



School Improvement Plan

Sandusky Junior/Senior High School

Sandusky Community School District

Mr. Steven D. Carlson, Principal
191 PINE TREE LN
SANDUSKY, MI 48471

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

This school will be entering its fourth year as a 7-12 building. Previously, Sandusky High School served 9-12 students while 7-8 students were served at Sandusky Middle School. The various challenges associated with consolidation have largely been addressed, and we now look forward to addressing student achievement across all demographics.

Sandusky Jr./Sr. High School serves approximately 450 students, with 23 full-time teachers, 2 paraprofessionals, two secretaries, one attendance clerk, one counselor, one athletic director, and one building administrator.

School's Purpose

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

The mission of Sandusky High School is to provide a safe learning environment where all students can receive a quality education that will allow them to compete successfully in a global society.

To this end, we shall strive to:

- Meet individual needs of all students: physically, emotionally, socially, academically, and intellectually;
- Provide comprehensive education to all students through a diverse and responsive curriculum;
- Support the professional growth of every district employee;
- Involve parents as active partners in their child's education;
- Promote community pride in our schools;
- Communicate this philosophy to the staff and community to promote their understanding and support;
- Instill confidence, self-esteem, and a sense of belonging;
- Make responsible decisions, and adapt to dynamic personal and technological challenges.

Notable Achievements and Areas of Improvement

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

Sandusky Jr./Sr. High School received a bronze medal from US News and World Reports annual rankings of high schools.

Sandusky Jr./Sr. High School has consistently ranked in the upper half of Michigan's Top-to-Bottom rankings.

Sandusky Jr./Sr. High School has consistently improved college readiness as measured by ACT test results. In Spring 2015, Sandusky Jr./Sr. High School 11th graders earned the highest ACT composite score ever for any Sanilac County high school.

Sandusky Jr./Sr. High School continues to address individualized remediation, including individualized credit recovery plans.

In 2016-2017 and beyond, Sandusky Jr./Sr. High School will be taking proactive and aggressive steps to improve career and college readiness. This will be done with a thorough analysis of student achievement data as well as staff professional development.

In 2016-2017 and beyond, Sandusky Jr./Sr. High School staff will be addressing the transition from ACT/MEAP to SAT and M-Step assessments, including necessary changes to curriculum and instruction.

Additional Information

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

As a school we continue to communicate with parents in a variety of innovative ways. Teacher phone calls and email is the primary focus of this communication, but stakeholders can also engage with the Sandusky Jr./Sr. High Facebook page, staff Twitter accounts, Remind accounts, and other initiatives designed to improve our communication.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Sandusky Jr./Sr. High School has tried different methods of soliciting responses to parent surveys. As a school we will seek to improve our delivery of parent surveys in order to get greater participation.

In the 2016-2017 school year, students were given a comprehensive survey to indicate various levels of satisfaction within the school. This was the third year students were given a comprehensive survey. Survey results are analyzed for trends, which will further help us with our school improvement planning.

Staff were not surveyed in the 2015-2016 school year following two consecutive years of comprehensive surveys. Staff will be surveyed again for the 2016-2017 school year.

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

The collaborative efforts of the SIP team and the staff at large have helped in the development of the 2016-2017 SIP report. Students gave input in the form of a comprehensive survey. The SIP team also reviewed staff and parent surveys from prior years.

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

The completed School Improvement Plan will be made available to all stakeholders via the district website. Further, during staff professional development in the 2016-2017 school year the specific improvement goals, activities, and strategies will be discussed and evaluated for progress.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Our district enrollment has leveled off at approximately 1000 K-12 students. In its second year of existence, Sandusky Jr./Sr. High School's enrollment has stayed between 450-460 students. We anticipate maintaining this number of students, if not seeing a slight increase.

Our biggest challenge related to enrollment relates to the Class of 2020. As our smallest class enrollment-wise, we have staffed for only two sections of core classes for them. As we start to separate students into advanced math classes, this has caused class sizes in other core areas and electives to grow very large. For the 2015-2016 school year, Sandusky Jr./Sr. High School added a third section of core courses for this class to alleviate large class sizes.

Student Demographic Data

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

Over three years, Sandusky Jr./Sr. High School's attendance rate has stayed between 93%-94%. The number of chronically absent students has decreased as a percentage over the last three years. We need to continue to work to increase the the overall attendance rate while decreasing the number of chronically absent students.

Student Demographic Data

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

Sandusky Jr./Sr. High School is only in its 4th year as a 7-12 building, so trend data is still being developed. In the current school year, there is a marked decrease in the number of suspensions for drug/alcohol incidents and in the number of suspensions for chronic class disruptions.

Student Demographic Data

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

We continue to work with the county court to address student truancy.

We could seek to institute a Citizenship grade, reported separately from academic grades, to quantify behaviors and reward good behavior.

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Teacher/School Leader(s) Demographic Data

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

We have a largely veteran staff with little turnover from year to year. This helps our efforts at sustained student achievement.

Teacher/School Leader(s) Demographic Data

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

We do not believe our staff turnover is significant enough to have an appreciable impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

When the building principal is gone for any reason, one of three pre-selected teacher leaders fill in to run the building. This causes a short-term impact on student learning for those teachers' students. However, this impact is mitigated by utilizing more than one teacher leader to serve as the principal's designee. Also, the building principal always shares out the learning from his PD in effort to increase intermediate and long-term student achievement.

Teacher/School Leader(s) Demographic Data

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

All teacher absences have a short-term impact on student learning. As a building we seek to maximize the impact of our professional learning days by selecting high-quality professional development. We believe this will impact student learning positively in the long-term.

Teacher/School Leader(s) Demographic Data

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

The Master Agreement between the teachers' union and the Board has language that minimizes the number of absences around holidays. Further, a stipend is also paid to teachers at retirement for unused sick days.

Process Data

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

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

On the SSR, 16 indicators are rated as "Fully Implemented". From these 16, the indicators of Instruction, Organizational Management, and Culture for Learning are among the strengths that stand out.

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

Student Involvement in the Assessment Process

12. How might these challenges impact student achievement?

Student motivation, student accountability, and student engagement might be our challenges.

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

SHS students in grades 7-11 will take part in College Board's new suite of assessments related to the new SAT. Part of this process creates an individualized remediation program for our students through Khan Academy.

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

Students in grades 7-8 are identified as at-risk if they consistently perform below benchmark on AIMSweb probes in Reading and Math. These students receive Tiered interventions. Students who are not at benchmark in spring of 8th grade will continue to be progress monitored and, if appropriate, offered Tiered interventions until they reach that benchmark.

Students who fail courses in grades 9-12 enter into an individualized credit recovery program.

Further, all students have access to before and after school tutorials with our Title 31a staff.

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

RTI, before/after school tutoring, Credit Recovery, Summer school, dual enrollment, and online learning options as defined by 21f.

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

RTI: through benchmark assessment and/or progress monitoring

Credit Recovery: students who have failed a core academic course

Summer School: students who have unfinished Credit Recovery classes at the conclusion of the school year

Dual Enrollment: qualifying college entrance exam scores

21f: open to all

In all cases this information is made available via Student Handbook and school website. With the exception of Dual Enrollment and 21f, parents are notified via mail.

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

Planbook.com is used by teachers to plan lessons and align curriculum. Various data sources are used annually to help determine the fidelity and alignment of the curriculum.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Reading for comprehension.

19b. Reading- Challenges

Applying higher-order thinking skills.

19c. Reading- Trends

Three years of data show that reading for comprehension is a strength, but the higher-order thinking skills continue to lag.

19d. Reading- Summary

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

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Staff PD, Scholastic Scope/Upfront periodicals, College Board/Khan Academy, progress monitoring, after-school tutoring, Credit Recovery, summer school, Directed Study, library books.

20a. Writing- Strengths

In persuasive writings, our students are successfully able to take clear positions, provide evidence of support, and can cite some specific details to support their points of view.

20b. Writing- Challenges

In persuasive writings, our students need to use more specific details, reasons, and examples to support their opinions.

20c. Writing- Trends

Clear and focused positions as a strength and the need for more specific details in their support has been a trend for the past 4 years.

20d. Writing- Summary

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

Staff PD, Scholastic Scope/Upfront periodicals, College Board/Khan Academy, after-school tutoring, summer school, Directed Study.

21a. Math- Strengths

Consult College Board results.

21b. Math- Challenges

Consult College Board Results.

21c. Math- Trends

Consult College Board Results.

21d. Math- Summary

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

Staff PD, College Board/Khan Academy, progress monitoring, after-school tutoring, Credit Recovery, summer school, Directed Study.

22a. Science- Strengths

Consult College Board/M-Step results.

22b. Science- Challenges

Consult College Board/M-Step Results.

22c. Science- Trends

Consult College Board/M-Step results.

22d. Science- Summary

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

Staff PD, Scholastic Scope/Upfront periodicals, College Board/Khan Academy, progress monitoring, after-school tutoring, Credit Recovery, summer school, Directed Study.

23a. Social Studies- Strengths

Consult College Board/M-Step results.

23b. Social Studies- Challenges

Consult College Board/M-Step results.

23c. Social Studies- Trends

Consult College Board/M-Step results.

23d. Social Studies- Summary

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

Staff PD, Scholastic Scope/Upfront periodicals, College Board/Khan Academy, progress monitoring, after-school tutoring, Credit Recovery, summer school, Directed Study.

Perception Data

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

24a. Student Perception Data

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

Programs and services are available to help me succeed.

Principal and teachers have high expectations of me.

Multiple assessments are given to check my understanding of what is being taught.

24b. Student Perception Data

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

All students are treated with respect.

Students treat adults with respect.

All of my teachers change their teaching to meet learning needs.

24c. Student Perception Data

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

Staff will be made aware of student perception about respect--student to student, student to adult, and adults to students. A Professional Learning Group will be formed to make recommendations about how to improve in this area.

25a. Parent/Guardian Perception Data

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

N/A

25b. Parent/Guardian Perception Data

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

N/A

25c. Parent/Guardian Perception Data

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

N/A

26a. Teacher/Staff Perception Data

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

School leaders monitor data related to student achievement.

School has a continuous improvement process based on data, goals, actions, and measures for growth.

School leaders hold all staff members accountable for student learning.

26b. Teacher/Staff Perception Data

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

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.

All teachers in our school participate in collaborative learning communities that meet both informally and formally.

Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.

26c. Teacher/Staff Perception Data

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

The School Improvement Team will develop PLCs to study the mission statement as well as issues related to building culture.

27a. Stakeholder/Community Perception Data

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

N/A

27b. Stakeholder/Community Perception Data

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

N/A

27c. Stakeholder/Community Perception Data

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

In 2016-2017 we will use a simple survey to get some feedback from the community regarding their level of satisfaction with the school.

Summary

28a. Summary

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

Demographic: continue to evaluate staffing needs based on student enrollment

Process: Strengths include culture for learning, Challenges include student self-assessment

Achievement: Strengths in reading comprehension, Challenges in Higher-level thinking skills

Perception: Strengths in high expectations, challenges in mutual respect

28b. Summary

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

If there is not a feeling of mutual respect, students are less likely to be fully engaged in teacher lessons.

28c. Summary

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

Goals will be developed with a focus on improving student achievement by putting attention on outcomes.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	N/A	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://sandusky.ss3.sharpschool.com/district_info/annual_education_report	

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

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

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mike Carmean, Superintendent 191 Pine Tree Lane, Sandusky, MI 48471 (810) 648-3400	

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	http://hs.sandusky.k12.mi.us/UserFiles/Servers/Server_789503/File/Migration/SHS%20Student%20Handbook%202014-2015%20-%20Google%20Docs.pdf	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	http://hs.sandusky.k12.mi.us/UserFiles/Servers/Server_789503/File/Migration/SHS%20Student%20Handbook%202014-2015%20-%20Google%20Docs.pdf	

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

SHS 2016-2017 School Improvement Plan

Overview

Plan Name

SHS 2016-2017 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students at Sandusky Jr./Sr. High School will meet the MDE Proficiency Target in the area of Mathematics.	Objectives: 1 Strategies: 10 Activities: 11	Academic	\$68000
2	All Students at Sandusky Jr./Sr. High School will meet the MDE Proficiency Target in the area of Reading.	Objectives: 1 Strategies: 12 Activities: 13	Academic	\$72700
3	All Students at Sandusky Jr./Sr. High School will meet the MDE Proficiency Target in the area of Science.	Objectives: 1 Strategies: 6 Activities: 8	Academic	\$48950
4	All Students at Sandusky Jr./Sr. High School will meet the MDE Proficiency Target in the area of Social Studies.	Objectives: 1 Strategies: 6 Activities: 7	Academic	\$47700
5	All Students at Sandusky Jr./Sr. High School will meet the MDE Proficiency Target in the area of Writing.	Objectives: 1 Strategies: 7 Activities: 8	Academic	\$49400

Goal 1: All Students at Sandusky Jr./Sr. High School will meet the MDE Proficiency Target in the area of Mathematics.

Measurable Objective 1:

60% of Seventh, Eighth, Ninth, Tenth and Eleventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem solving in Mathematics by 06/14/2016 as measured by teacher created assessments, College Board Assessments, M-Step Assessments..

Strategy 1:

Curriculum Alignment - All staff will continue to update their individual curriculum to match the standards approved by the Michigan Department of Education. Principals will be responsible for making sure all staff have updated their curriculum and that they have the necessary tools to teach the curriculum.

Category:

Research Cited: "Research-Based Strategies for Increasing Student Achievement" by David A. Squires, 2008

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide appropriate professional development activities for teaching staff to achieve this goal.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Title II Part A	Principal

Strategy 2:

Progress Monitoring (grades 7-8) - All students will be evaluated in the areas of (1) math computation and (2) math concepts and applications. Data Director, Illuminate, and AimsWeb software may be used.

Category:

Research Cited: "What is Scientifically-Based Research on Progress Monitoring?"

Tier: Tier 1

Activity - Progress Monitoring (grades 7-8)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 7-8 will be evaluated in the areas of (1) math computation and (2) math concepts and applications. Data Director, Illuminate, and AimsWeb software may be used.	Academic Support Program	Tier 1	Evaluate	09/08/2015	06/14/2016	\$12000	Section 31a	Classroom Teachers, RTI coordinator and Principal

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Strategy 3:

Directed Study Program (grades 9-12) - Students receive academic support in the mathematics area.

Category:

Research Cited: "Handbook of Research on Improving Student Achievement" Third Edition. Authors: Cawelti, Gordon, Ed.

Tier: Tier 2

Activity - Directed Study Class - Math Cohort (Grades 9-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive academic support in the mathematics area.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$5200	Section 31a	Counselor, Directed Study Teacher, Principal

Strategy 4:

Credit Recovery Program (grades 9-12) - Students who fail a course (required for graduation) will be given the opportunity to receive credit through the credit recovery program (an online class).

Category:

Research Cited: "Using Online Learning for At-Risk Students and Credit Recovery" Written by John Watson and Butch Gemin, July 2008

Tier: Tier 3

Activity - Credit Recovery-Mathematics (grades 9-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fail a mathematics course can elect to retake the course in an online setting.	Academic Support Program	Tier 3	Implement	09/08/2015	06/14/2016	\$25000	Section 31a	Counselor, Credit Recovery Teacher, Principal

Strategy 5:

After School Program (grades 7-12) - Students will have the opportunity to drop in after-school for tutoring help in mathematics on a daily basis.

Category:

Research Cited: "Afterschool Programs Help Students Succeed in School and Life", by Doug White

Tier: Tier 2

Activity - After-School Mathematics Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will have the opportunity to drop in after-school tutoring help in mathematics on a daily basis.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$1500	Section 31a	RTI Coordinator, At-Risk Aide, Principal
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Strategy 6:

Jr./Sr. High School Summer School - Students identified as at-risk, behind academically, or behind in graduation credits will be referred to the summer school program. The program is staffed by certified teachers. Small numbers in the program will provide for intensive help in the subject area.

Category:

Research Cited: "SUMMER SCHOOL PROGRAMS: A Look at the Research, Implications for Practice, and Program Sampler"

Northwest Regional Educational Laboratory

September 2002

Tier:

Activity - Summer School- Math- (Grades 7-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are at-risk, behind academic benchmarks, or behind in graduation credits will be referred to the summer school program. The class may be given online through the Compass program.	Direct Instruction	Tier 3	Implement	06/10/2015	08/28/2015	\$1000	Section 31a	Counselor, RTI Coordinator, Summer School Teachers, Principal

Strategy 7:

Math RTI - Students who are identified to be below benchmark will be given remediation through IXL.com. This website allows us to tailor interventions specific to the individual students.

Category:

Research Cited: <http://www.ixl.com/research/IXL-Research-Study-2013.pdf>

Tier: Tier 2

Activity - IXL Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified to be below benchmark will receive remediation with IXL.com, a website that allows students to receive specifically individualized practice and instruction.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/14/2016	\$1700	Section 31a	Principal and RTI Coordinator

School Improvement Plan

Sandusky Junior/Senior High School

Strategy 8:

Using Technology to Enhance Mathematics Instruction - During the 2014-2015 school year, the District will begin the process of investigation the use of iPad technology for all students in grades 5-12. Furthermore, staff and students will be introduced to updated technology through the use of 32-station Chromebook labs and 32-station laptop labs for classroom use throughout the district. This will require a major investment and intensive professional development for all staff. This initiative will have a major effect on mathematics instruction and student achievement.

Category:

Research Cited: "8 Studies Show iPads in the Classroom Improve Education", posted by Ashley Wainright on Feb 18, 2013 @ 9:26 AM

Tier: Tier 1

Activity - Technology - Professional Development - Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will be invited to attend extensive professional development activities in the use of Apple Apps for Chromebook and iPad usage.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Title II Part A	Principal, Technology Director, IT Technician, Superintendent, District Technology Coach

Activity - District Instructional Math Coach--Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will support a current teacher to work with all K-12 teachers as an Instructional Technology Coach.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/14/2016	\$5000	General Fund	Instructional Technology Coach, Principal, Superintendent

Strategy 9:

One-on-One Mathematics Help (Grades 7-12) - Instructional Aides will provide one-to-one tutoring in the area of mathematics within the classroom or in a separate setting.

Category:

Research Cited: "Target Tutoring Can Reduce 'Achievement Gap' for CPS Students, Study Finds" Jan 27, 2014

Tier: Tier 2

Activity - Individual Tutoring in Mathematics (Grades 7-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sandusky Junior/Senior High School

Instructional aides will provide individual tutoring to students who are identified at-risk in mathematics.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$7000	Section 31a	Classroom teacher and instructional aides
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Strategy 10:

SAT/Khan Academy - Students will take an age-appropriate version of the new SAT test through College Board. Taking these tests allow them access to personalized remediation through Khan Academy.

Category:

Research Cited: Research on the Use of Khan Academy in Schools: Research Brief

Mar, 2014

Technical Report

SRIPublicationMar, 2014 By Robert Murphy, Larry Gallagher, Andrew E. Krumm, Jessica Mislevy & Amy Hafter

Tier: Tier 1

Activity - SAT/Khan Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize individual remediation via Khan Academy.	Academic Support Program, Technology	Tier 1	Implement	09/08/2015	06/14/2016	\$5600	General Fund	Teachers, Principal

Goal 2: All Students at Sandusky Jr./Sr. High School will meet the MDE Proficiency Target in the area of Reading.

Measurable Objective 1:

60% of Seventh, Eighth, Ninth, Tenth and Eleventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase in English Language Arts by 06/01/2015 as measured by teacher created assessments, College Board Assessments, M-Step Assessments..

Strategy 1:

Progress Monitoring (grades 7-8) - All students grades 7-8 will be evaluated three times per year utilizing the AimsWeb software.

Category:

Research Cited: "What is Scientifically-Based Research on Progress Monitoring"

Lynn S. Fuchs and Douglas Fuchs

Tier: Tier 1

School Improvement Plan

Sandusky Junior/Senior High School

Activity - Progress Monitoring (grades 7-8)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7-8 students will be evaluated in the areas of (1) reading comprehension and (2) reading fluency. Data Director, Illuminate and AimsWeb software will be used.	Academic Support Program	Tier 1	Evaluate	09/08/2015	06/14/2016	\$12000	Section 31a	Classroom teachers, RTI Coordinator, Principal

Strategy 2:

Curriculum Alignment - All staff will continue to update their individual curriculum to match the standards approved by the Common Core Curriculum standards approved by the Michigan Department of Education. Principals will be responsible for making sure all teaching staff have updated their curriculum and that they have the necessary tools to teach the curriculum.

Category:

Research Cited: "Researched-Based Strategies for Increasing Student Achievement"

Richard A. Squires, 2008

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide appropriate professional development activities for teaching staff to achieve this goal.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$4300	Title II Part A	Principal

Strategy 3:

After School Program (grades 7-12) - Students identified as at-risk in the area of reading or writing (ELA) will have the opportunity to visit the after school help class for remediation.

Category:

Research Cited: "Afterschool Programs Help Students Succeed in School and Life"

Doug White

Tier: Tier 2

Activity - After-School ELA/Reading Tutoring (Grades 7-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to access after school tutoring help in ELA on a daily basis.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$1500	Section 31a	RTI Coordinator, At-Risk Aide, Principal

School Improvement Plan

Sandusky Junior/Senior High School

Strategy 4:

Credit Recovery - ELA (grades 9-12) - Students who fail an ELA course can elect to retake a failed required course in an online setting.

Category:

Research Cited: "Using Online Learning for At-Risk Students and Credit Recovery"

John Watson and Butch Gemin

July 2008

Tier: Tier 3

Activity - Credit Recovery-ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fail and ELA course can elect to retake the course in an online setting.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2016	\$25000	Section 31a	Counselor, Credit Recovery Teacher, Principal

Strategy 5:

Summer School--grades 7-12 - Students identified as at-risk, below academic benchmarks, or behind in graduation credits will be referred to the summer school program. The program is staffed by certified teachers. Small numbers enrolled in the program will provide for intensive help in the subject area.

Category:

Research Cited: "SUMMER SCHOOL PROGRAMS: A Look at the Research, Implications for Practice, and Program Sampler"

Northwest Regional Educational Laboratory

September 2002

Tier: Tier 3

Activity - Summer School--grades 7-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as not making grade level benchmarks, or who are behind in graduation credit, will be given the opportunity to attend summer school. The class may be given online through the Compass program.	Academic Support Program	Tier 3	Implement	06/10/2015	08/28/2015	\$1000	Section 31a	Counselor, RTI Coordinator, Summer School Teacher, Principal

Strategy 6:

Library Program - Students will attend the library at least once per week to choose a reading book of their choice.

Category:

Research Cited: "Reading: The Core Skill", ASCD, March 2012

SY 2016-2017

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School Improvement Plan

Sandusky Junior/Senior High School

Tier: Tier 1

Activity - Library Books (grades 7-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will attend the school library at least once per week to choose a book to read. The school will continue to update the library with new titles yearly.	Academic Support Program	Tier 1	Implement	09/08/2015	06/14/2016	\$3000	Section 31a	Classroom teachers and library aide.

Strategy 7:

Directed Study Program (grades 9-12) - Identified at-risk students will be placed into a directed study class for part of their school day to receive tutorial help in any academic area, including ELA.

Category:

Research Cited: "Handbook of Research on Improving Student Achievement" Third Edition, Cawelti, Gordon, Ed.

Tier: Tier 2

Activity - Directed Study Class - ELA Cohort (Grades 9-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive academic support in the ELA area.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$5200	Section 31a	Counselor and Directed Study Teacher

Strategy 8:

Using Technology to Enhance Reading Instruction - During the 2014-2015 school year, the District will begin the process of investigating the use of iPad technology for all students in grades 5-12. Furthermore, staff and students will be introduced to updated technology through the use of 32-station Chromebook labs and 32-station laptop labs for classroom use throughout the district. This will require a major investment and intensive professional development for all staff. This initiative will have a major effect on reading instruction and student achievement.

Category:

Research Cited: "8 Studies Show iPads in the Classroom Improve Instruction", posted by Ashley Wainwright on Mon, Feb 18, 2013

Tier: Tier 1

Activity - Technology Professional Development - ELA/Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sandusky Junior/Senior High School

School staff will be invited to attend extensive professional development activities in the use of Google Apps for Chromebook and iPad usage.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Title II Part A	Principal, Instructional Technology Coach, and Superintendent.
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Activity - District Instructional Math Coach--ELA/Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will support a current teacher to work with all K-12 teachers as an Instructional Technology Coach.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/14/2016	\$5000	General Fund	Instructional Technology Coach, Principal, Superintendent

Strategy 9:

One-on-One Reading Help (Grades 7-12) - Instructional Aides will provide one-to-one tutoring in the area of ELA/reading within the classroom or in a separate setting.

Category:

Research Cited: "Targeted Tutoring Can Reduce 'Achievement Gap' for CPS Students, Study Finds", Ingmire, Jann. January 27, 2014

Tier: Tier 2

Activity - Individual Tutoring in ELA/Reading (Grades 7-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional aides will provide individual tutoring to students who are identified at-risk in ELA/Reading.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$7000	Section 31a	Classroom teacher and instructional aides.

Strategy 10:

College Board Assignments - Students in grades 7-11 will take an age-appropriate version of the SAT test through College Board. This test will generate individualized remediation via Khan Academy.

Category:

Research Cited: Research on the Use of Khan Academy in Schools: Research Brief

Mar, 2014

Technical Report

SRIPublicationMar, 2014 By Robert Murphy, Larry Gallagher, Andrew E. Krumm, Jessica Mislevy & Amy Hafter

Tier: Tier 1

School Improvement Plan

Sandusky Junior/Senior High School

Activity - SAT/Khan Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage with personalized remediation through Khan Academy.	Academic Support Program, Technology	Tier 1	Implement	09/08/2015	06/14/2016	\$5600	General Fund	Principal, teachers

Strategy 11:

Scholastic Scope/Upfront - ELA teachers will use Scholastic Scope and Scholastic Upfront periodicals to increase higher-order thinking skills, including paired texts and close reading.

Category:

Research Cited: 1. Morrow, Lesley M. "Magazines Make a Difference: Research on How Classroom Magazines Improve Student Reading." (2006). Scholastic Inc.

Tier: Tier 1

Activity - Use of Scholastic Scope/Upfront	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will use the Scholastic periodicals to increase higher order thinking, particularly with paired texts and close reading.	Materials, Supplemental Materials	Tier 1	Implement	09/08/2015	06/14/2016	\$600	General Fund	Principal, English teachers

Strategy 12:

Professional Learning Communities - As a group, the staff will read a book that will enhance Reading instruction for all students. The books will be chosen by the School Improvement Team after getting input from the full staff.

Category:

Research Cited: Annenberg Institute. (2004). Professional Learning Communities: Professional Development Strategies That Improve Instruction

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff at Sandusky Jr/Sr High School will select a book that the staff will read and discuss to enhance student learning in the area of reading.	Professional Learning	Tier 1		09/08/2015	06/14/2016	\$500	Section 31a	All staff

Goal 3: All Students at Sandusky Jr./Sr. High School will meet the MDE Proficiency Target in the area of Science.

Measurable Objective 1:

60% of Seventh, Eighth, Ninth, Tenth and Eleventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science investigation skills in Science by 06/14/2016 as measured by teacher created assessments, College Board Assessments, M-Step Assessments..

Strategy 1:

After School Program (grades 7-12) - Students identified as at-risk will have the opportunity to access after school tutoring in science on a daily basis.

Category:

Research Cited: "Afterschool Programs Help Students Succeed in School and Life"

Doug White

Tier: Tier 2

Activity - Science Tutoring (grades 7-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to access after school tutoring help in science on a daily basis.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$1500	Section 31a	RTI Coordinator, Counselor, At-Risk Aide, Principal

Strategy 2:

Credit Recovery-Science (grades 9-12) - Students who fail a core course (required for graduation) will be given the opportunity to receive credit through credit recovery (an online class).

Category:

Research Cited: "Using Online Learning for At-Risk Students and Credit Recovery"

John Watson and Butch Gemin

July 2008

Tier: Tier 3

Activity - Credit Recovery-Science (9-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sandusky Junior/Senior High School

Students who fail a science course can elect to retake the course in an online setting.	Academic Support Program	Tier 3	Implement	09/08/2015	06/14/2016	\$25000	Section 31a	Counselor, Credit Recovery Teacher, Principal
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Strategy 3:

Curriculum Alignment - All staff will continue to update their individual curriculum to match the Common Core Curriculum standards that have been approved by the Michigan Department of Education. Principals will be responsible for making sure all teaching staff have updated their curriculum and that they have the necessary tools to teach the curriculum.

Category:

Research Cited: "Research-Based Strategies for Increasing Student Achievement"

David A. Squires

2008

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide appropriate professional development activities for teaching staff to achieve this goal.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Title II Part A	Principal

Activity - Battle Creek Science Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th grade Science classroom kits will be updated with new materials.	Materials	Tier 1	Monitor	09/08/2015	06/14/2016	\$1250	General Fund	Classroom teacher, Principal

Strategy 4:

Directed Study Program (grades 9-12) - Identified at-risk students will be placed into a directed study class for part of their school day to receive tutorial help in any academic area, including Science.

Category:

Research Cited: "Handbook of Research on Improving Student Achievement", Third Edition

Authors: Cawelti, Gordon, Ed.

Tier: Tier 2

Activity - Directed Study Class - Science Cohort (Grades 9-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sandusky Junior/Senior High School

Students receive academic support in the science area.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$5200	Section 31a	Counselor, Directed Study Teacher
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Strategy 5:

Using Technology to Enhance Science Instruction - During the 2014-2015 school year, the District will begin the process of investigating the use of iPad technology for all students in grades 5-12. Furthermore, staff and students will be introduced to updated technology through the use of 32-station Chromebook labs and 32-station laptop labs for classroom use throughout the district. This will require a major investment and intensive professional development for all staff. This initiative will have a major effect on science instruction and student achievement.

Category:

Research Cited: "8 Studies Show iPads in the Classroom Improve Education", posted by Ashley Wainwright on Mon, Feb 18, 2013 @9:26 AM

Tier: Tier 1

Activity - Technology - Professional Development - Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will be invited to attend extensive professional development activities in the use of Apple Apps for Chromebooks and iPad usage.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Title II Part A	Principal, Technology Director, Superintendent.

Activity - District Instructional Math Coach--Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will support a current teacher to work with all K-12 teachers as an Instructional Technology Coach.	Professional Learning	Tier 1		09/08/2015	06/14/2016	\$5000	General Fund	Instructional Technology Coach, Principal, Superintendent

Strategy 6:

One-on-One Science Help (Grades 7-12) - Instructional Aides will provide one-on-one tutoring in the area of Science within the classroom or in a separate setting.

Category:

Research Cited: "Targeted Tutoring Can Reduce the 'Achievement Gap' for CPS Students, Study Finds", Ingmire, Jann. January 27, 2014.

Tier: Tier 2

Activity - After-School Tutoring in Science (Grades 7-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sandusky Junior/Senior High School

Instructional Aides will provide individual tutoring to students who are identified at-risk.	Academic Support Program	Tier 2	Implement	09/08/2015	06/08/2016	\$7000	Section 31a	Classroom teacher and Instructional Aide
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Goal 4: All Students at Sandusky Jr./Sr. High School will meet the MDE Proficiency Target in the area of Social Studies.

Measurable Objective 1:

60% of Seventh, Eighth, Ninth, Tenth and Eleventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on a standardized test in Social Studies by 06/14/2016 as measured by teacher created assessments, College Board Assessments, M-Step Assessments..

Strategy 1:

Directed Study Program - Social Studies Cohort (grades 9-12) - Identified at-risk students will be placed into a directed study class for part of their school day to receive tutorial help in any academic area, including social studies.

Category:

Research Cited: "Handbook of Research on Improving Student Achievement" Third Edition

Authors: Cawelti, Gordon, Ed.

Tier: Tier 2

Activity - Directed Study Class (social studies cohort)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive academic support in the social studies area.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$5200	Section 31a	Counselor, Directed Study Teacher, Principal

Strategy 2:

After School Program (grades 7-12) - Students identified as at-risk in the area of social studies will have the opportunity to visit the after-school help class for remediation.

Category:

Research Cited: "Afterschool Programs Help Students Succeed in School and Life"

Doug White

Tier: Tier 2

School Improvement Plan

Sandusky Junior/Senior High School

Activity - Social Studies Tutoring (Grades 7-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to after school tutoring in social studies on a daily basis.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$1500	Section 31a	RTI coordinator, At-Risk Aide, Principal

Strategy 3:

Curriculum Alignment - All staff will continue to update their individual curriculum to match the standards approved by the Michigan Department of Education. Principals will be responsible for making sure all teaching staff have updated their curriculum and that they have the necessary tools to teach the curriculum.

Category:

Research Cited: "Research-Based Strategies for Increasing Student Achievement"

David A. Squires

2008

Tier: Tier 1

Activity - Professional Development-Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide appropriate professional development activities for teaching staff to achieve this goal.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Title II Part A	Principals

Strategy 4:

Credit Recovery Program - Social Studies (Grades 9-12) - Students who fail a core course (required for graduation) will be given the opportunity to receive credit through credit recovery (an online class).

Category:

Research Cited: "Using Online Learning for At-Risk Students and Credit Recovery"

John Watson and Butch Gemin

July 2008

Tier: Tier 3

Activity - Credit Recovery-Social Studies (Grades 9-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fail a social studies course can elect to retake the course in an online setting.	Academic Support Program	Tier 3	Implement	09/08/2015	06/14/2016	\$25000	Section 31a	Counselor, Credit Recovery Teacher, Principal

School Improvement Plan

Sandusky Junior/Senior High School

Strategy 5:

Using Technology to Enhance Social Studies Instruction - During the 2014-2015 school year, the District will begin the process of investigating the use of iPad technology for all students in grades 5-12. Furthermore, staff and students will be introduced to updated technology through the use of 32-station Chromebook labs and 32-station laptop labs for classroom use throughout the district. This will require a major investment and intensive professional development for all staff. This initiative will have a major effect on science instruction and student achievement.

Category:

Research Cited: "8 Studies Show iPads in the Classroom Improve Education", posted by Ashley Wainwright on Mon, Feb 18, 2013 @ 9:26 AM.

Tier: Tier 1

Activity - Technology - Professional Development - Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will be invited to attend extensive professional development activities in the use of Google Apps for Chromebook and iPad usage.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Title II Part A	Principal, Technology Director, Superintendent.

Activity - District Instructional Math Coach--Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will support a current teacher to work with all K-12 teachers as an Instructional Technology Coach.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/14/2016	\$5000	General Fund	Instructional Technology Coach, Principal, Superintendent.

Strategy 6:

One-on-One Social Studies Help (Grades 7-12) - Instructional Aides will provide one on one tutoring in the area of Social Studies within the classroom or in a separate setting.

Category:

Research Cited: "Targeted Tutoring Can Reduce 'Achievement Gap' for CPS Students, Study Finds." Ingmire, Jann. January 27, 2014.

Tier: Tier 2

Activity - Individual Tutoring in Social Studies (Grades 7-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sandusky Junior/Senior High School

Instructional Aides will provide individual tutoring to students who are identified as at-risk.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$7000	Section 31a	Classroom teacher and instructional aides.
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Goal 5: All Students at Sandusky Jr./Sr. High School will meet the MDE Proficiency Target in the area of Writing.

Measurable Objective 1:

60% of Eleventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in planning, revising, editing, and publishing in English Language Arts by 09/08/2015 as measured by teacher created assessments, College Board Assessments, M-Step Assessments..

Strategy 1:

After School Program (grades 7-12) - Students identified as at-risk in the area of writing. will have the ability to access after-school tutoring on a daily basis.

Category:

Research Cited: "Afterschool Programs Help Students Succeed in School and Life"

Doug White

Tier: Tier 2

Activity - ELA/Writing Tutoring (Grades 7-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to after school tutoring for ELA/Writing on a daily basis.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$1500	Section 31a	RTI Coordinator, At-Risk Aide, Principal

Strategy 2:

Curriculum Alignment - All staff will continue to update their individual curriculum to match the standards approved by the Michigan Department of Education. Principals will be responsible for making sure all teaching staff have updated their curriculum and that they have the necessary tools to teach the curriculum.

Category:

Research Cited: "Research-Based Strategies for Increasing Student Achievement"

David A. Squires

2008

Tier: Tier 1

School Improvement Plan

Sandusky Junior/Senior High School

Activity - Professional Development - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide appropriate professional development activities for teaching staff to achieve this goal.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Title II Part A	Principals

Strategy 3:

Credit Recovery Program - ELA/Writing (grades 9-12) - Students who fail a core ELA/Writing course (required for graduation) will be given the opportunity to receive credit through credit recovery (an online class).

Category:

Research Cited: "Using Online Learning for At-Risk Students and Credit Recovery"

John Watson and Butch Gemin

July 2008

Tier: Tier 3

Activity - Credit Recovery-ELA/Writing (grades 9-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fail an ELA class can elect to retake the class in an online setting.	Academic Support Program	Tier 3	Implement	09/08/2015	06/14/2016	\$25000	Section 31a	Counselor, Credit Recovery Teacher, Principal

Strategy 4:

Directed Study Program - ELA/Writing Cohort (grades 9-12) - Identified at-risk students will be placed into a directed study class for part of their school day to receive tutorial help in any academic area, including ELA/Writing.

Category:

Research Cited: "Handbook of Research on Improving Student Achievement"

Third Edition

Authors: Cawelti, Gordon, Ed.

Tier: Tier 2

Activity - Directed Study Class (ELA/Writing cohort)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive academic support in all ELA areas.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$5200	Section 31a	Counselor, Directed Study Teacher, Principal

School Improvement Plan

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Strategy 5:

Using Technology to Enhance Writing Instruction - During the 2014-2015 school year, the District will begin the process of investigating the use of iPad technology for all students in grades 5-12. Furthermore, staff and students will be introduced to updated technology through the use of 32-station Chromebook labs and 32-station laptop labs for classroom use throughout the district. This will require a major investment and intensive professional development for all staff. This initiative will have a major effect on science instruction and student achievement.

Category:

Research Cited: "8 Studies Show iPads in the Classroom Improve Instruction", posted by Ashley Wainwright on Mon, Feb 18, 2013 @ 9:26 AM.

Tier: Tier 1

Activity - Technology - Professional Development - ELA/Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will be invited to attend extensive professional development activities in the use of Apple Apps for Chromebook and iPad usage.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Title II Part A	Principal, Technology Director, Superintendent.

Activity - District Instructional Math Coach--ELA/Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will support a current teacher to work with all K-12 teachers as an Instructional Technology Coach.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/14/2016	\$5000	General Fund	Instructional Technology Coach, Principal, Superintendent.

Strategy 6:

One-on-One Writing Help (Grades 7-12) - Instructional Aides will provide one-to-one tutoring in the area of ELA/Writing within the classroom or in a separate setting.

Category:

Research Cited: "Targeted Tutoring Can Reduce 'Achievement Gap' for CPS Students, Study Finds", Ingmire, Jann. January 27, 2014.

Tier: Tier 2

Activity - Individual Tutoring in Writing (Grades 7-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Aides will provide individual tutoring to students who are identified as at risk in writing.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$7000	Section 31a	Classroom teachers and Instructional Aides.

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Strategy 7:

IXL Remediation - Students who are identified to be below benchmark will receive remediation with IXL.com.

Category:

Research Cited: Schacter, John. (1999). The Impact of Education Technology on Student Achievement: What the most Current Research Has to Say. Milken Exchange on Education Technology: Santa Monica, CA.

Tier: Tier 3

Activity - IXL Remediation--English/Writing (Grades 7-10)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The IXL.com website allows for individual interventions specific to the individual student.	Supplemental Materials	Tier 3	Getting Ready	09/08/2015	06/14/2016	\$1700	Section 31a	RTI Coordinator, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
District Instructional Math Coach--Science	The District will support a current teacher to work with all K-12 teachers as an Instructional Technology Coach.	Professional Learning	Tier 1		09/08/2015	06/14/2016	\$5000	Instructional Technology Coach, Principal, Superintendent
District Instructional Math Coach--ELA/Reading	The District will support a current teacher to work with all K-12 teachers as an Instructional Technology Coach.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/14/2016	\$5000	Instructional Technology Coach, Principal, Superintendent
Battle Creek Science Kits	7th grade Science classroom kits will be updated with new materials.	Materials	Tier 1	Monitor	09/08/2015	06/14/2016	\$1250	Classroom teacher, Principal
SAT/Khan Academy	Students will utilize individual remediation via Khan Academy.	Academic Support Program, Technology	Tier 1	Implement	09/08/2015	06/14/2016	\$5600	Teachers, Principal
District Instructional Math Coach--Social Studies	The District will support a current teacher to work with all K-12 teachers as an Instructional Technology Coach.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/14/2016	\$5000	Instructional Technology Coach, Principal, Superintendent.
District Instructional Math Coach--Math	The District will support a current teacher to work with all K-12 teachers as an Instructional Technology Coach.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/14/2016	\$5000	Instructional Technology Coach, Principal, Superintendent

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SAT/Khan Academy	Students will engage with personalized remediation through Khan Academy.	Academic Support Program, Technology	Tier 1	Implement	09/08/2015	06/14/2016	\$5600	Principal, teachers
Use of Scholastic Scope/Uprfront	ELA teachers will use the Scholastic periodicals to increase higher order thinking, particularly with paired texts and close reading.	Materials, Supplemental Materials	Tier 1	Implement	09/08/2015	06/14/2016	\$600	Principal, English teachers
District Instructional Math Coach--ELA/Writing	The District will support a current teacher to work with all K-12 teachers as an Instructional Technology Coach.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/14/2016	\$5000	Instructional Technology Coach, Principal, Superintendent.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA/Writing Tutoring (Grades 7-12)	Students will have access to after school tutoring for ELA/Writing on a daily basis.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$1500	RTI Coordinator, At-Risk Aide, Principal
Directed Study Class (social studies cohort)	Students receive academic support in the social studies area.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$5200	Counselor, Directed Study Teacher, Principal
Progress Monitoring (grades 7-8)	All students in grades 7-8 will be evaluated in the areas of (1) math computation and (2) math concepts and applications. Data Director, Illuminate, and AimsWeb software may be used.	Academic Support Program	Tier 1	Evaluate	09/08/2015	06/14/2016	\$12000	Classroom Teachers, RTI coordinator and Principal
Progress Monitoring (grades 7-8)	All 7-8 students will be evaluated in the areas of (1) reading comprehension and (2) reading fluency. Data Director, Illuminate and AimsWeb software will be used.	Academic Support Program	Tier 1	Evaluate	09/08/2015	06/14/2016	\$12000	Classroom teachers, RTI Coordinator, Principal
Directed Study Class (ELA/Writing cohort)	Students receive academic support in all ELA areas.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$5200	Counselor, Directed Study Teacher, Principal

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Library Books (grades 7-12)	All students will attend the school library at least once per week to choose a book to read. The school will continue to update the library with new titles yearly.	Academic Support Program	Tier 1	Implement	09/08/2015	06/14/2016	\$3000	Classroom teachers and library aide.
Individual Tutoring in Mathematics (Grades 7-12)	Instructional aides will provide individual tutoring to students who are identified at-risk in mathematics.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$7000	Classroom teacher and instructional aides
Directed Study Class - Science Cohort (Grades 9-12)	Students receive academic support in the science area.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$5200	Counselor, Directed Study Teacher
IXL Remediation--English/Writing (Grades 7-10)	The IXL.com website allows for individual interventions specific to the individual student.	Supplemental Materials	Tier 3	Getting Ready	09/08/2015	06/14/2016	\$1700	RTI Coordinator, Principal
Summer School--grades 7-12	Students identified as not making grade level benchmarks, or who are behind in graduation credit, will be given the opportunity to attend summer school. The class may be given online through the Compass program.	Academic Support Program	Tier 3	Implement	06/10/2015	08/28/2015	\$1000	Counselor, RTI Coordinator, Summer School Teacher, Principal
Social Studies Tutoring (Grades 7-12)	Students will have access to after school tutoring in social studies on a daily basis.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$1500	RTI coordinator, At-Risk Aide, Principal
Summer School- Math- (Grades 7-12)	Students who are at-risk, behind academic benchmarks, or behind in graduation credits will be referred to the summer school program. The class may be given online through the Compass program.	Direct Instruction	Tier 3	Implement	06/10/2015	08/28/2015	\$1000	Counselor, RTI Coordinator, Summer School Teachers, Principal
After-School Tutoring in Science (Grades 7-12)	Instructional Aides will provide individual tutoring to students who are identified at-risk.	Academic Support Program	Tier 2	Implement	09/08/2015	06/08/2016	\$7000	Classroom teacher and Instructional Aide
Credit Recovery-Social Studies (Grades 9-12)	Students who fail a social studies course can elect to retake the course in an online setting.	Academic Support Program	Tier 3	Implement	09/08/2015	06/14/2016	\$25000	Counselor, Credit Recovery Teacher, Principal
Credit Recovery-Science (9-12)	Students who fail a science course can elect to retake the course in an online setting.	Academic Support Program	Tier 3	Implement	09/08/2015	06/14/2016	\$25000	Counselor, Credit Recovery Teacher, Principal

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Directed Study Class - ELA Cohort (Grades 9-12)	Students receive academic support in the ELA area.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$5200	Counselor and Directed Study Teacher
Directed Study Class - Math Cohort (Grades 9-12)	Students receive academic support in the mathematics area.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$5200	Counselor, Directed Study Teacher, Principal
Individual Tutoring in ELA/Reading (Grades 7-12)	Instructional aides will provide individual tutoring to students who are identified at-risk in ELA/Reading.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$7000	Classroom teacher and instructional aides.
Science Tutoring (grades 7-12)	Students will have the opportunity to access after school tutoring help in science on a daily basis.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$1500	RTI Coordinator, Counselor, At-Risk Aide, Principal
Credit Recovery- ELA/Writing (grades 9-12)	Students who fail an ELA class can elect to retake the class in an online setting.	Academic Support Program	Tier 3	Implement	09/08/2015	06/14/2016	\$25000	Counselor, Credit Recovery Teacher, Principal
Credit Recovery- Mathematics (grades 9-12)	Students who fail a mathematics course can elect to retake the course in an online setting.	Academic Support Program	Tier 3	Implement	09/08/2015	06/14/2016	\$25000	Counselor, Credit Recovery Teacher, Principal
After-School Mathematics Tutoring	Students will have the opportunity to drop in after-school tutoring help in mathematics on a daily basis.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$1500	RTI Coordinator, At-Risk Aide, Principal
After-School ELA/Reading Tutoring (Grades 7-12)	Students will have the opportunity to access after school tutoring help in ELA on a daily basis.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$1500	RTI Coordinator, At-Risk Aide, Principal
Individual Tutoring in Social Studies (Grades 7-12)	Instructional Aides will provide individual tutoring to students who are identified as at-risk.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$7000	Classroom teacher and instructional aides.

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Individual Tutoring in Writing (Grades 7-12)	Instructional Aides will provide individual tutoring to students who are identified as at risk in writing.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2016	\$7000	Classroom teachers and Instructional Aides.
IXL Remediation	Students who are identified to be below benchmark will receive remediation with IXL.com, a website that allows students to receive specifically individualized practice and instruction.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/14/2016	\$1700	Principal and RTI Coordinator
Credit Recovery-ELA	Students who fail an ELA course can elect to retake the course in an online setting.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2016	\$25000	Counselor, Credit Recovery Teacher, Principal
PLC	Staff at Sandusky Jr/Sr High School will select a book that the staff will read and discuss to enhance student learning in the area of reading.	Professional Learning	Tier 1		09/08/2015	06/14/2016	\$500	All staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology - Professional Development - Social Studies	School staff will be invited to attend extensive professional development activities in the use of Google Apps for Chromebook and iPad usage.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Principal, Technology Director, Superintendent.
Technology - Professional Development - ELA/Writing	School staff will be invited to attend extensive professional development activities in the use of Apple Apps for Chromebook and iPad usage.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Principal, Technology Director, Superintendent.
Technology Professional Development - ELA/Reading	School staff will be invited to attend extensive professional development activities in the use of Google Apps for Chromebook and iPad usage.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Principal, Instructional Technology Coach, and Superintendent.
Professional Development	The district will provide appropriate professional development activities for teaching staff to achieve this goal.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Principal

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Technology - Professional Development - Mathematics	School staff will be invited to attend extensive professional development activities in the use of Apple Apps for Chromebook and iPad usage.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Principal, Technology Director, IT Technician, Superintendent, District Technology Coach
Professional Development	The district will provide appropriate professional development activities for teaching staff to achieve this goal.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$4300	Principal
Professional Development-Social Studies	The district will provide appropriate professional development activities for teaching staff to achieve this goal.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Principals
Professional Development - Writing	The district will provide appropriate professional development activities for teaching staff to achieve this goal.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Principals
Technology - Professional Development - Science	School staff will be invited to attend extensive professional development activities in the use of Apple Apps for Chromebooks and iPad usage.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Principal, Technology Director, Superintendent.
Professional Development	The district will provide appropriate professional development activities for teaching staff to achieve this goal.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Principal