

**DIP June 20, 2013**

Springport Public Schools

Mr. Randall Cook  
PO BOX 100  
Springport, MI 49284-0100

# TABLE OF CONTENTS

Overview .....	1
Goals Summary .....	2
Goal 1: 85% of students in Springport Public Schools will be proficient in MATH by 2022.....	3
Goal 2: 85% of all students in Springport Public Schools will be proficient in Reading by 2022.....	8
Goal 3: 85% of all students in Springport Public Schools will be proficient in Science by 2022.....	13
Goal 4: 85% of all students in Springport Public Schools will proficient in Social Studies by 2022.....	18
Goal 5: 85% of all students in Springport Public Schools will proficient in Writing by 2022.....	23
Activity Summary by Funding Source.....	28
Activity Summary by School.....	37

## Overview

### Plan Name

DIP June 20, 2013

### 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	85% of students in Springport Public Schools will be proficient in MATH by 2022.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$104731
2	85% of all students in Springport Public Schools will be proficient in Reading by 2022.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$138774
3	85% of all students in Springport Public Schools will be proficient in Science by 2022.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$66851
4	85% of all students in Springport Public Schools will be proficient in Social Studies by 2022.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$66851
5	85% of all students in Springport Public Schools will be proficient in Writing by 2022.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$147374

## Goal 1: 85% of students in Springport Public Schools will be proficient in MATH by 2022.

### Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency on state assessments of 41% in Mathematics by 06/06/2014 as measured by grades 3-8 MEAP and grade 11 MME..

### Strategy 1:

Multi-Tiered System of Support - The district will implement a multi-tiered system of support for redirection and support of any student who is not productively learning in the classroom. Teachers will identify necessary behavioral and instructional supports utilizing the resources of Title I staff, At-Risk staff and extended learning programs. General Education and Special Education instructional staff will collaborate to identify best instructional practices that will be utilized to meet the needs of our special needs students.

Research Cited: Research Item 5 - Friend, M. (2011). Co-teach!, a handbook for creating and sustaining effective classroom partnerships in inclusive schools. (14 ed.). Greensboro, NC: Marily Friend, Inc.

Co-Teach! is a handbook that provides information related to better understanding the process of coteaching and the critical concepts related to co-teaching. It also provides real life examples of the implementation of co-teaching. Helpful strategies related to the logistics of creating and sustaining coteaching programs and how to effectively evaluate them is also included in the handbook.

-

Research Item 6 - Basso, D., & McCoy, N. (2009). The co-teaching manual. Columbia, SC: Twins Publications. The Co-Teaching Manual provides information on how general education and specialists can work together to create a co-teaching environment for students. There are specific examples on how to maintain positive communication between teachers and specialists and between teachers and parents.

-

Research Item 19 - "Essential Elements of Quality After School Programs" by Hammond and Reimer, 2006. The article reviews the various purposes for extending the school day and recognizes that there is limited research on after school programs.

-

Research Item 20 - "Out-of-School-Time Programs: A Meta-Analysis of Effects for At Risk Students" by Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn, 2006

[Results of a study conducted on student achievement in math and reading related to after-school programs](#)

were reported in this paper.

-

Research Item 21 - "Effectiveness of Paraeducator-Supplemented Individual Instruction" by Sanders and Todor, 2007  
The information provides the elements of a praprofessional's roles and responsibilities.

-

Research Item 22 - " Roles for Education Paraprofessionals in Effective Schools" 1997  
Hanish, L.D. & Guerra, N.G. (2000)

This summary asks a series of questions that need to be answered to determine if the paraprofessionals are making a significant contribution to student academic achievement.

Research Item 41 - "Research on School Counseling Effectiveness" California Department of Education, 2013.

School counselors provide counseling programs in three domains: academic, career, and personal/social. Effective counseling programs are important to the school climate and are a crucial element in improving student achievement.

Research Item 42 - "Effectiveness of School Counseling" by American Counseling Association, 2007.

Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

Activity - Interventions by At-Risk Staff (paraprofessionals, counselors, police)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors, At-Risk Paraprofessionals, and police in all three buildings will provide academic and behavioral support to At-Risk students.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$42566	Section 31a	3 Building level counselors, administrators , police liason officer, para-professionals

Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided , software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$6080	Section 31a	High school administrators , counselor, summer school teachers, after school teachers, support class teachers.

Activity - Tier III Support with Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Identified special needs students will be provided additional support in the general education classrooms through Tier III support, a co-teaching model, and assistive technology.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$0	No Funding Required	Principals, Special Education Supervisor, Teacher Consultant, Special ed and General ed teachers
--	--------------------------	------------	------------	-----	---------------------	--

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will increase the use of technology to inform parents (Mass communication phone and emails, parent Powerschool portal, study island). Ensure parent participation at Curriculum Council/District Improvement meetings. Provide training and materials to parents for in class volunteers.  Schools: All Schools	Parent Involvement	06/07/2013	06/10/2016	\$250	Other	Building level Principals, teachers

Activity - School/Classroom Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.  Schools: All Schools	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Other	building Principals, all staff

Activity - Teacher identified Title I staff support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Title I criteria to identify students who are in most need of math support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$35141	Title I Part A	Elementary Principal, Title I coordinator, Teachers, Title I paraprofessionals.

Activity - Math Instructional Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructional staff will be provided professional development to learn how to implement specific math interventions for students that are not performing at grade level standards.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$3540	Title II Part A	Principals, staff

**Strategy 2:**

Effective Instruction - Professional development and/or coaching support will be provided for staff to effectively implement Common Core in Math and Disciplinary

Literacy. Teachers will implement appropriate use of standards and objectives to support student learning of Common Core.

Teachers will receive professional development in analyzing assessment data including NWEA, MEAP, Explore/Plan/ACT/Compass, to inform instruction.

Professional Development and/or coaching support will be provided on elements of effective instruction including lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,

Research Cited: Research Item 43 - Coaching: The New Leadership Skill Pages 64-68. October 2011. Volume 69. Number 2. Educational Leadership magazine about how collaborative, teacher-led on-going lesson study broadens educators learning.

Research Item 44 - ACT Research Report Series 2005-1. School-level Benefits of Using PLAN over time. Natasha Williams, Julie Noble.

Research Item 45 - The Effects of Using EPAS Programs on PLAN and ACT Assessment Performance. Julie Noble. Students who participated in Explore achieved Plan composites scores that were higher than those students not participating in Explore and the same for PLAN.

Research Item 2 - Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works, research-based strategies for increasing student achievement. Alexandria, VA: ASCD.

Ten research based strategies specific to improving student achievement through differentiation of those strategies. The book presents moving teaching from an art to a science.

Research Item 7 - Using data to improve schools: What's Working Arlington, VA KSA-Plus Communications 2002 Data Driven Decision Making Based on Curriculum Embedded Assessment: Findings from a recent California study American Institute for Research June 2006

Why data matters and the importance for teachers, schools, and districts to use data to inform the decisions that are made and the results they are getting. Using data to make smart decisions, walking through data collection, and encouraging the use of data to drive decisions. It is important the 'right' kind of data is collected.

Research Item 8 - Marzano, R. J. (2003). What works in schools, translating research into action. Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano's book defines the factors affecting student achievement. He provides specific action steps using research data to successfully implement strategies that will improve student achievement.

Research Item 14 - Saphier, J., Haley-Speca, M., & Gower, R. (2008). The skillful teacher building your teaching skills. Acton, MA: Research for Better Teaching, Inc.

The book has a chapter on the principles of learning that is a model for teaching all subjects.



Research Item 17 - Northwest Evaluation Association (NWEA) data is appropriate to use with all levels to guide educational decision making at both the classroom and building level. The reasearch demonstrates that educators are empowered with appropriate data to address each individual student's instructional needs. NWEA is designed to support the learning process and increase student performance levels.

Research Item 18 - 2010 Action Learning Systems, Inc Dilp(2D\_Training)111510 DII utilizes unit/lesson design strategies that include teaching, testing, re-teaching and correcting, accelerating, and retesting routines for closing the achievement gap. The four components are standards and measurable objective, lesson structure and sequence, student engagement, feedback and correctives and proactive classroom management.

Activity - PD in data analysis to support instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$1004	Title II Part A	Building principals, internal coaches, PLT leaders, classroom teachers

Activity - Administrative Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$500	Title II Part A	Superintendnt, Building level administrators , teachers

Activity - Professional Development in Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement State Curriculum Standards in Math and Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$2450	Title II Part A	Building Principals, teachers, external and internal coaches.

Activity - Implement Effective Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

High School Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management  Schools: All Schools	Professional Learning	06/07/2013	09/30/2013	\$13200	School Improvement Grant (SIG)	Principals, coaches, teachers
Activity - Teacher support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in need of support will be provided additional coaching or professional development should title II funds become available.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$0	Title II Part A	Principals

## Goal 2: 85% of all students in Springport Public Schools will be proficient in Reading by 2022.

### Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in reading on state assessments of 63% in English Language Arts by 06/06/2014 as measured by grades 3-8 MEAP and grade 11 MME.

### Strategy 1:

Effective Instruction - Professional development and/or coaching support will be provided for staff to effectively implement Common Core in Math and Disciplinary Literacy. Teachers will implement appropriate use of standards and objectives to support student learning of Common Core.

Teachers will receive professional development in analyzing assessment data including NWEA, MEAP, Explore/Plan/ACT/Compass, to inform instruction.

Professional Development and/or coaching support will be provided on elements of effective instruction including lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,

Research Cited: Research Item 43 - Coaching: The New Leadership Skill Pages 64-68. October 2011. Volume 69. Number 2. Educational Leadership magazine about how collaborative, teacher-led on-going lesson study broadens educators learning.

Research Item 44 - ACT Research Report Series 2005-1. School-level Benefits of Using PLAN over time. Natasha Williams, Julie Noble.

Research Item 45 - The Effects of Using EPAS Programs on PLAN and ACT Assessment Performance. Julie Noble. Students who participated in Explore achieved Plan composites scores that were higher than those students not participating in Explore and the same for PLAN.

Research Item 2 - Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works, research-based strategies for increasing student achievement. Alexandria, VA: ASCD.

Ten research based strategies specific to improving student achievement through differentiation of those strategies. The book presents moving teaching from an art to a science.

Research Item 7 - Using data to improve schools: What's Working Arlington, VA KSA-Plus Communications 2002 Data Driven Decision Making Based on Curriculum Embedded Assessment: Findings from a recent California study American Institute for Research June 2006

Why data matters and the importance for teachers, schools, and districts to use data to inform the decisions that are made and the results they are getting. Using data to make smart decisions, walking through data collection, and encouraging the use of data to drive decisions. It is important the 'right' kind of data is collected.

Research Item 8 - Marzano, R. J. (2003). What works in schools, translating research into action. Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano's book defines the factors affecting student achievement. He provides specific action steps using research data to successfully implement strategies that will improve student achievement.

Research Item 14 - Saphier, J., Haley-Speca, M., & Gower, R. (2008). The skillful teacher building your teaching skills. Acton, MA: Research for Better Teaching, Inc.

The book has a chapter on the principles of learning that is a model for teaching all subjects.

Research Item 17 - Northwest Evaluation Association (NWEA) data is appropriate to use with all levels to guide educational decision making at both the classroom and building level. The research demonstrates that educators are empowered with appropriate data to address each individual student's instructional needs. NWEA is designed to support the learning process and increase student performance levels.

Research Item 18 - 2010 Action Learning Systems, Inc Dilp(2D\_Training)111510 DII utilizes unit/lesson design strategies that include teaching, testing, re-teaching and correcting, accelerating, and retesting routines for closing the achievement gap. The four components are standards and measurable objective, lesson structure and sequence, student engagement, feedback and correctives and proactive classroom management.

Activity - Professional Development in Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement State Curriculum Standards in READING and Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$2375	Title II Part A	Building principals, teachers, external and internal coaches
<b>Activity - PD in data analysis to support instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$1004	Title II Part A	Building Principal, Internal Coaches, PLT Leaders, Classroom Teachers
<b>Activity - Administrative Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
District Administrators will learn how to implement the new state recommended evaluation system and participate in the state professional conference.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$500	Title II Part A	Superintendent, Building Level Administrators, Teachers
<b>Activity - Implement Effective Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,  Schools: All Schools	Professional Learning	06/14/2013	09/30/2013	\$13200	School Improvement Grant (SIG)	Principals, coaches, Teachers
<b>Activity - Teacher support</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers in need of support will be provided additional coaching or professional development should title II funds become available.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$0	Title II Part A	Principals

**Strategy 2:**

Multi-Tiered System of Support - The district will implement a multi-tiered system of support for redirection and support of any student who is not productively learning in the classroom. Teachers will identify necessary behavioral and instructional supports utilizing the resources of Title I staff, At-Risk staff and extended learning programs. General Education and Special Education instructional staff will collaborate to identify best instructional practices that will be utilized to meet the needs of our

special needs students.

Research Cited: Research Item 5 - Friend, M. (2011). Co-teach!, a handbook for creating and sustaining effective classroom partnerships in inclusive schools. (14 ed.). Greensboro, NC: Marily Friend, Inc.

Co-Teach! is a handbook that provides information related to better understanding the process of coteaching and the critical concepts related to co-teaching. It also provides real life examples of the implementation of co-teaching. Helpful strategies related to the logistics of creating and sustaining coteaching programs and how to effectively evaluate them is also included in the handbook.

-

Research Item 6 - Basso, D., & McCoy, N. (2009). The co-teaching manual. Columbia, SC: Twins Publications.

The Co-Teaching Manual provides information on how general education and specialists can work together to create a co-teaching environment for students. There are specific examples on how to maintain positive communication between teachers and specialists and between teachers and parents.

-

Research Item 19 - "Essential Elements of Quality After School Programs" by Hammond and Reimer, 2006.

The article reviews the various purposes for extending the school day and recognizes that there is limited research on after school programs.

-

Research Item 20 - "Out-of-School-Time Programs: A Meta-Analysis of Effects for At Risk Students" by Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn, 2006

Results of a study conducted on student achievement in math and reading related to after-school programs were reported in this paper.

-

Research Item 21 - "Effectiveness of Paraeducator-Supplemented Individual Instruction" by Sanders and Todor, 2007

The information provides the elements of a paraprofessional's roles and responsibilities.

-

Research Item 22 - " Roles for Education Paraprofessionals in Effective Schools" 1997

Hanish, L.D. & Guerra, N.G. (2000)

This summary asks a series of questions that need to be answered to determine if the paraprofessionals are making a significant contribution to student academic achievement.

Research Item 41 - "Research on School Counseling Effectiveness" California Department of Education, 2013.

School counselors provide counseling programs in three domains: academic, career, and personal/social. Effective counseling programs are important to the school climate and are a crucial element in improving student achievement.

Research Item 42 - "Effectiveness of School Counseling" by American Counseling Association, 2007.

Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

Activity - Interventions by At-Risk Staff (Paraprofessionals, Counselors, Police)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$42566	Section 31a	3 Building level counselors, administrators, police liason officer, para-professionals

Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided, software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$6080	Section 31a	Administrator s, counselor, summer school teachers, after school teachers, support class teachers.

Activity - Tier III Support with Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified special needs students will be provided additional support in the general education classrooms through Tier III support, a co-teaching model, and assistive technology.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$0	No Funding Required	Principals, Special Education Supervisor, Teacher Consultant, Special ed and General ed teachers

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will increase the use of technology to inform parents (Mass communication phone and emails, parent Powerschool portal, study island). Ensure parent participation at Curriculum Council/District Improvement meetings. Provide training and materials to parents for in class volunteers.  Schools: All Schools	Parent Involvement	06/07/2013	06/10/2016	\$250	Other	Building level Principals, teachers

Activity - Teacher Identified Title I Staff Support (A)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Title I criteria to identify students who are in most need of reading support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.  Schools: Springport Elementary School	Academic Support Program	06/07/2013	06/16/2015	\$72799	Title I Part A	Elementary principal, Title I coordinator, Teachers, Title I paraprofessionals
Activity - School/Classroom Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.  Schools: All Schools	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Other	Principals, all staff

### Goal 3: 85% of all students in Springport Public Schools will be proficient in Science by 2022.

**Measurable Objective 1:**

A 7% increase of All Students will demonstrate a proficiency On state assessments of 30% in Science by 06/06/2014 as measured by grades 3-8 MEAP and grade 11 MME.

**Strategy 1:**

Effective Instruction - Professional development and/or coaching support will be provided for staff to effectively implement Common Core in Science and Disciplinary Literacy. Teachers will implement appropriate use of standards and objectives to support student learning of Common Core.

Teachers will receive professional development in analyzing assessment data including NWEA, MEAP, Explore/Plan/ACT/Compass, to inform instruction.

Professional Development and/or coaching support will be provided on elements of effective instruction including lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,

Research Cited: Research Item 43 - Coaching: The New Leadership Skill Pages 64-68. October 2011. Volume 69. Number 2. Educational Leadership magazine about how collaborative, teacher-led on-going lesson study broadens educators learning.

Research Item 44 - ACT Research Report Series 2005-1. School-level Benefits of Using PLAN over time. Natasha Williams, Julie Noble.

Research Item 45 - The Effects of Using EPAS Programs on PLAN and ACT Assessment Performance. Julie Noble. Students who participated in Explore achieved Plan composites scores that were higher than those students not participating in Explore and the same for PLAN.

Research Item 2 - Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works, research-based strategies for increasing student achievement. Alexandria, VA: ASCD.

Ten research based strategies specific to improving student achievement through differentiation of those strategies. The book presents moving teaching from an art to a science.

Research Item 7 - Using data to improve schools: What's Working Arlington, VA KSA-Plus Communications 2002 Data Driven Decision Making Based on Curriculum Embedded Assessment: Findings from a recent California study American Institute for Research June 2006

Why data matters and the importance for teachers, schools, and districts to use data to inform the decisions that are made and the results they are getting. Using data to make smart decisions, walking through data collection, and encouraging the use of data to drive decisions. It is important the 'right' kind of data is collected.

Research Item 8 - Marzano, R. J. (2003). What works in schools, translating research into action. Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano's book defines the factors affecting student achievement. He provides specific action steps using research data to successfully implement strategies that will improve student achievement.

Research Item 14 - Saphier, J., Haley-Speca, M., & Gower, R. (2008). The skillful teacher building your teaching skills. Acton, MA: Research for Better Teaching, Inc.

The book has a chapter on the principles of learning that is a model for teaching all subjects.

Research Item 17 - Northwest Evaluation Association (NWEA) data is appropriate to use with all levels to guide educational decision making at both the classroom and building level. The reasearch demonstrates that educators are empowered with appropriate data to address each individual student's instructional needs. NWEA is designed to support the learning process and increase student performance levels.

Research Item 18 - 2010 Action Learning Systems, Inc Dilp(2D\_Training)111510 DII utilizes unit/lesson design strategies that include teaching, testing, re-teaching and correcting, accelerating, and retesting routines for closing the achievement gap. The four components are standards and measurable objective, lesson structure and sequence, student engagement, feedback and correctives and proactive classroom management.

Activity - Administrative Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------



District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$500	Title II Part A	Superintendent, Building level administrators, teachers.
<b>Activity - Implement Effective Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,  Schools: Springport High School	Professional Learning	06/07/2013	06/10/2016	\$13200	School Improvement Grant (SIG)	Principals, coaches, teachers
<b>Activity - PD in data analysis to support instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$1004	Title II Part A	building principals, internal coaches, PLT leaders, classroom teachers
<b>Activity - Professional Development in Curriculum and Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement Common Core in Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by through Title II funded coaches and through internally developed instructional coaches in subsequent years.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$200	Title II Part A	Building principals, teachers, external and internal coaches
<b>Activity - Teacher support</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers in need of support will be provided additional coaching or professional development should title II funds become available.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$0	Title II Part A	Principals

**Strategy 2:**

Multi-Tiered System of Support - The district will implement a multi-tiered system of support for redirection and support of any student who is not productively learning in the classroom. Teachers will identify necessary behavioral and instructional supports utilizing the resources of Title I staff, At-Risk staff and extended learning programs. General Education and Special Education instructional staff will collaborate to identify best instructional practices that will be utilized to meet the needs of our

special needs students.

Research Cited: Research Item 5 - Friend, M. (2011). Co-teach!, a handbook for creating and sustaining effective classroom partnerships in inclusive schools. (14 ed.). Greensboro, NC: Marily Friend, Inc.

Co-Teach! is a handbook that provides information related to better understanding the process of coteaching and the critical concepts related to co-teaching. It also provides real life examples of the implementation of co-teaching. Helpful strategies related to the logistics of creating and sustaining coteaching programs and how to effectively evaluate them is also included in the handbook.

-

Research Item 6 - Basso, D., & McCoy, N. (2009). The co-teaching manual. Columbia, SC: Twins Publications.

The Co-Teaching Manual provides information on how general education and specialists can work together to create a co-teaching environment for students. There are specific examples on how to maintain positive communication between teachers and specialists and between teachers and parents.

-

Research Item 19 - "Essential Elements of Quality After School Programs" by Hammond and Reimer, 2006.

The article reviews the various purposes for extending the school day and recognizes that there is limited research on after school programs.

-

Research Item 20 - "Out-of-School-Time Programs: A Meta-Analysis of Effects for At Risk Students" by Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn, 2006

Results of a study conducted on student achievement in math and reading related to after-school programs were reported in this paper.

-

Research Item 21 - "Effectiveness of Paraeducator-Supplemented Individual Instruction" by Sanders and Todor, 2007

The information provides the elements of a paraprofessional's roles and responsibilities.

-

Research Item 22 - " Roles for Education Paraprofessionals in Effective Schools" 1997

Hanish, L.D. & Guerra, N.G. (2000)

This summary asks a series of questions that need to be answered to determine if the paraprofessionals are making a significant contribution to student academic achievement.

Research Item 41 - "Research on School Counseling Effectiveness" California Department of Education, 2013.

School counselors provide counseling programs in three domains: academic, career, and personal/social. Effective counseling programs are important to the school

climate and are a crucial element in improving student achievement.

Research Item 42 - "Effectiveness of School Counseling" by American Counseling Association, 2007.

Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

Activity - Teacher identified Title I staff support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Title I criteria to identify students who are in most need of math support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.  Schools: Springport Elementary School	Academic Support Program	06/07/2013	06/10/2016	\$3301	Title I Part A	Elementary Principal, Title I coordinator, Teachers, Title I paraprofessionals
Activity - Tier III Support with Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified special needs students will be provided additional support in the general education classrooms through tier III support, a co-teaching model, and assistive technology.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$0	No Funding Required	Principals, Special Education Supervisory, Teacher Consultant, Special ed and General ed teachers.
Activity - Interventions by At-Risk Staff (paraprofessionals, counselors, police)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors, At-Risk Paraprofessionals, and police in all three buildings will provide academic and behavioral support to At-Risk students.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$42566	Section 31a	3 Building level counselors, administrators, police liaison officer, paraprofessionals
Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided , software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$6080	Section 31a	3 administrators , counselor, summer school teachers, after school teachers, support class teachers.
---	--------------------------	------------	------------	--------	-------------	--

Activity - School/Classroom Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.  Schools: All Schools	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Other	Principals, all staff

## Goal 4: 85% of all students in Springport Public Schools will proficient in Social Studies by 2022.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency 44% on state assessments in Social Studies by 06/06/2014 as measured by grades 3-8 MEAP and grade 11 MME.

### Strategy 1:

Effective Instruction - Professional development and/or coaching support will be provided for staff to effectively implement Common Core in Math and Disciplinary Literacy. Teachers will implement appropriate use of standards and objectives to support student learning of Common Core.

Teachers will receive professional development in analyzing assessment data including NWEA, MEAP, Explore/Plan/ACT/Compass, to inform instruction.

Professional Development and/or coaching support will be provided on elements of effective instruction including lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,

Research Cited: Research Item 43 - Coaching: The New Leadership Skill Pages 64-68. October 2011. Volume 69. Number 2. Educational Leadership magazine about how collaborative, teacher-led on-going lesson study broadens educators learning.

Research Item 44 - ACT Research Report Series 2005-1. School-level Benefits of Using PLAN over time. Natasha Williams, Julie Noble.

Research Item 45 - The Effects of Using EPAS Programs on PLAN and ACT Assessment Performance. Julie Noble. Students who participated in Explore achieved Plan composites scores that were higher than those students not participating in Explore and the same for PLAN.

Research Item 2 - Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works, research-based strategies for increasing student achievement. Alexandria, VA: ASCD.

Ten research based strategies specific to improving student achievement through differentiation of those strategies. The book presents moving teaching from an art to a science.

Research Item 7 - Using data to improve schools: What's Working Arlington, VA KSA-Plus Communications 2002 Data Driven Decision Making Based on Curriculum Embedded Assessment: Findings from a recent California study American Institute for Research June 2006

Why data matters and the importance for teachers, schools, and districts to use data to inform the decisions that are made and the results they are getting. Using data to make smart decisions, walking through data collection, and encouraging the use of data to drive decisions. It is important the 'right' kind of data is collected.

Research Item 8 - Marzano, R. J. (2003). What works in schools, translating research into action. Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano's book defines the factors affecting student achievement. He provides specific action steps using research data to successfully implement strategies that will improve student achievement.

Research Item 14 - Saphier, J., Haley-Speca, M., & Gower, R. (2008). The skillful teacher building your teaching skills. Acton, MA: Research for Better Teaching, Inc.

The book has a chapter on the principles of learning that is a model for teaching all subjects.

Research Item 17 - Northwest Evaluation Association (NWEA) data is appropriate to use with all levels to guide educational decision making at both the classroom and building level. The research demonstrates that educators are empowered with appropriate data to address each individual student's instructional needs. NWEA is designed to support the learning process and increase student performance levels.

Research Item 18 - 2010 Action Learning Systems, Inc Dilp(2D\_Training)111510 DII utilizes unit/lesson design strategies that include teaching, testing, re-teaching and correcting, accelerating, and retesting routines for closing the achievement gap. The four components are standards and measurable objective, lesson structure and sequence, student engagement, feedback and correctives and proactive classroom management.

Activity - Professional Development in Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement Common Core in Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$200	Title II Part A	Building principals, teachers, external and internal coaches
<b>Activity - Administrative Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$500	Title II Part A	Superintendent, Building Level Administrators, Teachers
<b>Activity - PD in data analysis to support instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$1004	Title II Part A	Building principals, internal coaches, PLT leaders, classroom teachers
<b>Activity - Implement Effective Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,  Schools: Springport High School	Professional Learning	06/07/2013	06/10/2016	\$13200	School Improvement Grant (SIG)	Principals, Coaches, Teachers
<b>Activity - Teacher support</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers in need of support will be provided additional coaching or professional development should title II funds become available.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$0	Title II Part A	Principals

**Strategy 2:**

Multi-Tiered System of Support - The district will implement a multi-tiered system of support for redirection and support of any student who is not productively learning in the classroom. Teachers will identify necessary behavioral and instructional supports utilizing the resources of Title I staff, At-Risk staff and extended learning programs. General Education and Special Education instructional staff will collaborate to identify best instructional practices that will be utilized to meet the needs of our

special needs students.

Research Cited: Research Item 5 - Friend, M. (2011). Co-teach!, a handbook for creating and sustaining effective classroom partnerships in inclusive schools. (14 ed.). Greensboro, NC: Marily Friend, Inc.

Co-Teach! is a handbook that provides information related to better understanding the process of coteaching and the critical concepts related to co-teaching. It also provides real life examples of the implementation of co-teaching. Helpful strategies related to the logistics of creating and sustaining coteaching programs and how to effectively evaluate them is also included in the handbook.

-

Research Item 6 - Basso, D., & McCoy, N. (2009). The co-teaching manual. Columbia, SC: Twins Publications.

The Co-Teaching Manual provides information on how general education and specialists can work together to create a co-teaching environment for students. There are specific examples on how to maintain positive communication between teachers and specialists and between teachers and parents.

-

Research Item 19 - "Essential Elements of Quality After School Programs" by Hammond and Reimer, 2006.

The article reviews the various purposes for extending the school day and recognizes that there is limited research on after school programs.

-

Research Item 20 - "Out-of-School-Time Programs: A Meta-Analysis of Effects for At Risk Students" by Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn, 2006

Results of a study conducted on student achievement in math and reading related to after-school programs were reported in this paper.

-

Research Item 21 - "Effectiveness of Paraeducator-Supplemented Individual Instruction" by Sanders and Todor, 2007

The information provides the elements of a paraprofessional's roles and responsibilities.

-

Research Item 22 - " Roles for Education Paraprofessionals in Effective Schools" 1997

Hanish, L.D. & Guerra, N.G. (2000)

This summary asks a series of questions that need to be answered to determine if the paraprofessionals are making a significant contribution to student academic achievement.

Research Item 41 - "Research on School Counseling Effectiveness" California Department of Education, 2013.

School counselors provide counseling programs in three domains: academic, career, and personal/social. Effective counseling programs are important to the school climate and are a crucial element in improving student achievement.

Research Item 42 - "Effectiveness of School Counseling" by American Counseling Association, 2007.

Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

Activity - Tier III Support with Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$0	No Funding Required	Principals, Special Education Supervisor, Teacher Consultant, Special Education and General Education teachers
Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided , software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$6080	Section 31a	Administrator s, counselors, summer school teachers, after school teachers, support class teachers
Activity - Teacher Identified Title I Staff Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Title I criteria to identify students who are in most need of reading support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.  Schools: Springport Elementary School	Academic Support Program	06/07/2013	06/10/2016	\$3301	Title I Part A	Elementary principal, Title I coordinator, Teachers, Title I paraprofessionals
Activity - Interventions by At-Risk Staff (Paraprofessionals, Counselors, Police)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$42566	Section 31a	Building level counselors, administrators , police liason officer, para-professionals
Activity - School/Classroom Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Other	Principals, all staff
Schools: All Schools						

## Goal 5: 85% of all students in Springport Public Schools will proficient in Writing by 2022.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in writing on state assessments of 50% in English Language Arts by 06/06/2014 as measured by grades 3-8 MEAP and grade 11 MME..

### Strategy 1:

Effective Instruction - Professional development and/or coaching support will be provided for staff to effectively implement Common Core in Math and Disciplinary Literacy. Teachers will implement appropriate use of standards and objectives to support student learning of Common Core.

Teachers will receive professional development in analyzing assessment data including NWEA, MEAP, Explore/Plan/ACT/Compass, to inform instruction.

Professional Development and/or coaching support will be provided on elements of effective instruction including lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,

Research Cited: Research Item 43 - Coaching: The New Leadership Skill Pages 64-68. October 2011. Volume 69. Number 2. Educational Leadership magazine about how collaborative, teacher-led on-going lesson study broadens educators learning.

Research Item 44 - ACT Research Report Series 2005-1. School-level Benefits of Using PLAN over time. Natasha Williams, Julie Noble.

Research Item 45 - The Effects of Using EPAS Programs on PLAN and ACT Assessment Performance. Julie Noble. Students who participated in Explore achieved Plan composites scores that were higher than those students not participating in Explore and the same for PLAN.

Research Item 2 - Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works, research-based strategies for increasing student achievement. Alexandria, VA: ASCD.

Ten research based strategies specific to improving student achievement through differentiation of those strategies. The book presents moving teaching from an art to a science.

Research Item 7 - Using data to improve schools: What's Working Arlington, VA KSA-Plus Communications 2002 Data Driven Decision Making Based on Curriculum Embedded Assessment: Findings from a recent California study American Institute for Research June 2006

Why data matters and the importance for teachers, schools, and districts to use data to inform the decisions that are made and the results they are getting. Using data to make smart decisions, walking through data collection, and encouraging the use of data to drive decisions. It is important the 'right' kind of data is collected.

Research Item 8 - Marzano, R. J. (2003). What works in schools, translating research into action. Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano's book defines the factors affecting student achievement. He provides specific action steps using research data to successfully implement strategies that will improve student achievement.

Research Item 14 - Saphier, J., Haley-Speca, M., & Gower, R. (2008). The skillful teacher building your teaching skills. Acton, MA: Research for Better Teaching, Inc.

The book has a chapter on the principles of learning that is a model for teaching all subjects.

Research Item 17 - Northwest Evaluation Association (NWEA) data is appropriate to use with all levels to guide educational decision making at both the classroom and building level. The reasearch demonstrates that educators are empowered with appropriate data to address each individual student's instructional needs. NWEA is designed to support the learning process and increase student performance levels.

Research Item 18 - 2010 Action Learning Systems, Inc Dilp(2D\_Training)111510 DII utilizes unit/lesson design strategies that include teaching, testing, re-teaching and correcting, accelerating, and retesting routines for closing the achievement gap. The four components are standards and measurable objective, lesson structure and sequence, student engagement, feedback and correctives and proactive classroom management.

Activity - Professional Development in Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement Common Core in ELA and Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$725	Title II Part A	Building principals, teachers, external and internal coaches

Activity - PD in data analysis to support instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$1004	Title II Part A	Building Principal, Internal Coaches, PLT Leaders, Classroom Teachers
<b>Activity - Administrative Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$500	Title II Part A	Superintendent, Building Level Administrator s, Teachers
<b>Activity - Implement Effective Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$13200	School Improvement Grant (SIG)	Principals, coaches, teachers
<b>Activity - Teacher support</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers in need of support will be provided additional coaching or professional development should title II funds become available.  Schools: All Schools	Professional Learning	06/07/2013	06/10/2016	\$0	Title II Part A	Principals

**Strategy 2:**

Multi-Tiered System of Support - The district will implement a multi-tiered system of support for redirection and support of any student who is not productively learning in the classroom. Teachers will identify necessary behavioral and instructional supports utilizing the resources of Title I staff, At-Risk staff and extended learning programs. General Education and Special Education instructional staff will collaborate to identify best instructional practices that will be utilized to meet the needs of our special needs students.

Research Cited: Research Item 5 - Friend, M. (2011). Co-teach!, a handbook for creating and sustaining effective classroom partnerships in inclusive schools. (14 ed.). Greensboro, NC: Marily Friend, Inc.

Co-Teach! is a handbook that provides information related to better understanding the process of coteaching and the critical concepts related to co-teaching. It also provides real life examples of the implementation of co-teaching. Helpful strategies related to the logistics of creating and sustaining coteaching programs and how to effectively evaluate them is also included in the handbook.

-

Research Item 6 - Basso, D., & McCoy, N. (2009). The co-teaching manual. Columbia, SC: Twins Publications. The Co-Teaching Manual provides information on how general education and specialists can work together to create a co-teaching environment for students. There are specific examples on how to maintain positive communication between teachers and specialists and between teachers and parents.

-  
 Research Item 19 - "Essential Elements of Quality After School Programs" by Hammond and Reimer, 2006. The article reviews the various purposes for extending the school day and recognizes that there is limited research on after school programs.

-  
 Research Item 20 - "Out-of-School-Time Programs: A Meta-Analysis of Effects for At Risk Students" by Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn, 2006  
 Results of a study conducted on student achievement in math and reading related to after-school programs were reported in this paper.

-  
 Research Item 21 - "Effectiveness of Paraeducator-Supplemented Individual Instruction" by Sanders and Todor, 2007  
 The information provides the elements of a praprofessional's roles and responsibilities.

-  
 Research Item 22 - " Roles for Education Paraprofessionals in Effective Schools" 1997  
 Hanish, L.D. & Guerra, N.G. (2000)  
 This summary asks a series of questions that need to be answered to determine if the paraprofessionals are making a significant contribution to student academic achievement.

Research Item 41 - "Research on School Counseling Effectiveness" California Department of Education, 2013.  
 School counselors provide counseling programs in three domains: academic, career, and personal/social. Effective counseling programs are important to the school climate and are a crucial element in improving student achievement.

Research Item 42 - "Effectiveness of School Counseling" by American Counseling Association, 2007.  
 Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

Activity - Interventions by At-Risk Staff (Paraprofessionals, Counselors, Police)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$42566	Section 31a	3 Building level counselors, administrators , police liason officer, para-professionals

Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided , software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$6080	Section 31a	Administrators, counselor, summer school teachers, after school teachers, support class teachers.
Activity - Tier III Support with Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified special needs students will be provided additional support in the general education classrooms through Tier III support, a co-teaching model, and assistive technology.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$0	No Funding Required	Principals, Special Education Supervisor, Teacher Consultant, Special ed and General ed teachers.
Activity - Teacher Identified Title I Staff Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Title I criteria to identify students who are in most need of ELA support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.  Schools: All Schools	Academic Support Program	06/07/2013	06/10/2016	\$83299	Title II Part A, Title I Part A	Elementary principal, Title I coordinator, Teachers, Title I paraprofessionals
Activity - School/Classroom Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.  Schools: All Schools	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Other	Principals, all staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier III Support with Co-teaching	Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$0	Principals, Special Education Supervisor, Teacher Consultant, Special Education and General Education teachers
Tier III Support with Co-teaching	Identified special needs students will be provided additional support in the general education classrooms through tier III support, a co-teaching model, and assistive technology.	Academic Support Program	06/07/2013	06/10/2016	\$0	Principals, Special Education Supervisory, Teacher Consultant, Special ed and General ed teachers.
Tier III Support with Co-teaching	Identified special needs students will be provided additional support in the general education classrooms through Tier III support, a co-teaching model, and assistive technology.	Academic Support Program	06/07/2013	06/10/2016	\$0	Principals, Special Education Supervisor, Teacher Consultant, Special ed and General ed teachers
Tier III Support with Co-teaching	Identified special needs students will be provided additional support in the general education classrooms through Tier III support, a co-teaching model, and assistive technology.	Academic Support Program	06/07/2013	06/10/2016	\$0	Principals, Special Education Supervisor, Teacher Consultant, Special ed and General ed teachers.

Tier III Support with Co-teaching	Identified special needs students will be provided additional support in the general education classrooms through Tier III support, a co-teaching model, and assistive technology.	Academic Support Program	06/07/2013	06/10/2016	\$0	Principals, Special Education Supervisor, Teacher Consultant, Special ed and General ed teachers
<b>Total</b>					\$0	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher identified Title I staff support	Teachers will use Title I criteria to identify students who are in most need of math support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.	Academic Support Program	06/07/2013	06/10/2016	\$35141	Elementary Principal, Title I coordinator, Teachers, Title I paraprofessionals.
Teacher Identified Title I Staff Support	Teachers will use Title I criteria to identify students who are in most need of reading support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.	Academic Support Program	06/07/2013	06/10/2016	\$3301	Elementary principal, Title I coordinator, Teachers, Title I paraprofessionals
Teacher identified Title I staff support	Teachers will use Title I criteria to identify students who are in most need of math support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.	Academic Support Program	06/07/2013	06/10/2016	\$3301	Elementary Principal, Title I coordinator, Teachers, Title I paraprofessionals
Teacher Identified Title I Staff Support	Teachers will use Title I criteria to identify students who are in most need of ELA support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.	Academic Support Program	06/07/2013	06/10/2016	\$72799	Elementary principal, Title I coordinator, Teachers, Title I paraprofessionals

Teacher Identified Title I Staff Support (A)	Teachers will use Title I criteria to identify students who are in most need of reading support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.	Academic Support Program	06/07/2013	06/16/2015	\$72799	Elementary principal, Title I coordinator, Teachers, Title I paraprofessionals
<b>Total</b>					<b>\$187341</b>	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development in Curriculum and Instruction	Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement State Curriculum Standards in Math and Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.	Professional Learning	06/07/2013	06/10/2016	\$2450	Building Principals, teachers, external and internal coaches.
Administrative Professional Development	District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.	Professional Learning	06/07/2013	06/10/2016	\$500	Superintendent, Building Level Administrators, Teachers
Math Instructional Intervention	Math instructional staff will be provided professional development to learn how to implement specific math interventions for students that are not performing at grade level standards.	Academic Support Program	06/07/2013	06/10/2016	\$3540	Principals, staff
Administrative Professional Development	District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.	Professional Learning	06/07/2013	06/10/2016	\$500	Superintendent, Building level administrators, teachers
Teacher support	Teachers in need of support will be provided additional coaching or professional development should title II funds become available.	Professional Learning	06/07/2013	06/10/2016	\$0	Principals
PD in data analysis to support instruction	Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.	Professional Learning	06/07/2013	06/10/2016	\$1004	Building Principal, Internal Coaches, PLT Leaders, Classroom Teachers



PD in data analysis to support instruction	Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.	Professional Learning	06/07/2013	06/10/2016	\$1004	Building principals, internal coaches, PLT leaders, classroom teachers
Professional Development in Curriculum and Instruction	Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement Common Core in Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.	Professional Learning	06/07/2013	06/10/2016	\$200	Building principals, teachers, external and internal coaches
Administrative Professional Development	District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.	Professional Learning	06/07/2013	06/10/2016	\$500	Superintendent, Building Level Administrators, Teachers
Administrative Professional Development	District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.	Professional Learning	06/07/2013	06/10/2016	\$500	Superintendent, Building level administrators, teachers.
Teacher support	Teachers in need of support will be provided additional coaching or professional development should title II funds become available.	Professional Learning	06/07/2013	06/10/2016	\$0	Principals
Teacher support	Teachers in need of support will be provided additional coaching or professional development should title II funds become available.	Professional Learning	06/07/2013	06/10/2016	\$0	Principals
Professional Development in Curriculum and Instruction	Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement State Curriculum Standards in READING and Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.	Professional Learning	06/07/2013	06/10/2016	\$2375	Building principals, teachers, external and internal coaches
Administrative Professional Development	District Administrators will learn how to implement the new state recommended evaluation system and participate in the state professional conference.	Professional Learning	06/07/2013	06/10/2016	\$500	Superintendent, Building Level Administrators, Teachers
Professional Development in Curriculum and Instruction	Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement Common Core in ELA and Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.	Professional Learning	06/07/2013	06/10/2016	\$725	Building principals, teachers, external and internal coaches

Teacher support	Teachers in need of support will be provided additional coaching or professional development should title II funds become available.	Professional Learning	06/07/2013	06/10/2016	\$0	Principals
PD in data analysis to support instruction	Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.	Professional Learning	06/07/2013	06/10/2016	\$1004	building principals, internal coaches, PLT leaders, classroom teachers
Teacher support	Teachers in need of support will be provided additional coaching or professional development should title II funds become available.	Professional Learning	06/07/2013	06/10/2016	\$0	Principals
Professional Development in Curriculum and Instruction	Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement Common Core in Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by through Title II funded coaches and through internally developed instructional coaches in subsequent years.	Professional Learning	06/07/2013	06/10/2016	\$200	Building principals, teachers, external and internal coaches
Teacher Identified Title I Staff Support	Teachers will use Title I criteria to identify students who are in most need of ELA support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.	Academic Support Program	06/07/2013	06/10/2016	\$10500	Elementary principal, Title I coordinator, Teachers, Title I paraprofessionals
PD in data analysis to support instruction	Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.	Professional Learning	06/07/2013	06/10/2016	\$1004	Building Principal, Internal Coaches, PLT Leaders, Classroom Teachers
PD in data analysis to support instruction	Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.	Professional Learning	06/07/2013	06/10/2016	\$1004	Building principals, internal coaches, PLT leaders, classroom teachers
<b>Total</b>					<b>\$27510</b>	

**Other**

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

School/Classroom Culture	Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.	Behavioral Support Program	06/07/2013	06/10/2016	\$0	building Principals, all staff
School/Classroom Culture	Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Principals, all staff
School/Classroom Culture	Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Principals, all staff
Parent Involvement	Staff will increase the use of technology to inform parents (Mass communication phone and emails, parent Powerschool portal, study island). Ensure parent participation at Curriculum Council/District Improvement meetings. Provide training and materials to parents for in class volunteers.	Parent Involvement	06/07/2013	06/10/2016	\$250	Building level Principals, teachers
Parent Involvement	Staff will increase the use of technology to inform parents (Mass communication phone and emails, parent Powerschool portal, study island). Ensure parent participation at Curriculum Council/District Improvement meetings. Provide training and materials to parents for in class volunteers.	Parent Involvement	06/07/2013	06/10/2016	\$250	Building level Principals, teachers
School/Classroom Culture	Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Principals, all staff
School/Classroom Culture	Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Principals, all staff
<b>Total</b>					<b>\$500</b>	

**Section 31a**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning Time	After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided , software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.	Academic Support Program	06/07/2013	06/10/2016	\$6080	3 administrators , counselor, summer school teachers, after school teachers, support class teachers.

Extended Learning Time	After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided , software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.	Academic Support Program	06/07/2013	06/10/2016	\$6080	Administrator s, counselor, summer school teachers, after school teachers, support class teachers.
Interventions by At-Risk Staff (Paraprofessionals, Counselors, Police)	Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$42566	Building level counselors, administrators , police liason officer, para-professionals
Interventions by At-Risk Staff (Paraprofessionals, Counselors, Police)	Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$42566	3 Building level counselors, administrators , police liason officer, para-professionals
Extended Learning Time	After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided , software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.	Academic Support Program	06/07/2013	06/10/2016	\$6080	Administrator s, counselor, summer school teachers, after school teachers, support class teachers.
Extended Learning Time	After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided , software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.	Academic Support Program	06/07/2013	06/10/2016	\$6080	Administrator s, counselors, summer school teachers, after school teachers, support class teachers
Interventions by At-Risk Staff (Paraprofessionals, Counselors, Police)	Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$42566	3 Building level counselors, administrators , police liason officer, para-professionals

Extended Learning Time	After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided , software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.	Academic Support Program	06/07/2013	06/10/2016	\$6080	High school administrators , counselor, summer school teachers, after school teachers, support class teachers.
Interventions by At-Risk Staff (paraprofessionals, counselors, police)	Counselors, At-Risk Paraprofessionals, and police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$42566	3 Building level counselors, administrators , police liasion officer, paraprofessionals
Interventions by At-Risk Staff (paraprofessionals, counselors, police)	Counselors, At-Risk Paraprofessionals, and police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$42566	3 Building level counselors, administrators , police liasion officer, paraprofessionals
<b>Total</b>					<b>\$243230</b>	

**School Improvement Grant (SIG)**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Effective Instruction	Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,	Professional Learning	06/07/2013	06/10/2016	\$13200	Principals, coaches, teachers
Implement Effective Instruction	Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,	Professional Learning	06/07/2013	06/10/2016	\$13200	Principals, coaches, teachers
Implement Effective Instruction	High School Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management	Professional Learning	06/07/2013	09/30/2013	\$13200	Principals, coaches, teachers

**DIP June 20, 2013**

Springport Public Schools

Implement Effective Instruction	Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,	Professional Learning	06/07/2013	06/10/2016	\$13200	Principals, Coaches, Teachers
Implement Effective Instruction	Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,	Professional Learning	06/14/2013	09/30/2013	\$13200	Principals, coaches, Teachers
<b>Total</b>					<b>\$66000</b>	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions by At-Risk Staff (paraprofessionals, counselors, police)	Counselors, At-Risk Paraprofessionals, and police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$42566	3 Building level counselors, administrators, police liaison officer, paraprofessionals
Extended Learning Time	After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided, software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.	Academic Support Program	06/07/2013	06/10/2016	\$6080	High school administrators, counselor, summer school teachers, after school teachers, support class teachers.
PD in data analysis to support instruction	Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.	Professional Learning	06/07/2013	06/10/2016	\$1004	Building principals, internal coaches, PLT leaders, classroom teachers
Administrative Professional Development	District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.	Professional Learning	06/07/2013	06/10/2016	\$500	Superintendent, Building level administrators, teachers
Tier III Support with Co-teaching	Identified special needs students will be provided additional support in the general education classrooms through Tier III support, a co-teaching model, and assistive technology.	Academic Support Program	06/07/2013	06/10/2016	\$0	Principals, Special Education Supervisor, Teacher Consultant, Special ed and General ed teachers

Parent Involvement	Staff will increase the use of technology to inform parents (Mass communication phone and emails, parent Powerschool portal, study island). Ensure parent participation at Curriculum Council/District Improvement meetings. Provide training and materials to parents for in class volunteers.	Parent Involvement	06/07/2013	06/10/2016	\$250	Building level Principals, teachers
Professional Development in Curriculum and Instruction	Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement State Curriculum Standards in READING and Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.	Professional Learning	06/07/2013	06/10/2016	\$2375	Building principals, teachers, external and internal coaches
PD in data analysis to support instruction	Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.	Professional Learning	06/07/2013	06/10/2016	\$1004	Building Principal, Internal Coaches, PLT Leaders, Classroom Teachers
Administrative Professional Development	District Administrators will learn how to implement the new state recommended evaluation system and participate in the state professional conference.	Professional Learning	06/07/2013	06/10/2016	\$500	Superintendent, Building Level Administrators, Teachers
Interventions by At-Risk Staff (Paraprofessionals, Counselors, Police)	Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$42566	3 Building level counselors, administrators, police liaison officer, paraprofessionals
Extended Learning Time	After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided, software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.	Academic Support Program	06/07/2013	06/10/2016	\$6080	Administrators, counselor, summer school teachers, after school teachers, support class teachers.
Tier III Support with Co-teaching	Identified special needs students will be provided additional support in the general education classrooms through Tier III support, a co-teaching model, and assistive technology.	Academic Support Program	06/07/2013	06/10/2016	\$0	Principals, Special Education Supervisor, Teacher Consultant, Special ed and General ed teachers



Parent Involvement	Staff will increase the use of technology to inform parents (Mass communication phone and emails, parent Powerschool portal, study island). Ensure parent participation at Curriculum Council/District Improvement meetings. Provide training and materials to parents for in class volunteers.	Parent Involvement	06/07/2013	06/10/2016	\$250	Building level Principals, teachers
Interventions by At-Risk Staff (Paraprofessionals, Counselors, Police)	Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$42566	3 Building level counselors, administrators, police liason officer, paraprofessionals
Tier III Support with Co-teaching	Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$0	Principals, Special Education Supervisor, Teacher Consultant, Special Education and General Education teachers
Extended Learning Time	After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided, software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.	Academic Support Program	06/07/2013	06/10/2016	\$6080	Administrator s, counselor, summer school teachers, after school teachers, support class teachers.
Tier III Support with Co-teaching	Identified special needs students will be provided additional support in the general education classrooms through tier III support, a co-teaching model, and assistive technology.	Academic Support Program	06/07/2013	06/10/2016	\$0	Principals, Special Education Supervisory, Teacher Consultant, Special ed and General ed teachers.
Interventions by At-Risk Staff (paraprofessionals, counselors, police)	Counselors, At-Risk Paraprofessionals, and police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$42566	3 Building level counselors, administrators, police liason officer, paraprofessionals

Extended Learning Time	After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided , software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.	Academic Support Program	06/07/2013	06/10/2016	\$6080	Administrator s, counselors, summer school teachers, after school teachers, support class teachers
Extended Learning Time	After school and summer school support programs will be provided to middle school students through 21st Century Learning Centers Grant, and to high school students through at-risk, transportation for middle and high school students will be provided if funds become available. e2020 or similar credit recovery program licenses will be provided , software will be used to support at-risk students. Should At-Risk funding become available, the Elementary will utilize resources to fund a summer school program.	Academic Support Program	06/07/2013	06/10/2016	\$6080	3 administrators , counselor, summer school teachers, after school teachers, support class teachers.
Tier III Support with Co-teaching	Identified special needs students will be provided additional support in the general education classrooms through Tier III support, a co-teaching model, and assistive technology.	Academic Support Program	06/07/2013	06/10/2016	\$0	Principals, Special Education Supervisor, Teacher Consultant, Special ed and General ed teachers.
Professional Development in Curriculum and Instruction	Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement Common Core in ELA and Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.	Professional Learning	06/07/2013	06/10/2016	\$725	Building principals, teachers, external and internal coaches
Administrative Professional Development	District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.	Professional Learning	06/07/2013	06/10/2016	\$500	Superintende nt, Building level administrators , teachers.
PD in data analysis to support instruction	Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.	Professional Learning	06/07/2013	06/10/2016	\$1004	Building Principal, Internal Coaches, PLT Leaders, Classroom Teachers

Administrative Professional Development	District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.	Professional Learning	06/07/2013	06/10/2016	\$500	Superintendent, Building Level Administrators, Teachers
PD in data analysis to support instruction	Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.	Professional Learning	06/07/2013	06/10/2016	\$1004	building principals, internal coaches, PLT leaders, classroom teachers
Professional Development in Curriculum and Instruction	Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement Common Core in Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by through Title II funded coaches and through internally developed instructional coaches in subsequent years.	Professional Learning	06/07/2013	06/10/2016	\$200	Building principals, teachers, external and internal coaches
Interventions by At-Risk Staff (Paraprofessionals, Counselors, Police)	Counselors, At-Risk Paraprofessionals, and Police in all three buildings will provide academic and behavioral support to At-Risk students.	Academic Support Program	06/07/2013	06/10/2016	\$42566	Building level counselors, administrators, police liaison officer, paraprofessionals
Professional Development in Curriculum and Instruction	Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement Common Core in Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.	Professional Learning	06/07/2013	06/10/2016	\$200	Building principals, teachers, external and internal coaches
Administrative Professional Development	District administrators will learn how to implement the new state recommended evaluation system and participate in state professional conferences.	Professional Learning	06/07/2013	06/10/2016	\$500	Superintendent, Building Level Administrators, Teachers
PD in data analysis to support instruction	Teachers will receive professional development to learn how to efficiently analyze assessment data (NWEA, MEAP and EPAS) to effectively impact classroom instruction.	Professional Learning	06/07/2013	06/10/2016	\$1004	Building principals, internal coaches, PLT leaders, classroom teachers
Implement Effective Instruction	Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,	Professional Learning	06/07/2013	06/10/2016	\$13200	Principals, coaches, teachers

Teacher Identified Title I Staff Support	Teachers will use Title I criteria to identify students who are in most need of ELA support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.	Academic Support Program	06/07/2013	06/10/2016	\$83299	Elementary principal, Title I coordinator, Teachers, Title I paraprofessionals
School/Classroom Culture	Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.	Behavioral Support Program	06/07/2013	06/10/2016	\$0	building Principals, all staff
School/Classroom Culture	Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Principals, all staff
School/Classroom Culture	Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Principals, all staff
School/Classroom Culture	Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Principals, all staff
School/Classroom Culture	Teachers will promote positive character development through regular character lessons, consistent implementation of rules, procedures, and consequences, and staff development.	Behavioral Support Program	06/07/2013	06/10/2016	\$0	Principals, all staff
Teacher identified Title I staff support	Teachers will use Title I criteria to identify students who are in most need of math support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.	Academic Support Program	06/07/2013	06/10/2016	\$35141	Elementary Principal, Title I coordinator, Teachers, Title I paraprofessionals.
Math Instructional Intervention	Math instructional staff will be provided professional development to learn how to implement specific math interventions for students that are not performing at grade level standards.	Academic Support Program	06/07/2013	06/10/2016	\$3540	Principals, staff
Professional Development in Curriculum and Instruction	Professional Development will be provided by Title II funded activities and coaching to learn how to align and implement State Curriculum Standards in Math and Disciplinary Literacy in all classrooms focusing on appropriate use of standards and objectives. Formal PD will be provided by Title II funded coaching support and through internally developed instructional coaches in subsequent years.	Professional Learning	06/07/2013	06/10/2016	\$2450	Building Principals, teachers, external and internal coaches.

Implement Effective Instruction	High School Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management	Professional Learning	06/07/2013	09/30/2013	\$13200	Principals, coaches, teachers
Teacher support	Teachers in need of support will be provided additional coaching or professional development should title II funds become available.	Professional Learning	06/07/2013	06/10/2016	\$0	Principals
Implement Effective Instruction	Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,	Professional Learning	06/14/2013	09/30/2013	\$13200	Principals, coaches, Teachers
Teacher support	Teachers in need of support will be provided additional coaching or professional development should title II funds become available.	Professional Learning	06/07/2013	06/10/2016	\$0	Principals
Teacher support	Teachers in need of support will be provided additional coaching or professional development should title II funds become available.	Professional Learning	06/07/2013	06/10/2016	\$0	Principals
Teacher support	Teachers in need of support will be provided additional coaching or professional development should title II funds become available.	Professional Learning	06/07/2013	06/10/2016	\$0	Principals
Teacher support	Teachers in need of support will be provided additional coaching or professional development should title II funds become available.	Professional Learning	06/07/2013	06/10/2016	\$0	Principals
<b>Total</b>					<b>\$418780</b>	

**Springport High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Effective Instruction	Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,	Professional Learning	06/07/2013	06/10/2016	\$13200	Principals, coaches, teachers
Implement Effective Instruction	Teachers will receive PD and/or coaching (modeling, co-plan/co-teaching, observation and feedback) support in lesson structure and sequence, student engagement feedback and correctives, and proactive classroom management,	Professional Learning	06/07/2013	06/10/2016	\$13200	Principals, Coaches, Teachers
<b>Total</b>					<b>\$26400</b>	

**Springport Elementary School**

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

Teacher identified Title I staff support	Teachers will use Title I criteria to identify students who are in most need of math support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.	Academic Support Program	06/07/2013	06/10/2016	\$3301	Elementary Principal, Title I coordinator, Teachers, Title I paraprofessionals
Teacher Identified Title I Staff Support	Teachers will use Title I criteria to identify students who are in most need of reading support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.	Academic Support Program	06/07/2013	06/10/2016	\$3301	Elementary principal, Title I coordinator, Teachers, Title I paraprofessionals
Teacher Identified Title I Staff Support (A)	Teachers will use Title I criteria to identify students who are in most need of reading support from Title I staff. The support staff will provide support above and beyond that which is provided by the classroom teacher during the regular day.	Academic Support Program	06/07/2013	06/16/2015	\$72799	Elementary principal, Title I coordinator, Teachers, Title I paraprofessionals
<b>Total</b>					<b>\$79401</b>	