



District Improvement Plan

Hale Area Schools

Mr. Loren Vannest, Superintendent
200 W. Main Street
Hale, MI 48739-9255

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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?

Hale Area Schools is a Class D district with 411 students. It is located in the northeastern section of Lower Michigan. There are few employment opportunities within the community. The area consists of many small lakes with summer cottages. The size of the community increases greatly during the summer months, with northeast Michigan carrying an unemployment rate of 7.5% versus the state as a whole, which is at 4.8% (both as of April 2016).

Hale Area Schools has a positive fund balance of \$887,816 as of June 30, 2015, which is 21.6% of expenses for the year. It is our plan to maintain a fund balance between 15% and 20% continuing in the future.

Hale Area Schools has quite a bit of fluctuation in its student body. The high school drop-out rate in recent years has been relatively high, but improved in the last cycle. Our absentee ratio is relatively high. Educational attainment of adults in the school district is low.

ENROLLMENT

Student enrollment dropped by approximately 142 students in the last five years from 553 in 2011-12 to 411 in 2015-16. The decline represents a loss of 25.7% of the student body. The rate of decline has slowed in recent years.

ATTENDANCE

Our 2015-16 average daily attendance K-12 is at 93.21%, with the elementary (K-4) at 95.25%, Middle School (5-8) at 93.37%, and the High School (9-12) at 89.58%. This is up 0.61% overall for K-12, up 1.55% for the Elementary (K-4), down 0.071% for Middle School (5-8) and .77% for High School (9-12) respectively, compared to last year.

SPECIAL EDUCATION

In 2015-16, 13.4% of our students qualified for special education services for a total of 55 students. The previous five years were 13.75% (2014-15), 14.29% (2013-14), 16.8% (2012-13) and 15% (2011-12).

EMPLOYEES

Teachers at Hale have taught for an average of 10 years. Over half of our teachers have an advanced (Masters or Specialist) degree. Approximately 10% of our teachers are in their first year of teaching for Hale Area Schools. Over the past year, there has been approximately a 10% staff turnover for teachers.

System's Purpose

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

MISSION: Hale Area Schools will equip students with the innovative and technological skills to transfer knowledge from the classroom to the global workplace.

VISION: Our graduates will be prepared to become successfully employed and contributing members of the global society.

BELIEF STATEMENT: All students will learn.

Hale Area Schools offers the full spectrum of core subject matter, and emphasizes this part of the curriculum above all else, with extended learning time, tutorials and enrichments. Dual enrollment opportunities, including early middle college, are extensive and encouraged. The district has implemented Larry Lezotte's "7 Correlates of Highly Effective Schools." One of the correlates is 'high expectations for students.' We have instituted programs in the elementary, middle school, and high school which help us develop, model, teach, and recognize high expectations for student behavior. We continue with recognition systems for students who reach desired levels of achievement at both the classroom and building level. We also hold an annual high school recognition banquet for students, parents, and staff to recognize student academic excellence. We are committed to a continuous school improvement process commonly known across our country as "PDCA" (Plan, Do, Check, Act) which is directly derived from the 90/90/90 research.

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.

Hale Elementary School Points of Pride

- Implemented Reader's and Writer's Workshops school-wide
- Intensive professional development including Reader's and Writer's Workshops & PDCA
- March is Reading Month and Science Fair activities
- Community volunteers read with students
- A high percentage of parents participating in Parent-Teacher Conferences
- Integrated technology into our classrooms, including one-to-one student iPad access
- Interactive programs like Study Island, Reading Eggs, Adapted Mind, RAZkids, Xtramath, and Award Reading
- Implementation of PAX has improved the school climate
- Regular formative and summative assessments in the areas of reading, writing, and mathematics
- Celebrate Excellence trips are scheduled; students attend based on academic improvement and positive behavior
- Composite M-Step testing proficiency rates continue to rise, and now far exceed what would be projected by economically disadvantaged rates

Hale Elementary School Areas to Improve

- Proficiency rates in all four core subjects (Math, English, Science, Social Studies).
- Math and English will be the primary areas of focus for ongoing improvement

Hale Middle/High School Points of Pride

- ELA teachers have been trained on Reader's and Writer's Workshop
- Students participate in Tutorials and Enrichments daily during a scheduled "success period"
- 8th grade visits IRESA and BAISD to learn about future opportunities
- Students graph monthly mastery in ELA and Math, participate in Test Talk, and set goals for individual academic improvement
- At-Risk students get extra help through utilization of individual or small group activities
- Daily communication with parents through positive phone calls
- Family Fun Nights and Family Informational Nights
- Annual Science Fair
- Gizmo (inquiry based lab) software utilized in science and math classrooms
- 7 Correlates of Highly Effective Schools
- "Celebrate Excellence" fieldtrips
- College preparatory courses and dual enrollment
- Vocational programs through IRESA Technology Center and Bay-Arenac Career Center
- Educational Talent Search program for students
- Common assessments in reading, writing, and math
- One-to-One Chromebooks
- Before school, lunch, after school and Saturday school tutoring
- Ongoing Reader's and Writer's Workshop professional development

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- Student-created news articles featured in the "What's Happening" local publication insert.
- Student work is displayed

Hale Middle/High School Areas to Improve

- Student attendance
- Graduation rates
- Vocabulary in all areas
- Proficiency rates in all four core subjects (Math, English, Science, Social Studies).
- College readiness (SAT / PSAT)

Additional Information

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

Hale Area Schools has initiated:

- Serious merit pay for instructional staff as an incentive to continue to improve student proficiency and college readiness rates.
- Student performance (proficiency and college readiness) testing incentives

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.

For membership in the District School Improvement Team, we invited members of our school community--administration, teachers, and parents. We reviewed the purpose of the team and what the roles are. Meetings are all held in the late afternoon or evening to accommodate participant's schedules.

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

Membership includes representation from teachers, administration, parents, and Board members. All participants have input into the plan. The plan was developed in a cooperative manner with responsibilities shared among members.

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

A digital copy of the improvement plan is e-mailed to all stakeholders including: school board members, teaching staff, support staff, and administration. A link to the District School Improvement Plan is placed on our school district website. The plan is reviewed by the full School Board, administrative team, and the entire instructional staff.

The buildings will review their own school improvement plans; progress information will be provided to the District School Improvement Team by the teaching staff following a meeting in December. The building plans will inform progress toward meeting the district plan. In January of every year, the team will review the District School Improvement Plan and note what has been accomplished and what remains to be done prior to the end of the school year.

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	District school improvement team members may access the results of our state monitoring by request.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	Special education teachers are co-teaching in ELA and math to support the special education students through inclusion.	

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	We have LanSchool in all of our computer labs that blocks applications and unwanted websites. In addition, we have SonicWall which everything on our network goes through. SonicWall filters internet content, and is our main firewall. Our Chromebook program utilizes GoGuardian. GoGuardian is an online content filter and tracking software that enables us to keep inappropriate content and materials away from our students even when they are not within our building. It is web-based so even when the students are not directly connected to our network they are protected.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	We do have LanSchool and SonicWall. We can get reports from SonicWall. We also utilize PLATO and IXL for students and can get reports on student usage from these sources. Each student and teacher is issued an account and must log into this account to access the network. This allows us to pull current and historical information about internet usage. Also GoGuardian our content filter, records and allows us to have real time data as to what the students are doing while on the internet. This applies to both within our network and when connected elsewhere.	

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Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	We do have an Internet Safety Policy. All our students are required on an annual basis to sign a document indicating that they will follow the policy. This policy is also communicated digitally to each student. Our adults sign the document one time.	

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	We follow the Child Internet Protection Act guidelines by filtering inappropriate material and having a policy in place.	

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	As a result of assessing our needs, we have an All Call System to notify parents, staff, students, etc. of upcoming events or situations. We have fiber in place and one T1 line in place for data in case the fiber goes down so we can communicate with the outside world. We have updated the computers in all of our computer labs. We reviewed our hardware and connectivity needs for the assessments for the Common Core and we exceed the minimum requirements for the M-STEP tests. We have purchased clickers, iPads, Chromebooks, and Mobi-Pads for our classrooms.	

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	As a result of assessing our school-wide technology needs, we have implemented the following: 1) keyboarding programs 2) a means to publish our student work and email to teachers 3) professional development will be implemented on the use of Google Classroom	

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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	We have provided professional development for the technology that we purchased. We have purchased classroom technology of clickers, MobiPads, iPads, ExamView, Study Island, Award Reading, IXL, Gizmos, PLATO, digital projectors, and classroom computers. Teachers are teaching their peers about how to effectively use technology. We also monitor technology usage through the use of classroom walk-through data. New McGraw Hill math curriculum with an interactive online component. Also new is the Chromebook implementation.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	We have a planned curriculum per grade to teach technology literacy. This curriculum does include keyboarding and major programs such as word processing, spreadsheet, and PowerPoint applications.	

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	We have on-line classes using PLATO. We have 3 computer labs available and 2 laptop carts. Chromebooks were purchased and assigned to students in grades 7-12. We utilize several iPad carts in our building. Our K-4 classrooms have 2 mini-labs available totaling 18 computers for student use. Every classroom has a set of clickers to use. Every classroom has wireless internet access. Every classroom has a teacher computer. Students are using a variety of presentation programs.	

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	Hale Area Schools complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education.	

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Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Mr. Loren Vannest, Superintendent 311 N. Washington Hale, MI 48739 989-728-3551	

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

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes	Student assessment data and perception (survey) data were utilized in the construction of the district improvement plan.	

Plan / Goals 2016

Overview

Plan Name

Plan / Goals 2016

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Hale Area Schools will meet state standards in English Language Arts.	Objectives: 1 Strategies: 5 Activities: 18	Academic	\$91386
2	All students at Hale Area Schools will meet state standards in Mathematics.	Objectives: 1 Strategies: 5 Activities: 15	Academic	\$80257
3	All students at Hale Area Schools will meet state standards in Science.	Objectives: 1 Strategies: 4 Activities: 15	Academic	\$94233
4	All students at Hale Area Schools will meet state standards in Social Studies.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$88401
5	Maximize Parental Involvement and Support	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2500
6	Meet Homeless Students Needs	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$4000

Goal 1: All students at Hale Area Schools will meet state standards in English Language Arts.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading and comprehending grade-level material in English Language Arts by 06/30/2017 as measured by standardized assessments (M-STEP, PSAT 8, PSAT 9, PSAT 10, SAT 11), and district assessments (ELA Mastery, Study Island, PLATO).

Strategy 1:

Improve Instructional Delivery - Professional development will be provided to all ELA instructors on a district-wide basis so that there is systemic implementation with a common vocabulary.

Category: English/Language Arts

Research Cited: Marzano, R. J., D. Pickering, and J. E. Pollock. Classroom Instruction that Works, Research-based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD, 2001.

Marzano, J. D. What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD.

Lezotte, L. W., and K. M. Snyder. What Effective Schools Do, Re-envisioning the Correlates. Solution Tree, 2012.

Reeves, Doug. High Performance in High Poverty Schools: 90/90/90 and Beyond. Center for Performance Assessment, 2003.

Tier: Tier 1

Activity - Regular Varied Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-STEP assessments. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Title I Part A	Administration, Teachers, NWEA and MTSS Trainers
Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports.	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Principal and Teachers
Schools: All Schools								

Activity - Achievement Training Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichments, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$629	Title II Part A	Superintendent, Principal, Trainer (Pat Davenport)
Schools: All Schools								

Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Administration, Teachers, Technology Support (Joe Coleman)
Schools: All Schools								

Activity - Multi-Tiered System of Supports (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2).	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Section 31a	Principal, Teachers, Trainer
Schools: All Schools								

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Activity - Reader's and Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for Readers and Writers Workshop will be delivered throughout the school year to ELA staff members on an individualized schedule that will include observations and practice in the classroom. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$8144	Title II Part A	Principal, Teachers, Trainer
Activity - Study Island/Reading Eggs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher implements formative assessments that are aligned with state assessments. Schools: All Schools	Direct Instruction, Other - Formative Assessment, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Title II Part A	Principal, Teachers
Activity - Award Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize leveled reading materials in small groups. Schools: All Schools	Direct Instruction, Supplemental Materials, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2985	Title I Part A	Principal, Teachers

Strategy 2:

ELA mastery - Align ELA mastery items with M-Step, PSAT, and SAT assessments.

Category: English/Language Arts

Research Cited: Marzano, R. J., D. Pickering, and J. E. Pollock. Classroom Instruction that Works, Research-based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD, 2001.

Marzano, J. D. What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD.

Lezotte, L. W., and K. M. Snyder. What Effective Schools Do, Re-envisioning the Correlates. Solution Tree, 2012.

Reeves, Doug. High Performance in High Poverty Schools: 90/90/90 and Beyond. Center for Performance Assessment, 2003.

Tier: Tier 1

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Activity - ELA Mastery Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been tasked with identification of ELA skills per grade level, and developing unit mastery assessments that are aligned with M-Step, PSAT, and SAT assessments. These mastery assessments will be administered at least bi-monthly. Schools: All Schools	Curriculum Development	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Teachers and Principal

Activity - Students Graph Own Progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will graph their own progress on the ELA mastery items every time they are assessed. Schools: All Schools	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Teachers and Principal

Strategy 3:

Improve Students' Social/Emotional Status - Social Worker and/or Counselor will work with students to improve their social/emotional skills and/or mental well-being so that they can reach their full academic potential.

Category: English/Language Arts

Research Cited: Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B. The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions: Child Development, Jan/Feb 2011, Vol. 82, No. 1, pp. 405-432.

Tier: Tier 1

Activity - Social Worker/Counselor Access	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide access to Social Worker and/or Counselor to work with students and coordinate with staff. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$20500	Title I Part A, Section 31a	Superintendent, Principal, Teachers, Social Worker and/or Counselor

Activity - Good Behavior Game	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund, Section 31a	Principal, Teachers, Social Worker and/or Counselor
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Strategy 4:

Enhanced Instructional Strategies - Implement enhanced instructional strategies to help students attain proficiency.

Category: English/Language Arts

Research Cited: Marzano, R. J., D. Pickering, and J. E. Pollock. Classroom Instruction that Works, Research-based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD, 2001.

Alexandria, VA: ASCD, 2001.

Marzano, J. D. What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD.

Lezotte, L. W., and K. M. Snyder. What Effective Schools Do, Re-envisioning the Correlates. Solution Tree, 2012.

Reeves, Doug. High Performance in High Poverty Schools: 90/90/90 and Beyond. Center for Performance Assessment, 2003.

Tier: Tier 1

Activity - Individual & Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual and small-group instruction conducted by teachers, certified teacher aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$31124	Title I Part A	Principal, Teachers, Paraprofessionals

Activity - Non-Core Teacher Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level. Schools: All Schools	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Principal, Teachers

Activity - Extending Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Section 31a	Principal, Teachers

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Activity - Supplemental Literacy Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of supplemental literacy materials, including Award Reading and Accelerated Reading to enhance instruction. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Title II Part A	Teachers and Para-Professionals
Activity - Extended-Day Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades. Schools: Hale Elementary/Middle School	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Title I Part A	Superintendent, Principal, and Teacher

Strategy 5:

Teacher Merit Pay - Teacher merit pay is used as a means for rewarding instructional staff who have caused improved academic achievement in recent years, and as a means for incentivizing them to foster exceptional student growth in the future.

Category: English/Language Arts

Research Cited: Barnett, J. H., Ritter, G. W., Winters, M. A., & Greene, J. P. (2007). Evaluation of year one of the Achievement Challenge Pilot Project in the Little Rock Public School District (Department of Education Reform Working Paper). Fayetteville: University of Arkansas. Available at www.uark.edu/ua/der/Research/merit_pay.html.

Greene, Jay P., Forster, Greg (2008) Teacher Incentives and Merit Pay, Center on Innovation & Improvement, Lincoln, IL, Academic Development Institute

Tier: Tier 1

Activity - Distribute Teacher Merit Pay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement. Schools: All Schools	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$12500	Title II Part A, General Fund	School Board, Superintendent, Business Manager

Goal 2: All students at Hale Area Schools will meet state standards in Mathematics.

Measurable Objective 1:

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A 7% increase of All Students will demonstrate a proficiency in math rules, math vocabulary, elementary algebra (fractions, ratios, decimals, percents, order of operations), and math formulas in Mathematics by 06/30/2017 as measured by standardized assessments (PSAT 8, PSAT 9, PSAT 10, SAT, & M-STEP) and district assessments (PLATO, Study Island, Math Mastery).

Strategy 1:

Enhanced Instructional Strategies. - Implement enhanced instructional strategies to help students attain proficiency.

Category: Mathematics

Research Cited: Marzano, R. J., D. Pickering, and J. E. Pollock. Classroom Instruction that Works, Research-based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD, 2001.

Marzano, J. D. What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD.

Lezotte, L. W., and K. M. Snyder. What Effective Schools Do, Re-envisioning the Correlates. Solution Tree, 2012.

Reeves, Doug. High Performance in High Poverty Schools: 90/90/90 and Beyond. Center for Performance Assessment, 2003.

Tier: Tier 1

Activity - Individual & Small Group Instruction.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual and small-group instruction conducted by teachers, certified teachers aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$31124	Title I Part A	Principal, Teachers, Paraprofessionals
Activity - Non-Core Teacher Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level. Schools: All Schools	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Principal, Teachers
Activity - Extended Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Section 31a	Principal, Teachers

District Improvement Plan

Hale Area Schools

Activity - Extended-Day Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades. Schools: Hale Elementary/Middle School	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Title I Part A	Superintendent, Principal, Teachers

Strategy 2:

Improve Students' Social/Emotional Status - Social Worker and/or Counselor will work with students to improve their social/emotional skills and/or mental well-being so that they can reach their full academic potential.

Category: Mathematics

Research Cited: Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B. The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions: Child Development, Jan/Feb 2011, Vol. 82, No. 1, pp. 405-432.

Tier: Tier 1

Activity - Social Worker and/or Counselor Access	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide access to Social Worker and/or Counselor to work with students and coordinate with staff. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$20500	Title I Part A, Section 31a	Superintendent, Principal, Teachers, Social Worker and/or Counselor

Activity - Good Behavior Game	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Section 31a, General Fund	Principal, Teachers, Social Worker and/or Counselor

Strategy 3:

Math Mastery - Align Math mastery items with M-Step, PSAT, and SAT assessments.

Category: Mathematics

Research Cited: Marzano, R. J., D. Pickering, and J. E. Pollock. Classroom Instruction that Works, Research-based Strategies for Increasing Student Achievement.

Alexandria, VA: ASCD, 2001.

District Improvement Plan

Hale Area Schools

Marzano, J. D. What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD.

Lezotte, L. W., and K. M. Snyder. What Effective Schools Do, Re-envisioning the Correlates. Solution Tree, 2012.

Reeves, Doug. High Performance in High Poverty Schools: 90/90/90 and Beyond. Center for Performance Assessment, 2003.

Tier: Tier 1

Activity - Students Graph Own Progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will graph their own progress on the math mastery items every time they are assessed. Schools: All Schools	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Teachers and Principal

Activity - Math Mastery Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been tasked with identification of Math skills per grade level, and developing unit mastery assessments that are aligned with M-Step, PSAT, and SAT assessments. These mastery assessments will be administered at least bi-monthly. Schools: All Schools	Curriculum Development	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Teachers and Principal

Strategy 4:

Improve Instructional Delivery - Professional development will be provided to all Mathematics instructors on a district-wide basis so that there is systemic implementation with a common vocabulary.

Category: Mathematics

Research Cited: Marzano, R. J., D. Pickering, and J. E. Pollock. Classroom Instruction that Works, Research-based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD, 2001.

Marzano, J. D. What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD.

Lezotte, L. W., and K. M. Snyder. What Effective Schools Do, Re-envisioning the Correlates. Solution Tree, 2012.

Reeves, Doug. High Performance in High Poverty Schools: 90/90/90 and Beyond. Center for Performance Assessment, 2003.

Tier: Tier 1

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

Hale Area Schools

Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichment, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout. Schools: All Schools	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$629	Title II Part A	Superintendent, Principal, Trainer (Pat Davenport)
Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports. Schools: All Schools	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Principal and Teachers
Activity - Regular Varied Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as a part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-Step assessments. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Title I Part A	Administration, Teachers, NWEA and MTSS Trainers
Activity - Multi-Tiered System of Supports (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2). Schools: All Schools	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Section 31a	Principal, Teachers, Trainer

District Improvement Plan

Hale Area Schools

Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Administration, Teachers, Technology Support (Joe Coleman)
Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher implements formative assessments that are aligned with state assessments. Schools: All Schools	Direct Instruction, Other - Formative Assessment, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Title II Part A	Principal, Teachers

Strategy 5:

Teacher Merit Pay - Teacher merit pay is used as a means for rewarding instructional staff who have caused improved academic achievement in recent years, and as a means for incentivizing them to foster exceptional student growth in the future.

Category: Mathematics

Research Cited: Barnett, J. H., Ritter, G. W., Winters, M. A., & Greene, J. P. (2007). Evaluation of year one of the Achievement Challenge Pilot Project in the Little Rock Public School District (Department of Education Reform Working Paper). Fayetteville: University of Arkansas. Available at www.uark.edu/ua/der/Research/merit_pay.html.

Greene, Jay P., Forster, Greg (2008) Teacher Incentives and Merit Pay, Center on Innovation & Improvement, Lincoln, IL, Academic Development Institute

Tier: Tier 1

Activity - Distribute Teacher Merit Pay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement. Schools: All Schools	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$12500	General Fund, Title II Part A	School Board, Superintendent, Business Manager

Goal 3: All students at Hale Area Schools will meet state standards in Science.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in understanding and applying their knowledge in Science by 06/30/2017 as measured by standardized assessments (M-Step, PSAT 8, PSAT 9, PSAT 10, SAT 11), and district assessments (Study Island, PLATO).

Strategy 1:

Enhanced Instructional Strategies - Implement enhanced instructional strategies to help students attain proficiency.

Category: Science

Research Cited: Marzano, R. J., D. Pickering, and J. E. Pollock. Classroom Instruction that Works, Research-based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD, 2001.

Marzano, J. D. What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD.

Lezotte, L. W., and K. M. Snyder. What Effective Schools Do, Re-envisioning the Correlates. Solution Tree, 2012.

Reeves, Doug. High Performance in High Poverty Schools: 90/90/90 and Beyond. Center for Performance Assessment, 2003.

Tier: Tier 1

Activity - Individual & Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual and small-group instruction conducted by teachers, certified teacher aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$31124	Title I Part A	Principal, Teachers, Paraprofessionals

Activity - Non-Core Teacher Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level. Schools: All Schools	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Principal, Teachers

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

Hale Area Schools

Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Section 31a	Principal, Teachers
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Activity - Extended-Day Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades. Schools: Hale Elementary/Middle School	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Title I Part A	Superintendent, Principal, and Teacher

Strategy 2:

Improve Instructional Delivery - Professional development will be provided to all Science instructors on a district-wide basis so that there is systemic implementation with a common vocabulary.

Category: Science

Research Cited: Marzano, R. J., D. Pickering, and J. E. Pollock. Classroom Instruction that Works, Research-based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD, 2001.

Marzano, J. D. What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD.

Lezotte, L. W., and K. M. Snyder. What Effective Schools Do, Re-envisioning the Correlates. Solution Tree, 2012.

Reeves, Doug. High Performance in High Poverty Schools: 90/90/90 and Beyond. Center for Performance Assessment, 2003.

Tier: Tier 1

Activity - Achievement Training Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichments, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout. Schools: All Schools	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$629	Title II Part A	Superintendent, Principal, & Trainer (Pat Davenport)

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

Hale Area Schools

Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-STEP assessments.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Title I Part A	Administration, Teachers, NWEA and MTSS Trainers
Schools: All Schools								

Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports.	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Principal and Teachers
Schools: All Schools								

Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Administration, Teachers, Technology Support (Joe Coleman)
Schools: All Schools								

Activity - Multi-Tiered System of Supports (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2).	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Section 31a	Principal, Teachers, Trainer
Schools: All Schools								

Activity - Reader's and Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Hale Area Schools

Professional development for Reader's and Writer's Workshop will be delivered throughout the school year to staff members on an individualized schedule that will include observations and practice in the classroom. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$8144	Title II Part A	Principal, Teachers, Trainer
Activity - Applying the Michigan Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on the new science standards. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$5832	Title I Schoolwide	Principal, Science teachers
Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher implements formative assessments that are aligned with state assessments. Schools: All Schools	Direct Instruction, Other - Formative Assessment, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Title II Part A	Principal, Teachers

Strategy 3:

Improve Students' Social/Emotional Status - Social Worker and/or Counselor to work with students to improve their social/emotional skills and/or mental well-being so that they can reach their full academic potential.

Category: Mathematics

Research Cited: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B. The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions: Child Development, Jan/Feb 2011, Vol. 82, No. 1, pp. 405-432.

Tier: Tier 1

Activity - Social Worker/Counselor Access	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to employ a home-school liaison and licensed professional counselor to work with students and coordinate with staff. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$20500	Section 31a, Title I Part A	Superintendent, Principal, Teachers, Social Worker and/or Counselor

District Improvement Plan

Hale Area Schools

Activity - Good Behavior Game	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Section 31a, General Fund	Principal, Teachers, Social Worker and/or Counselor

Strategy 4:

Teacher Merit Pay - Teacher merit pay is used as a means for rewarding instructional staff who have caused improved academic achievement in recent years, and as a means for incentivizing them to foster exceptional student growth in the future.

Category: Science

Research Cited: Barnett, J. H., Ritter, G. W., Winters, M. A., & Greene, J. P. (2007). Evaluation of year one of the Achievement Challenge Pilot Project in the Little Rock Public School District (Department of Education Reform Working Paper). Fayetteville: University of Arkansas. Available at www.uark.edu/ua/der/Research/merit_pay.html.

Greene, Jay P., Forster, Greg (2008) Teacher Incentives and Merit Pay, Center on Innovation & Improvement, Lincoln, IL, Academic Development Institute

Tier: Tier 1

Activity - Distribute Teacher Merit Pay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement. Schools: All Schools	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$12500	General Fund, Title II Part A	School Board, Superintendent, Business Manager

Goal 4: All students at Hale Area Schools will meet state standards in Social Studies.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in understanding and applying their knowledge in Social Studies by 06/30/2017 as measured by standardized assessments (M-Step, PSAT 8, PSAT 9, PSAT 10, SAT 11), and district assessments (Study Island, Plato).

Strategy 1:

Improve Instructional Delivery - Professional development will be provided to all Social Studies instructors on a district-wide basis so that there is systemic implementation with a common vocabulary.

District Improvement Plan

Hale Area Schools

Category: Social Studies

Research Cited: Marzano, R.J., D. Pickering, and J.E. Pollock. Classroom Instruction that Works, Research-based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD, 2001.

Marzano, J.D. What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD.

Lezotte, L.W., and K.M. Snyder. What Effective Schools Do, Re-envisioning the Correlates. Solution Tree, 2012.

Reeves, Doug. High Performance in High Poverty Schools: 90/90/90 and Beyond. Center for Performance Assessment, 2003.

Tier: Tier 1

Activity - Regular Varied Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-STEP assessments.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Title I Part A	Administration, Teachers, NWEA and MTSS Trainers
Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports.</p> <p>Schools: All Schools</p>	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Principal and Teachers
Activity - Achievement Training Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Hale Area Schools

Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichments, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$629	Title II Part A	Superintendent, Principal, Trainer (Pat Davenport)
Schools: All Schools								

Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Administration, Teachers, Technology Support (Joe Coleman)
Schools: All Schools								

Activity - Multi-Tiered System of Supports (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2).	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Section 31a	Principal, Teachers, Trainer
Schools: All Schools								

Activity - Reader's and Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for Reader's and Writer's Workshop will be delivered throughout the school year to staff on an individualized schedule that will include observations and practice in the classroom.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$8144	Title II Part A	Principal, Teachers, Trainer
Schools: All Schools								

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Hale Area Schools

Teacher implements formative assessments that are aligned with state assessments. Schools: All Schools	Direct Instruction, Other - Formative Assessment, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Title II Part A	Principal, Teachers
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Strategy 2:

Improve Students' Social/Emotional Status - Social Worker and/or Counselor will work with students to improve their social/emotional skills and/or mental well-being so that they can reach their full academic potential.

Category: Social Studies

Research Cited: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B. The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions: Child Development, Jan/Feb 2011, Vol. 82, No. 1, pp. 405-432.

Tier: Tier 1

Activity - Social Worker/Counselor Access	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide access to Social Worker and/or Counselor to work with students and coordinate with staff. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$20500	Section 31a, Title I Part A	Superintendent, Principal, Teachers, Social Worker and/or Counselor

Activity - Good Behavior Game	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Section 31a, General Fund	Principal, Teachers, Social Worker and/or Counselor

Strategy 3:

Enhanced Instructional Strategies - Implement enhanced instructional strategies to help students attain proficiency.

Category: Social Studies

Research Cited: Marzano, R.J., D. Pickering, and J.E. Pollock. Classroom Instruction that Works, Research-based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD, 2001.

District Improvement Plan

Hale Area Schools

Marzano, J.D. What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD.

Lezotte, L.W., and K.M. Snyder. What Effective Schools Do, Re-envisioning the Correlates. Solution Tree, 2012.

Reeves, Doug. High Performance in High Poverty Schools: 90/90/90 and Beyond. Center for Performance Assessment, 2003.

Tier: Tier 1

Activity - Individual & Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual and small-group instruction conducted by teachers, certified teacher aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency. Schools: All Schools	Academic Support Program	Tier 2		07/01/2016	06/30/2017	\$31124	Title I Part A	Principal, Teachers, Paraprofessionals
Activity - Non-Core Teacher Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level. Schools: All Schools	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Principal, Teachers
Activity - Extended Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Section 31a	Principal, Teachers
Activity - Extended-Day Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades. Schools: Hale Elementary/Middle School	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Title I Part A	Superintendent, Principal, Teacher

Strategy 4:

Teacher Merit Pay - Teacher merit pay is used as a means for rewarding instructional staff who have caused improved academic achievement in recent years, and as a

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means for incentivizing them to foster exceptional student growth in the future.

Category: Social Studies

Research Cited: Barnett, J. H., Ritter, G. W., Winters, M. A., & Greene, J. P. (2007). Evaluation of year one of the Achievement Challenge Pilot Project in the Little Rock Public School District (Department of Education Reform Working Paper). Fayetteville: University of Arkansas. Available at www.uark.edu/ua/der/Research/merit_pay.html.

Greene, Jay P., Forster, Greg (2008) Teacher Incentives and Merit Pay, Center on Innovation & Improvement, Lincoln, IL, Academic Development Institute

Tier: Tier 1

Activity - Distribute Teacher Merit Pay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement. Schools: All Schools	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$12500	General Fund, Title II Part A	School Board, Superintendent, Business Manager

Goal 5: Maximize Parental Involvement and Support

Measurable Objective 1:

collaborate to maximize student academic achievement by 06/30/2017 as measured by Increasing academic achievement.

Strategy 1:

Positive Home/School Relations - We will enhance positive home/school relations by 1) utilizing multiple channels of communication, 2) increasing the number of opportunities that parents have to be engaged in our school, and 3) utilization of a Parent Engagement Coordinator.

Category: School Culture

Research Cited: K. Cotton and K. Wikelund research from the Northwest Educational Laboratory on the Importance of parental involvement

Tier: Tier 1

Activity - Parent Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Expand ways that we communicate with parents by a) having activities such as Invite A Parent to School Day, Using Technology Night, and/or Student Scheduling Options Night b) hosting training or providing information on such things as study skills, Good Behavior Game, Electronic Gradebook, Reading Eggs, Study Island, online textbooks and classes, SAT Prep Awareness, Scholarship Opportunities c) updating parents on children's weekly progress with weekly folders or progress reports d) sending "All Call" messages	Parent Involvement	Tier 1		07/01/2016	06/30/2017	\$0	General Fund	Principal, Teachers, Parent Engagement Coordinator
Schools: All Schools								

Activity - Open House	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host an Open House before school begins. This will help engage parents and also provide a means to solicit volunteers for the year and give information about the variety of ways that parents can become engaged. The Open House will include community organizations from the surrounding area that will provide services above and beyond what are provided to students in the traditional school day.	Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Instructional Staff, Principal, Office Staff, Parent Engagement Coordinator
Schools: All Schools								

Activity - Communicate with Stakeholders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide updates for our parents and community about school events, policies, and general information. Teachers will make a minimum of three communications to different parents on a daily basis communicating positives and growth opportunities within their environment. Information will be placed on our web page regularly, provided to area newspapers, transmitted via "All Call," and sent home to family and/or district residents using letters and newsletters. Electronic communication will be used whenever possible and feasible. These electronic communications will include attendance, grades, and online IEPs.	Community Engagement	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Teachers, Administration, Parent Engagement Coordinator, Web-site Administrator/Communications Coordinator
Schools: All Schools								

Activity - Parent Engagement & Family Fun Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Host Parent Engagement and Family Fun Night activities to be held throughout the year. Our expenses will include presenters, programs, supplies, and snacks. Schools: All Schools	Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$2500	Title I Part A	Principal, Teachers, Parent Volunteers, School Board Members, Instructional Aides and Paraprofessionals, Parent Engagement Coordinator
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Goal 6: Meet Homeless Students Needs

Measurable Objective 1:

collaborate to insure that homeless students needs are met in compliance with lawful requirements by 06/30/2017 as measured by total regulatory compliance with McKinney-Vento services to homeless students.

Strategy 1:

Homeless Liaison - The Homeless Liaison will be responsible for insuring total compliance with McKinney-Vento homeless legislation and regulations.

Category: Other - Homeless

Research Cited: Anderson, L., M. Janger, and K. Pantan. (1995). An Evaluation of State and Local Efforts to Serve the Educational Needs of Homeless Children and Youth. Washington, D.C.: U.S. Department of Education.

Berck, J. (1992). No Place to Be: Voices of Homeless Children. Boston: Houghton Mifflin.

National Association of State Coordinators for the Education of Homeless Children and Youth. (January 1997). Making the Grade: Challenges and Successes in Providing Educational Opportunities for Homeless Children and Youth. Atlanta, Ga.: State Department of Education.

National Law Center on Homelessness and Poverty. (1995). A Foot in the Schoolhouse Door: Progress and Barriers to the Education of Homeless Children. Washington, D.C.: Author.

Rafferty, Y. (1995). "The Legal Rights and Educational Needs of Homeless Children and Youth." Educational Evaluation and Policy Analysis 17, 1:39-61.

Rafferty, Y., and N. Rollins. (1989). Learning in Limbo: The Educational Deprivation of Homeless Children. Brooklyn, N.Y.: Advocates for Children. (ERIC Document Reproduction No. ED 312 363).

Rafferty, Y., and M. Shinn. (1991). "The Impact of Homelessness on Children." American Psychologist 46: 1170-1179.

Roberts, S., (September 20, 1990). "City as Landlord: Homeless Force Policy Turnabout," New York Times, p.E-5.

Walter-Thomas, C., L. Korinek, V. L. McLoughlin, and B. T. Williams. (1996). "Improving Educational Opportunities for Students with Disabilities Who Are Homeless." Journal of Children and Poverty 2, 2: 57-75.

Wiley D. C., and D. J. Ballard. (1993). "How Can Schools Help Children from Homeless Families?" Journal of School Health 63: 291-293.

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Tier: Tier 1

Activity - Homeless Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Homeless Liaison will work to provide homeless students with transportation where indicated and other services that may not ordinarily be provided to other Title I students, for example: clothing, fees, school supplies, birth certificates, immunizations, and food. Schools: All Schools	Other - Services that are not ordinarily provided to other Title I students.	Tier 1	Implement	07/01/2016	06/30/2017	\$4000	Title I Part A	Homeless Liaison

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Worker and/or Counselor Access	Provide access to Social Worker and/or Counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$10250	Superintendent, Principal, Teachers, Social Worker and/or Counselor
Social Worker/Counselor Access	Continue to employ a home-school liaison and licensed professional counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$10250	Superintendent, Principal, Teachers, Social Worker and/or Counselor
Extended-Day Kindergarten	Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Superintendent, Principal, and Teacher
Individual & Small Group Instruction	Individual and small-group instruction conducted by teachers, certified teacher aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency.	Academic Support Program	Tier 2		07/01/2016	06/30/2017	\$31124	Principal, Teachers, Paraprofessionals
Individual & Small Group Instruction	Individual and small-group instruction conducted by teachers, certified teacher aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$31124	Principal, Teachers, Paraprofessionals

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Individual & Small Group Instruction	Individual and small-group instruction conducted by teachers, certified teacher aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$31124	Principal, Teachers, Paraprofessionals
Regular Varied Assessments	Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-STEP assessments.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Administration, Teachers, NWEA and MTSS Trainers
Homeless Assistance	The Homeless Liaison will work to provide homeless students with transportation where indicated and other services that may not ordinarily be provided to other Title I students, for example: clothing, fees, school supplies, birth certificates, immunizations, and food.	Other - Services that are not ordinarily provided to other Title I students.	Tier 1	Implement	07/01/2016	06/30/2017	\$4000	Homeless Liaison
Individual & Small Group Instruction.	Individual and small-group instruction conducted by teachers, certified teachers aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$31124	Principal, Teachers, Paraprofessionals
Social Worker/Counselor Access	Provide access to Social Worker and/or Counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$10250	Superintendent, Principal, Teachers, Social Worker and/or Counselor
Award Reading	Teachers utilize leveled reading materials in small groups.	Direct Instruction, Supplemental Materials, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2985	Principal, Teachers

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Social Worker/Counselor Access	Provide access to Social Worker and/or Counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$10250	Superintendent, Principal, Teachers, Social Worker and/or Counselor
Extended-Day Kindergarten	Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Superintendent, Principal, and Teacher
Regular Varied Assessments	Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-STEP assessments.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Administration, Teachers, and MTSS Trainers
Regular Varied Assessments	Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as a part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-Step assessments.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Administration, Teachers, NWEA and MTSS Trainers
Regular Varied Assessments	Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-STEP assessments.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Administration, Teachers, NWEA and MTSS Trainers

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Parent Engagement & Family Fun Night	Host Parent Engagement and Family Fun Night activities to be held throughout the year. Our expenses will include presenters, programs, supplies, and snacks.	Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$2500	Principal, Teachers, Parent Volunteers, School Board Members, Instructional Aides and Paraprofessionals, Parent Engagement Coordinator
Extended-Day Kindergarten	Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Superintendent, Principal, Teachers
Extended-Day Kindergarten	Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Superintendent, Principal, Teacher

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Applying the Michigan Science Standards	Train teachers on the new science standards.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$5832	Principal, Science teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Mastery Assessment	Teachers have been tasked with identification of Math skills per grade level, and developing unit mastery assessments that are aligned with M-Step, PSAT, and SAT assessments. These mastery assessments will be administered at least bi-monthly.	Curriculum Development	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Principal
Students Graph Own Progress	Students will graph their own progress on the ELA mastery items every time they are assessed.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Principal

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Students Graph Own Progress	Students will graph their own progress on the math mastery items every time they are assessed.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Principal
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Multi-Tiered System of Supports (MTSS)	Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2).	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Trainer
Social Worker and/or Counselor Access	Provide access to Social Worker and/or Counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$10250	Superintendent, Principal, Teachers, Social Worker and/or Counselor
Multi-Tiered System of Supports (MTSS)	Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2).	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Trainer
Social Worker/Counselor Access	Provide access to Social Worker and/or Counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$10250	Superintendent, Principal, Teachers, Social Worker and/or Counselor
Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor

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Multi-Tiered System of Supports (MTSS)	Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2).	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Trainer
Multi-Tiered System of Supports (MTSS)	Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2).	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Trainer
Extended Learning Time	Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Principal, Teachers
Social Worker/Counselor Access	Continue to employ a home-school liaison and licensed professional counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$10250	Superintendent, Principal, Teachers, Social Worker and/or Counselor
Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor
Extended Learning Time	Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Principal, Teachers
Extending Learning Time	Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Principal, Teachers
Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor

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Extended Learning Time	Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Principal, Teachers
Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor
Social Worker/Counselor Access	Provide access to Social Worker and/or Counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$10250	Superintendent, Principal, Teachers, Social Worker and/or Counselor

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island/Reading Eggs	Teacher implements formative assessments that are aligned with state assessments.	Direct Instruction, Other - Formative Assessment, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Principal, Teachers
Study Island	Teacher implements formative assessments that are aligned with state assessments.	Direct Instruction, Other - Formative Assessment, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Principal, Teachers

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Achievement Training Series	Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichments, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$629	Superintendent, Principal, Trainer (Pat Davenport)
Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$5000	School Board, Superintendent, Business Manager
Achievement Training Series	Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichments, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$629	Superintendent, Principal, & Trainer (Pat Davenport)
Achievement Training Series	Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichments, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$629	Superintendent, Principal, Trainer (Pat Davenport)
Study Island	Teacher implements formative assessments that are aligned with state assessments.	Direct Instruction, Other - Formative Assessment, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Principal, Teachers

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Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$5000	School Board, Superintendent, Business Manager
Supplemental Literacy Materials	Utilization of supplemental literacy materials, including Award Reading and Accelerated Reading to enhance instruction.	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Para-Professionals
Reader's and Writer's Workshop	Professional development for Reader's and Writer's Workshop will be delivered throughout the school year to staff members on an individualized schedule that will include observations and practice in the classroom.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$8144	Principal, Teachers, Trainer
Reader's and Writer's Workshop	Professional development for Readers and Writers Workshop will be delivered throughout the school year to ELA staff members on an individualized schedule that will include observations and practice in the classroom.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$8144	Principal, Teachers, Trainer
Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$5000	School Board, Superintendent, Business Manager
Study Island	Teacher implements formative assessments that are aligned with state assessments.	Direct Instruction, Other - Formative Assessment, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Principal, Teachers
Achievement Training Series	Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichment, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$629	Superintendent, Principal, Trainer (Pat Davenport)

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Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$5000	School Board, Superintendent, Business Manager
Reader's and Writer's Workshop	Professional development for Reader's and Writer's Workshop will be delivered throughout the school year to staff on an individualized schedule that will include observations and practice in the classroom.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$8144	Principal, Teachers, Trainer

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$7500	School Board, Superintendent, Business Manager
Open House	Host an Open House before school begins. This will help engage parents and also provide a means to solicit volunteers for the year and give information about the variety of ways that parents can become engaged. The Open House will include community organizations from the surrounding area that will provide services above and beyond what are provided to students in the traditional school day.	Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Instructional Staff, Principal, Office Staff, Parent Engagement Coordinator
Non-Core Teacher Support	Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers
Instructional Technology Integration	Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Administration, Teachers, Technology Support (Joe Coleman)
Non-Core Teacher Support	Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers

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Instructional Technology Integration	Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Administration, Teachers, Technology Support (Joe Coleman)
Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor
Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor
Staff Collaboration	Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports.	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal and Teachers
Parent Activities	Expand ways that we communicate with parents by a) having activities such as Invite A Parent to School Day, Using Technology Night, and/or Student Scheduling Options Night b) hosting training or providing information on such things as study skills, Good Behavior Game, Electronic Gradebook, Reading Eggs, Study Island, online textbooks and classes, SAT Prep Awareness, Scholarship Opportunities c) updating parents on children's weekly progress with weekly folders or progress reports d) sending "All Call" messages	Parent Involvement	Tier 1		07/01/2016	06/30/2017	\$0	Principal, Teachers, Parent Engagement Coordinator
Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$7500	School Board, Superintendent, Business Manager

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Hale Area Schools

Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$7500	School Board, Superintendent, Business Manager
Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor
Instructional Technology Integration	Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Administration, Teachers, Technology Support (Joe Coleman)
Staff Collaboration	Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports.	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal and Teachers
Non-Core Teacher Support	Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers
Staff Collaboration	Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports.	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal and Teachers
Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other - Teacher Incentive, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$7500	School Board, Superintendent, Business Manager

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Non-Core Teacher Support	Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers
Instructional Technology Integration	Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Administration, Teachers, Technology Support (Joe Coleman)
Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor
ELA Mastery Assessments	Teachers have been tasked with identification of ELA skills per grade level, and developing unit mastery assessments that are aligned with M-Step, PSAT, and SAT assessments. These mastery assessments will be administered at least bi-monthly.	Curriculum Development	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Principal
Staff Collaboration	Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports.	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal and Teachers
Communicate with Stakeholders	Provide updates for our parents and community about school events, policies, and general information. Teachers will make a minimum of three communications to different parents on a daily basis communicating positives and growth opportunities within their environment. Information will be placed on our web page regularly, provided to area newspapers, transmitted via "All Call," and sent home to family and/or district residents using letters and newsletters. Electronic communication will be used whenever possible and feasible. These electronic communications will include attendance, grades, and online IEPs.	Community Engagement	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers, Administration, Parent Engagement Coordinator, Web-site Administrator/Communications Coordinator

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Individual & Small Group Instruction.	Individual and small-group instruction conducted by teachers, certified teachers aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$31124	Principal, Teachers, Paraprofessionals
Non-Core Teacher Support	Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers
Extended Learning Time	Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Principal, Teachers
Students Graph Own Progress	Students will graph their own progress on the math mastery items every time they are assessed.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Principal
Math Mastery Assessment	Teachers have been tasked with identification of Math skills per grade level, and developing unit mastery assessments that are aligned with M-Step, PSAT, and SAT assessments. These mastery assessments will be administered at least bi-monthly.	Curriculum Development	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Principal
Achievement Training Series	Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichment, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$629	Superintendent, Principal, Trainer (Pat Davenport)

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Staff Collaboration	Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports.	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal and Teachers
Regular Varied Assessments	Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as a part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-Step assessments.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Administration, Teachers, NWEA and MTSS Trainers
Multi-Tiered System of Supports (MTSS)	Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2).	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Trainer
Instructional Technology Integration	Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Administration, Teachers, Technology Support (Joe Coleman)
ELA Mastery Assessments	Teachers have been tasked with identification of ELA skills per grade level, and developing unit mastery assessments that are aligned with M-Step, PSAT, and SAT assessments. These mastery assessments will be administered at least bi-monthly.	Curriculum Development	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Principal
Students Graph Own Progress	Students will graph their own progress on the ELA mastery items every time they are assessed.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Principal

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Regular Varied Assessments	Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-STEP assessments.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Administration, Teachers, NWEA and MTSS Trainers
Staff Collaboration	Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports.	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal and Teachers
Achievement Training Series	Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichments, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$629	Superintendent, Principal, Trainer (Pat Davenport)
Instructional Technology Integration	Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Administration, Teachers, Technology Support (Joe Coleman)
Multi-Tiered System of Supports (MTSS)	Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2).	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Trainer

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Hale Area Schools

Individual & Small Group Instruction	Individual and small-group instruction conducted by teachers, certified teacher aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$31124	Principal, Teachers, Paraprofessionals
Non-Core Teacher Support	Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers
Extending Learning Time	Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Principal, Teachers
Individual & Small Group Instruction	Individual and small-group instruction conducted by teachers, certified teacher aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$31124	Principal, Teachers, Paraprofessionals
Achievement Training Series	Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichments, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$629	Superintendent, Principal, & Trainer (Pat Davenport)
Reader's and Writer's Workshop	Professional development for Readers and Writers Workshop will be delivered throughout the school year to ELA staff members on an individualized schedule that will include observations and practice in the classroom.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$8144	Principal, Teachers, Trainer
Social Worker/Counselor Access	Provide access to Social Worker and/or Counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$20500	Superintendent, Principal, Teachers, Social Worker and/or Counselor

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Hale Area Schools

Social Worker and/or Counselor Access	Provide access to Social Worker and/or Counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$20500	Superintendent, Principal, Teachers, Social Worker and/or Counselor
Supplemental Literacy Materials	Utilization of supplemental literacy materials, including Award Reading and Accelerated Reading to enhance instruction.	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Para-Professionals
Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor
Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor
Regular Varied Assessments	Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-STEP assessments.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Administration, Teachers, NWEA and MTSS Trainers
Staff Collaboration	Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports.	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal and Teachers
Instructional Technology Integration	Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Administration, Teachers, Technology Support (Joe Coleman)

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Hale Area Schools

Multi-Tiered System of Supports (MTSS)	Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2).	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Trainer
Reader's and Writer's Workshop	Professional development for Reader's and Writer's Workshop will be delivered throughout the school year to staff members on an individualized schedule that will include observations and practice in the classroom.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$8144	Principal, Teachers, Trainer
Social Worker/Counselor Access	Continue to employ a home-school liaison and licensed professional counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$20500	Superintendent, Principal, Teachers, Social Worker and/or Counselor
Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor
Non-Core Teacher Support	Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers
Extended Learning Time	Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Principal, Teachers
Regular Varied Assessments	Reinforce how to create both formative and summative assessments as well as how to use these to inform instruction. Introduce and implement NWEA assessments K-12. Professional Development will be delivered in the use of assessments as part of a Multi-Tiered System of Support (MTSS). Teachers will continue to develop assessments aligned with M-STEP assessments.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1750	Administration, Teachers, NWEA and MTSS Trainers

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Staff Collaboration	Continue to implement a regularly-scheduled time to discuss grade-level, building-level, and/or subject-area issues and improve collaboration among all teachers (Teacher Meetings PD). These discussions and/or training could include such things as data disaggregation, Special Education requirements, grade-level folders, and emergency and child safety procedures. The time may also be used to complete state-required building-level reports.	Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal and Teachers
Achievement Training Series	Continue involvement in the "Achievement Series" professional development, which will include PDCA (Plan/Do/Check/Act), a continuous improvement process. PDCA pertains to: creating curriculum calendars for every course at every level, setting an instructional focus, analyzing data, planning for tutorials and enrichments, developing appropriate formative and summative assessments, monitoring the implementation of the process, and maintaining learning/spiraling throughout.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$629	Superintendent, Principal, Trainer (Pat Davenport)
Instructional Technology Integration	Continue to train teachers on technology programs and tools. These may include Skyward, Study Island and other Edmentum products, Reading Eggs, PLATO, Gizmos, Raz-Kids, IXL, MobiPads, iPads. We provide Google Apps for Education this along with Google Classroom will enhance student achievement in the core areas.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Administration, Teachers, Technology Support (Joe Coleman)
Multi-Tiered System of Supports (MTSS)	Continued professional development on the theory and practice of MTSS. K-8 will utilize para-professionals to implement MTSS with tutorials and enrichments. Teachers will conduct tutorials (Tiers 2 and 3) while para-professionals carry on with enrichments (Tiers 1 and 2).	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Trainer
Reader's and Writer's Workshop	Professional development for Reader's and Writer's Workshop will be delivered throughout the school year to staff on an individualized schedule that will include observations and practice in the classroom.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$8144	Principal, Teachers, Trainer
Social Worker/Counselor Access	Provide access to Social Worker and/or Counselor to work with students and coordinate with staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$20500	Superintendent, Principal, Teachers, Social Worker and/or Counselor

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Good Behavior Game	Utilize the Good Behavior Game to improve students' self-discipline and help them take responsibility and be accountable for actions that would inhibit them from making the academic progress they would otherwise be able to.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers, Social Worker and/or Counselor
Individual & Small Group Instruction	Individual and small-group instruction conducted by teachers, certified teacher aides and/or paraprofessionals working with students individually or in small groups. This tutorial activity would be in addition to direct instruction and designed for students who do not demonstrate proficiency.	Academic Support Program	Tier 2		07/01/2016	06/30/2017	\$31124	Principal, Teachers, Paraprofessionals
Non-Core Teacher Support	Non-core teachers will identify areas within the Common Core State Standards that they will support in every grade level.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal, Teachers
Extended Learning Time	Teachers will conduct MTSS activities and interventions, including extended-day activities and/or extended-week activities. This would include tutoring either before or after school or on weekends.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$5000	Principal, Teachers
Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$12500	School Board, Superintendent, Business Manager
Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$12500	School Board, Superintendent, Business Manager
Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$12500	School Board, Superintendent, Business Manager
Distribute Teacher Merit Pay	Teacher merit pay is distributed on an individual basis from a formula that factors in student growth and academic achievement.	Other, Recruitment and Retention	Tier 1	Implement	07/01/2016	06/30/2017	\$12500	School Board, Superintendent, Business Manager

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Hale Area Schools

Parent Activities	Expand ways that we communicate with parents by a) having activities such as Invite A Parent to School Day, Using Technology Night, and/or Student Scheduling Options Night b) hosting training or providing information on such things as study skills, Good Behavior Game, Electronic Gradebook, Reading Eggs, Study Island, online textbooks and classes, SAT Prep Awareness, Scholarship Opportunities c) updating parents on children's weekly progress with weekly folders or progress reports d) sending "All Call" messages	Parent Involvement	Tier 1		07/01/2016	06/30/2017	\$0	Principal, Teachers, Parent Engagement Coordinator
Open House	Host an Open House before school begins. This will help engage parents and also provide a means to solicit volunteers for the year and give information about the variety of ways that parents can become engaged. The Open House will include community organizations from the surrounding area that will provide services above and beyond what are provided to students in the traditional school day.	Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Instructional Staff, Principal, Office Staff, Parent Engagement Coordinator
Communicate with Stakeholders	Provide updates for our parents and community about school events, policies, and general information. Teachers will make a minimum of three communications to different parents on a daily basis communicating positives and growth opportunities within their environment. Information will be placed on our web page regularly, provided to area newspapers, transmitted via "All Call," and sent home to family and/or district residents using letters and newsletters. Electronic communication will be used whenever possible and feasible. These electronic communications will include attendance, grades, and online IEPs.	Community Engagement	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers, Administration, Parent Engagement Coordinator, Web-site Administrator/Communications Coordinator
Parent Engagement & Family Fun Night	Host Parent Engagement and Family Fun Night activities to be held throughout the year. Our expenses will include presenters, programs, supplies, and snacks.	Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$2500	Principal, Teachers, Parent Volunteers, School Board Members, Instructional Aides and Paraprofessionals, Parent Engagement Coordinator
Applying the Michigan Science Standards	Train teachers on the new science standards.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$5832	Principal, Science teachers

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Study Island/Reading Eggs	Teacher implements formative assessments that are aligned with state assessments.	Direct Instruction, Other, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Principal, Teachers
Study Island	Teacher implements formative assessments that are aligned with state assessments.	Direct Instruction, Other, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Principal, Teachers
Study Island	Teacher implements formative assessments that are aligned with state assessments.	Direct Instruction, Other, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Principal, Teachers
Study Island	Teacher implements formative assessments that are aligned with state assessments.	Direct Instruction, Other, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2058	Principal, Teachers
Award Reading	Teachers utilize leveled reading materials in small groups.	Direct Instruction, Supplemental Materials, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$2985	Principal, Teachers
Homeless Assistance	The Homeless Liaison will work to provide homeless students with transportation where indicated and other services that may not ordinarily be provided to other Title I students, for example: clothing, fees, school supplies, birth certificates, immunizations, and food.	Other	Tier 1	Implement	07/01/2016	06/30/2017	\$4000	Homeless Liaison

Hale Elementary/Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended-Day Kindergarten	Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Superintendent, Principal, Teachers

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Extended-Day Kindergarten	Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Superintendent, Principal, and Teacher
Extended-Day Kindergarten	Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Superintendent, Principal, and Teacher
Extended-Day Kindergarten	Run an extended-day kindergarten program to ensure that students learn foundational skills needed for success in later grades.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	\$6696	Superintendent, Principal, Teacher