacy-coaches.html>

Tier: Tier 1

Activity - Communities In Schools Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions. Schools: Mancelona Middle School, Mancelona Elementary School, Mancelona High School	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$3	Title I Part A, Section 31a, Title II Part A	Building principals

Goal 3: Science: All students in grades K-12 will meet or exceed state/regional standards.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding state/regional standards in Science by 06/10/2016 as measured by summative, formative and interim assessments .

Strategy 1:

Professional Development Science - Staff will attend training and professional development opportunities to continue to improve as educators.

Research Cited: Council of Chief State School Officers. (n.d.). Improving evaluation of teacher professional development.

http://programs.ccsso.org/projects/improving_evaluation_of_professional_development/index.php

Tier: Tier 1

Activity - Professional Development Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development Schools: All Schools	Professional Learning	Tier 1	Implement	09/10/2015	06/10/2016	\$1	Title II Part A	Building principals; MTSS Implementation Team; TBAISD

Goal 4: Social Studies: All students in grades K-8 will meet or exceed district or regional standards.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding state/regional standards in Social Studies by 06/10/2016 as measured by summative, formative and interim assessments.

Strategy 1:

Professional Development Social Studies - Staff will attend professional development opportunities to continue to improve as educators.

Research Cited: Council of Chief State School officers. (n.d.). Improving evaluation of teacher professional development.

http://programs.ccsso.org/projects/improving_evaluation_of_professional_development/index.php

Tier: Tier 1

Activity - Professional Development Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development Schools: All Schools	Professional Learning	Tier 1	Monitor	09/10/2015	06/10/2016	\$1	Title II Part A	Building principals

Goal 5: Mancelona Public Schools will develop the leadership supports, organizational environment and staff competency (implementation drivers) to effectively support schools to

implement an integrated model of MTSS.

Measurable Objective 1:

collaborate to annually identify areas of strengths and needs of school-wide PBIS implementation efforts using Benchmarks of Quality assessment tool. by 06/10/2016 as measured by the DMCA.

Strategy 1:

Increase proficiency on Leadership Driver Vision - Monitor SW-PBIS components that are perceived to be in place (at 70% or above), which informs decisions to: Maintain and celebrate and acknowledge implementation efforts; Revisit action plans to identify possible barriers to desired implementation and allow for tweaking of the current action items; consider termination of action items and replacement with more effective action items

Research Cited: Sugai, 2008; MiBLSi Critical Features of MTSS Practice Profile, 2012; McIntosh, Bohanon, & Goodman, 2010; Batsche, Elliott, Graden, Grimes, Kovalski, Prasse, Reschly, Schraq, & Tilly, 2005).

Tier: Tier 1

Activity - Vision District Implementation Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a district implementation plan, which includes the following components: goal(s), objective(s), strategies, and activities related to capacity, aligned to the school improvement plan structure of the ASSIST platform. Schools: All Schools	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	No Funding Required	MTSS Leadership Team

Activity - Vision Braiding Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish and publish a process for braiding district initiatives and practices. Schools: All Schools	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	No Funding Required	MTSS Leadership Team

Strategy 2:

Increase Proficiency on Leadership Driver Management and Coordination - Increase proficiency from 39% to 61% on the Leadership Driver as measured in the Management and Coordination Category of the District MTSS Capacity Assessment (DMCA).

Research Cited: Sugai, 2008; MiBLSi Critical Features of MTSS Practice Profile, 2012; McIntosh, Bohanon, & Goodman, 2010; Batsche, Elliott, Graden, Grimes, Kovalski, Prasse, Reschly, Schraq, & Tilly, 2005).

Tier: Tier 2

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Activity - MTSS Quarterly Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through quarterly data review meetings and communication logs, the district will use feedback for continuous improvement efforts to revise implementation supports. Schools: All Schools	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	No Funding Required	MTSS Leadership Team
Activity - Gather Study Plan Do	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish and publish a process for gathering relevant data for purposes of studying, planning and implementation of MTSS supports (Problem-Solving Process). Schools: All Schools	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	No Funding Required	MTSS Leadership Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Quarterly Meetings	Through quarterly data review meetings and communication logs, the district will use feedback for continuous improvement efforts to revise implementation supports.	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	MTSS Leadership Team
Gather Study Plan Do	Establish and publish a process for gathering relevant data for purposes of studying, planning and implementation of MTSS supports (Problem-Solving Process).	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	MTSS Leadership Team
Vision District Implementation Plan	Create a district implementation plan, which includes the following components: goal(s), objective(s), strategies, and activities related to capacity, aligned to the school improvement plan structure of the ASSIST platform.	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	MTSS Leadership Team
Vision Braiding Process	Establish and publish a process for braiding district initiatives and practices.	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	MTSS Leadership Team

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Social Studies	Professional development	Professional Learning	Tier 1	Monitor	09/10/2015	06/10/2016	\$1	Building principals
Communities In Schools Liaison	Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building principal
Communities In Schools Liaison	Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building principals

District Improvement Plan

Mancelona Public Schools

Professional Development Science	Professional development	Professional Learning	Tier 1	Implement	09/10/2015	06/10/2016	\$1	Building principals; MTSS Implementation Team; TBAISD
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessional	The paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	District Administrators
Class Size Reduction	More precise and accelerated instruction to reduce/eliminate the learning gap.	Class Size Reduction	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building principals
Class Size Reduction	Additional section to allow for more precise and accelerated instruction to reduce/eliminate the learning gap.	Class Size Reduction	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building Principals
Communities In Schools Liaison	Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building principals
Communities In Schools Liaison	Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building principal
Paraprofessional	The highly qualified paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building principals

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Education Events	Meetings with parents and families for early childhood, Communities In Schools learn and share events, Title usage discussions, School Improvement etc; Ironmen College Access Network support.	Parent Involvement	Tier 1	Monitor	09/10/2015	06/10/2016	\$1	Building principals; SI coaches; Communities In Schools

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Paraprofessional	The paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	District Administrators
Paraprofessional	The highly qualified paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building principals
Parent Involvement	Families will be provided with learn and share events and activities that highlight student achievement (academic and socially).	Parent Involvement	Tier 1	Monitor	09/10/2015	06/10/2016	\$1	Building Principals; Communities In Schools
Communities In Schools Liaison	Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building principal
Communities In Schools Liaison	Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building principals

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
Parent Involvement	Families will be provided with learn and share events and activities that highlight student achievement (academic and socially).	Parent Involvement	Tier 1	Monitor	09/10/2015	06/10/2016	\$1	Building Principals; Communities In Schools
Parent Education Events	Meetings with parents and families for early childhood, Communities In Schools learn and share events, Title usage discussions, School Improvement etc; Ironmen College Access Network support.	Parent Involvement	Tier 1	Monitor	09/10/2015	06/10/2016	\$1	Building principals; SI coaches; Communities In Schools
Professional Development Science	Professional development	Professional Learning	Tier 1	Implement	09/10/2015	06/10/2016	\$1	Building principals; MTSS Implementation Team; TBAISD
Vision District Implementation Plan	Create a district implementation plan, which includes the following components: goal(s), objective(s), strategies, and activities related to capacity, aligned to the school improvement plan structure of the ASSIST platform.	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	MTSS Leadership Team
Vision Braiding Process	Establish and publish a process for braiding district initiatives and practices.	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	MTSS Leadership Team
MTSS Quarterly Meetings	Through quarterly data review meetings and communication logs, the district will use feedback for continuous improvement efforts to revise implementation supports.	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	MTSS Leadership Team
Gather Study Plan Do	Establish and publish a process for gathering relevant data for purposes of studying, planning and implementation of MTSS supports (Problem-Solving Process).	Policy and Process	Tier 1	Monitor	09/10/2015	06/10/2016	\$0	MTSS Leadership Team
Professional Development Social Studies	Professional development	Professional Learning	Tier 1	Monitor	09/10/2015	06/10/2016	\$1	Building principals

District Improvement Plan

Mancelona Public Schools

Mancelona Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessional	The paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$2	District Administrators
Class Size Reduction	More precise and accelerated instruction to reduce/eliminate the learning gap.	Class Size Reduction	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building principals
Paraprofessional	The highly qualified paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$2	Building principals
Communities In Schools Liaison	Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$3	Building principals
Class Size Reduction	Additional section to allow for more precise and accelerated instruction to reduce/eliminate the learning gap.	Class Size Reduction	Tier 2	Monitor	09/10/2015	06/10/2016	\$1	Building Principals
Communities In Schools Liaison	Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$3	Building principal

Mancelona High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessional	The paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$2	District Administrators
Paraprofessional	The highly qualified paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$2	Building principals
Communities In Schools Liaison	Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$3	Building principals

District Improvement Plan

Mancelona Public Schools

Mancelona Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessional	The paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$2	District Administrators
Paraprofessional	The highly qualified paraprofessionals will support students identified for supplemental intervention with research-based materials, resources, and strategies.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$2	Building principals
Communities In Schools Liaison	Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$3	Building principals
Communities In Schools Liaison	Contracted highly qualified staff will provide supplemental support for one-on-one or small group intervention; will provide research-based interventions.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/10/2016	\$3	Building principal