



Single Building District Improvement Plan

Onekama Consolidated Schools
Onekama Consolidated Schools

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Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	see Goals and Plans in Assist	

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.

OCS has a School Improvement Team consisting of teachers, parents and board members. The team was selected through individuals volunteering to be part of the process. In addition, to the SIP team the entire teaching staff has input and is very involved in the SIP process. The SIP team meets every month to pull all the information together in order to complete the SIP documentation process. The teaching staff meets monthly throughout the school years looking at data and discussing current SIP goals, evaluating the goals and adjusting goals as needed. Meeting are usually scheduled both during the day and after school and to this point it has worked well, but if different scheduling is required to accommodate additional stakeholders that will be done.

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

Each person on the stakeholder groups looked at Data and together established goals in the different academic areas and academic levels. All stakeholders were given a voice, though goals were established based on data.

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

The final improvement plan will be posted on the school web site. There will be information about the progress throughout the year presented at board meetings.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

input was given by teachers, staff, and board members. We also obtained information through the survey process from parents, board members and school staff.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

It has become apparent that as a district we need to focus more on professional development in the areas of curriculum alignment and also on research based teaching techniques that meet the needs of all of our students. We are still working on increasing student achievement, we will continue to give interim assessments throughout the school year to track progress and pinpoint challenge areas.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The needs assessment pointed out we need more parental involvement, and more PD on research based teaching techniques

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals, with the exception of one are all academic goals or student goals which address the whole student population. There are components in each goal that address disadvantaged students

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Data for Action will help find each students' strengths and challenges

Available time is maximized... Block of time will be scheduled daily for Math and ELA to focus on each student

Instructional materials and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant - Textbook/materials for Math K-8 and also Math recovery, continue use of MASIA units K-12/

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

All strategies are research based, as a staff after receiving PD and working on the strategies completely and consistently the quality and quantity of instruction will increase. As a district we are working to only base our School Wide Plan on data. We have looked at the data and found best practices in order to help us achieve.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The data we obtained from the comprehensive needs assessment pointed us in the direction in which we need to go. We found our areas of concern and formulated goals in order to help our students achieve

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

We have Title I services and At-Risk services incorporated in the plan

5. Describe how the school determines if these needs of students are being met.

These students are progress monitored and interim assessed throughout the year to monitor growth

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of our teachers and staff meet the NCLB requirements for highly qualified	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers of OCS meet the NCLB requirements for highly qualified	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

We had one teacher resign and a half time teacher retire.

2. What is the experience level of key teaching and learning personnel?

More than half of our teaching staff has 10+ years of experience at OCS

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

We advertise in all major colleges in the state of Michigan an we offer a very competitive compensation package

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Competitive compensation package, beautiful area to live and work in

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not have a high turnover rate

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff will receive 9 half days of PD, Two full days and 18 additional hours of PD that is directly aligned to the improvement plan

2. Describe how this professional learning is "sustained and ongoing."

PD is built into our yearly calendar, agendas and meeting expectations are aligned with the improvement plan prior to the beginning of the school year

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

We have a parent that is part of the Improvement Team

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

The school wide plan is available to all parents through the school web-page.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Quarterly updates and evaluation of the plan will be presented at school board meetings. The minutes of those meeting are available on the school web-site.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Parents are invited to attend Title I meetings in order to be part of the planning and implementing parent involvement. Study Island and additional educational Apps. are the remedial software for the students. Parents have access to the software to work with their students from home. They may also access attendance and grades on a daily basis. This is communicated with parents by the principal in the building level newsletters.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

We give parent surveys every other year

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

We use survey results in the school assessment and look at the finding to plan for the next school years improvement plan

8. Describe how the school-parent compact is developed.

Through the NCA process and requirements of Title I the compact was developed by staff and parent input

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Teacher keeps compact on file and revisits it at conferences to reinforce the importance of parental involvement

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

It is handed out in the enrollment packets at orientation every year

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

During conferences teacher explains assessments to parents and answer any questions

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

We have a preschool that is housed in the same building as our elementary school, we connect with the preschool on a weekly, if not daily basis

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

We provided the preschool teacher with the kindergarten entrance exam and also the kindergarten curriculum so she has a firm understanding of where her preschool children should be at the completion of preschool

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

They give their input through the school improvement process

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

All teachers are required to do data-digs after each interim/NWEA assessment.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

By looking at data through NWEA and interim assessments each child has a goal sheet to help them achieve at their fullest

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

It is hard to give timely data since the M-Step data is not returned in a timely manner

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Each child has a individualized learning plan for each core area, the plan is based on NWEA scores and interim assessments. Each teacher knows where the child is at and where the child needs to get too and bases instruction on these factors

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Our programs align and address the academic needs in the improvement plan, we monitor and adjust our program as needed throughout the school year to best meet our students needs. SWIP is a year long process and is visited every two weeks and evaluated for effectiveness

Title I

31 A

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Title I and At-Risk funds will be used to implement interventions and enhance educational opportunities for our identified students

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

We evaluate the program continually throughout the school year during our monthly scheduled school improvement PD times

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

We assess Data three times a year in staff meetings as part of the school improvement process

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

We do this through a data dig process, looking at achievement results of all of our students three times a year

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

As we evaluate the data changes are made accordingly. We evaluate data three time a year

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our school SIP team that meets on a monthly basis, conducted the needs assessment. The team consists of teacher, students, parents, public, board member, and data coordinator.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

We use NWEA, M-Step, Dibles, Progress monitoring and classroom assessments.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.			

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?			

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

5. Describe how the parent involvement activities are evaluated.

6. Describe how the school-parent compact is developed.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?			

8. How does the school provide individual student academic assessment results in a language parents can understand?

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?			

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Single building plan 2017-18

Overview

Plan Name

Single building plan 2017-18

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students will be progressing toward college and career readiness in math.	Objectives: 1 Strategies: 4 Activities: 18	Academic	\$232833
2	All Students will be progressing toward college and career readiness in Language Arts	Objectives: 1 Strategies: 4 Activities: 19	Academic	\$232833
3	All Students will be progressing toward college and career readiness in Science	Objectives: 1 Strategies: 4 Activities: 16	Academic	\$232833
4	All Students will be progressing toward college and career readiness in Social Studies	Objectives: 1 Strategies: 4 Activities: 17	Academic	\$232833

Goal 1: All Students will be progressing toward college and career readiness in math.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing scores on the M-Step by 4%. 9 of 11 grade levels assessed will have 40% or more of their class meeting their projected RIT in Mathematics by 06/08/2018 as measured by M-Step and NWEA.

Strategy 1:

Professional Collaboration and Communication - Increase knowledge of Power School and Planbook. Staff will send postcards and there will be an Elementary parent support night. Gina, Dency, Kim and Kelly will monitoring implementation.

Category: Mathematics

Research Cited: 5 D+

Tier: Tier 1

Activity - Professional Learning for Parents on Powerschool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive professional learning on Powerschool and staff will use Powerschool.	Professional Learning, Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Gina
Activity - Teacher Communication with parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate with parents and keep a log in Planbook	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Gina
Activity - Write and send postcards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During their common professional learning time teachers will write postcards to students and or parents	Parent Involvement	Tier 1	Implement	06/22/2017	06/08/2018	\$0	General Fund	Dency and Kim
Activity - Elementary parent support night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan and execute an elementary parent support night.	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kelly

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Strategy 2:

Curriculum and Pedagogy - Continue to use new math resources, continue to use math recovery, implement learning lab, DOK professional learning, Poverty and Trauma professional learning.

Category: Mathematics

Research Cited: Guaranteed and viable curriculum - Marzano

Tier: Tier 1

Activity - Use new math resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 continue to use new math resources	Materials	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kay

Activity - Math recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fully implement Math Recovery every Friday.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Gina

Activity - Professional Learning on Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on Math Recovery	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Jodi

Activity - DOK Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on DOK	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kay, Dency and Kim

Activity - Learning Lab opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning lab opportunities	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Dency

Activity - 4-12 COW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Curriculum alignment	Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Dency
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Activity - Professional learning on Poverty and Trauma including movement breaks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on Poverty and Trauma. Daily movement breaks K-5	Professional Learning, Behavioral Support Program, Other	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Gina

Strategy 3:

Assessment for Student Learning - Explore short cycle assessments, use formative assessments, analyze data and use goal sheets for students

Category: Mathematics

Research Cited: 5 D+

Tier: Tier 1

Activity - Explore short cycle assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore short cycle assessments.	Professional Learning, Other	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	General Fund	Kay

Activity - Use of formative assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement formative assessment	Direct Instruction	Tier 1	Implement	09/05/2017	06/01/2018	\$0	General Fund	Kay and Gina

Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data evaluated three times a year will all staff	Professional Learning	Tier 1		09/05/2017	06/08/2018	\$0	General Fund	Kim

Activity - Goal sheet for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional learning on create student goal sheets	Professional Learning	Tier 1		09/05/2017	06/08/2018	\$0	General Fund	Kay
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Strategy 4:

Effective Intervention system - Title I, At-Risk and Math Recovery support.

Category: Mathematics

Research Cited: MTSS

Tier: Tier 2

Activity - Title One Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$71734	Title I Schoolwide	Gina

Activity - At-Risk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic support for At-Risk students	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$161099	Section 31a	Gina

Activity - Math recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continual professional learning on Math Recovery	Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	General Fund	Kay

Goal 2: All Students will be progressing toward college and career readiness in Language Arts

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing scores by 3%. 17 of 19 grade levels assessed, in Reading and Language Usage, will have 40% or more of their class meeting their projected RIT. in English Language Arts by 06/08/2018 as measured by M-Step and NWEA.

Strategy 1:

Professional Collaboration and Communication - Professional learning for parents on powerschool, teacher communicate with parents and keep a log, continue writing and sending postcards, elementary parent support night.

Category: English/Language Arts

Research Cited: 5D+

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Tier: Tier 1

Activity - Professional Learning for Parents on Powerschool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive professional learning on Powerschool and staff will use Powerschool	Parent Involvement	Tier 1		09/05/2017	06/09/2018	\$0	General Fund	Gina

Activity - Teacher Communication with parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will communicate with parents and keep a log in Planbook	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Gina

Activity - Write and send postcards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During their common professional learning time teachers will write postcards to students and or parents	Parent Involvement	Tier 1		09/05/2017	06/08/2018	\$0	General Fund	Dency and Kim

Activity - Elementary parent support night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan and execute an elementary parent support night	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kelly

Strategy 2:

Curriculum and Pedagogy - Professional learning on DOK, continue implementation of foundational ELA standards, continue professional learning on Essential practices, Learning Labs, 4-12 COW, continue MAISA units, and Professional Learning on Poverty and Trauma including movement breaks.

Category: English/Language Arts

Research Cited: Guaranteed and viable curriculum - Marzano

Tier: Tier 1

Activity - Professional Learning on DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning on DOK	Professional Learning	Tier 1		09/05/2017	06/09/2018	\$0	General Fund	Kay, Kim and Dency

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Activity - K-5 Foundational ELA standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued implementation of foundational ELA standards	Curriculum Development	Tier 1	Implement	09/05/2017	06/09/2018	\$0	General Fund	Dency
Activity - Professional Learning on Essential practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional learning on Essential practices K-3	Professional Learning	Tier 1	Implement	09/05/2017	06/09/2018	\$0	General Fund	Dency
Activity - Learning Lab opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Lab opportunities	Professional Learning	Tier 1	Implement	09/05/2017	06/09/2018	\$0	General Fund	Dency
Activity - 4-12 COW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum alignment	Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/09/2018	\$0	General Fund	Dency
Activity - Professional learning on Poverty and Trauma including movement breaks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on Poverty and Trauma. Daily movement breaks K-5.	Professional Learning, Behavioral Support Program, Other	Tier 1	Implement	09/05/2017	06/09/2018	\$0	General Fund	Gina

Strategy 3:

Assessment for Student Learning - Explore short cycle assessments, use formative assessments, analyze data and use goal sheets for students

Category: English/Language Arts

Research Cited: 5 D+

Tier: Tier 1

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Activity - Explore short cycle assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore short cycle assessments	Professional Learning, Other	Tier 1		09/08/2017	06/09/2018	\$0	General Fund	Kay
Activity - Use of formative assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement formative assessment	Direct Instruction	Tier 1	Implement	09/05/2017	06/09/2018	\$0	General Fund	Kay and Gina
Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data evaluated three times a year by all staff	Professional Learning	Tier 1	Monitor	09/05/2017	06/09/2018	\$0	General Fund	Kim
Activity - Goal sheet for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on creating student goal sheets	Professional Learning	Tier 1	Implement	09/05/2017	06/09/2018	\$0	General Fund	Kay and Nikki

Strategy 4:

Effective Intervention system - Effective Intervention system - Title I, At-Risk, Individual reading intervention plan, 1/2 hour reading intervention K-5 M-Th, 6-12 remedial reading program

Category: English/Language Arts

Research Cited: MTSS

Tier: Tier 2

Activity - Title One Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One support	Academic Support Program	Tier 2	Monitor	09/05/2017	06/09/2018	\$71734	Title I Schoolwide	Gina
Activity - At-Risk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Academic support for At-Risk students	Academic Support Program	Tier 2	Monitor	09/05/2017	06/09/2018	\$161099	Section 31a	Gina
Activity - Individual reading intervention plan when indicated	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individualized reading intervention when indicated	Academic Support Program	Tier 2	Implement	09/05/2017	06/09/2018	\$0	General Fund	Gina
Activity - Implement 1/2 hour reading intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 will implement 1/2 hour of reading intervention on M-Th	Academic Support Program	Tier 2	Implement	09/05/2017	06/09/2018	\$0	General Fund	Gina
Activity - Remedial Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6-12 implement a remedial reading program	Academic Support Program	Tier 2	Implement	09/05/2017	06/09/2018	\$0	General Fund	Gina

Goal 3: All Students will be progressing toward college and career readiness in Science

Measurable Objective 1:

100% of All Students will demonstrate a proficiency, 5 of 6 grades will have 40% or more of their class meeting their projected RIT in grades 3-8. (on the new test based Next Gen Standards). (M-Step data is unavailable in 2017-2018 and 2018 and 2019 in Science by 06/09/2018 as measured by NWEA).

Strategy 1:

Professional Collaboration and Communication - Increase knowledge in Power School and Planbook. Staff will also send postcards and there will be an elementary parent support night. Gina, Dency. Kim and Kelly will monitor implementation.

Category: Science

Research Cited: 5 D+

Tier: Tier 1

Activity - Professional Learning on Powerschool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will receive professional learning on Powerschool and staff will use Powerteacher/Powerschool	Professional Learning, Parent Involvement	Tier 1	Implement	09/05/2017	06/09/2018	\$0	General Fund	Gina
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Activity - Teacher Communication with parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate with parents and keep a log in Planbook	Parent Involvement	Tier 1	Implement	09/05/2017	06/09/2018	\$0	General Fund	Gina

Activity - Write and send postcards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During their common professional learning time teachers will write postcards to students and or parents	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Dency and Kim

Activity - Elementary parent support night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan and execute parent support night.	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kelly

Strategy 2:

Curriculum and Pedagogy - Professional learning on DOK, Next Generation Science Standards with implementation, PL on integrating science informational reading passages in reading lessons. 4-12 COW and professional learning on poverty and trauma including movement breaks in the classroom.

Category: Science

Research Cited: Guaranteed and viable curriculum - Marzano

Tier: Tier 1

Activity - DOK Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on DOK	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kay, Dency and Kim

Activity - K-12 professional learning and implementation of the Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-12 professional and implementation of the Next Generation Science Standards.	Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kim
Activity - K-3 Professional Learning on integrating science informational reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 professional learning on integrating science informational reading passages in reading lessons.	Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Dency and Kim
Activity - Learning Lab opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning lab opportunities	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Dency
Activity - 4-12 COW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum alignment	Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Dency
Activity - Professional learning on Poverty and Trauma including movement breaks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on Poverty and Trauma. Daily movement breaks K-5.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Gina

Strategy 3:

Assessment for Student Learning - Explore short cycle assessments, use formative assessments, analyze data and use goal sheets for students.

Category: Science

Research Cited: 5 D+

Tier: Tier 1

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Activity - Explore short cycle assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore short cycle assessments - create assessments, administer and use data to make decisions	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	General Fund	Kay
Activity - Use of formative assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement formative assessment	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kay and Gina
Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data evaluated three times a year with all staff	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kim
Activity - Goal sheet for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on creating student goal sheets	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kay

Strategy 4:

Effective Intervention system - Intervention system - Title I, At-Risk and Math Recovery support.

Category: Science

Research Cited: MTSS

Tier: Tier 2

Activity - Title One Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title one	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$71734	Title I Schoolwide	Gina
Activity - At-Risk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic support for At-Risk students	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$161099	Section 31a	Gina

Goal 4: All Students will be progressing toward college and career readiness in Social Studies

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by meeting or exceeding the state average in the M-Step test in 5th, 8th and 11th grade. in Social Studies by 06/08/2018 as measured by M-Step.

Strategy 1:

Professional Collaboration and Communication - Increase knowledge of Powerschool and Planbook. Staff will send postcards and there will be an Elementary parent support night.

Category: Social Studies

Research Cited: 5 D+

Tier: Tier 1

Activity - Professional Learning for Parents on Powerschool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive professional learning on Powerschool and staff will use Powerschool.	Professional Learning, Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Gina
Activity - Teacher Communication with parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate with parents and keep a log in Planbook	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Gina
Activity - Write and send postcards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During their common professional learning time teachers will write postcards to students and or parents.	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Dency and Kim
Activity - Elementary parent support night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan and execute an Elementary parent support night.	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kelly

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Strategy 2:

Curriculum and Pedagogy - Professional learning on DOK questioning, K-3 PL on integrating SS informational reading passages in reading lessons, 4-12 COW, 4-12 PL on new Social Studies Standards, 4-12 PL on MAISA units and Dave Johnson's materials and implementation of both, Learn Lab opportunities and PL on Poverty and Trauma including movement breaks in the classroom.

Category: Social Studies

Research Cited: Guaranteed and viable curriculum - Marzano

Tier: Tier 1

Activity - DOK Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on DOK	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kay, Kim and Dency
Activity - Learning Lab opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Lab opportunities	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Dency
Activity - K-3 Professional Learning on integrating Social Studies informational reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 Professional learning on integrating SS informational reading passages in reading lessons	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Dency
Activity - 4-12 COW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum alignment	Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Dency
Activity - 4-12 Professional Learning Social Studies Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4-12 PL on new Social Studies standards.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kim
Activity - 4-12 Professional learning on MAISA units and D. Johnson material with implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4-12 PL on Social Studies MAISA units and D. Johnson's materials with full implementation.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kim

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Activity - Professional learning on Poverty and Trauma including movement breaks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on Poverty and Trauma including movements in the classrooms	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Gina

Strategy 3:

Assessment for Student Learning - Explore short cycle assessments, use of formative assessments, analyze data and use goal sheets for students.

Category: Social Studies

Research Cited: 5 D+

Tier: Tier 1

Activity - Explore short cycle assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore short cycle assessments	Professional Learning, Other	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	General Fund	Kay

Activity - Use of formative assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement formative assessment	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kay and Gina

Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data evaluated three times a year with all staff	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kim

Activity - Goal sheet for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on creating student goal sheets.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	General Fund	Kay

Strategy 4:

Effective Intervention system - Title I, and At-Risk

Category: Science

Research Cited: MTSS

SY 2016-2017

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Tier: Tier 2

Activity - Title One Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title one support	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$71734	Title I Schoolwide	Gina

Activity - At-Risk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic support for At-Risk students	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$161099	Section 31a	Gina

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
At-Risk	Academic support for At-Risk students	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$161099	Gina
At-Risk	Academic support for At-Risk students	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$161099	Gina
At-Risk	Academic support for At-Risk students	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$161099	Gina
At-Risk	Academic support for At-Risk students	Academic Support Program	Tier 2	Monitor	09/05/2017	06/09/2018	\$161099	Gina

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title One Support	Title one	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$71734	Gina
Title One Support	Title One support	Academic Support Program	Tier 2	Monitor	09/05/2017	06/09/2018	\$71734	Gina
Title One Support	Title one support	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$71734	Gina
Title One Support	Title One	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$71734	Gina

General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Analyze Data	Data evaluated three times a year by all staff	Professional Learning	Tier 1	Monitor	09/05/2017	06/09/2018	\$0	Kim
4-12 COW	Curriculum alignment	Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Dency
Teacher Communication with parents	Teachers will communicate with parents and keep a log in Planbook	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Gina
Goal sheet for students	Professional learning on creating student goal sheets	Professional Learning	Tier 1	Implement	09/05/2017	06/09/2018	\$0	Kay and Nikki
Explore short cycle assessments	Explore short cycle assessments	Professional Learning, Other	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	Kay
Goal sheet for students	Professional learning on create student goal sheets	Professional Learning	Tier 1		09/05/2017	06/08/2018	\$0	Kay
4-12 Professional learning on MAISA units and D. Johnson material with implementation	4-12 PL on Social Studies MAISA units and D. Johnson's materials with full implementation.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kim
Use of formative assessments	Implement formative assessment	Direct Instruction	Tier 1	Implement	09/05/2017	06/01/2018	\$0	Kay and Gina
Use new math resources	K-8 continue to use new math resources	Materials	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kay
Math recovery	Continual professional learning on Math Recovery	Academic Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$0	Kay
Analyze Data	Data evaluated three times a year will all staff	Professional Learning	Tier 1		09/05/2017	06/08/2018	\$0	Kim
Professional Learning on Math Recovery	Professional learning on Math Recovery	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Jodi
Use of formative assessments	Implement formative assessment	Direct Instruction	Tier 1	Implement	09/05/2017	06/09/2018	\$0	Kay and Gina
DOK Professional Learning	Professional learning on DOK	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kay, Dency and Kim
Write and send postcards	During their common professional learning time teachers will write postcards to students and or parents	Parent Involvement	Tier 1	Implement	06/22/2017	06/08/2018	\$0	Dency and Kim
Remedial Reading Program	6-12 implement a remedial reading program	Academic Support Program	Tier 2	Implement	09/05/2017	06/09/2018	\$0	Gina
Explore short cycle assessments	Explore short cycle assessments - create assessments, administer and use data to make decisions	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	Kay

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Professional learning on Poverty and Trauma including movement breaks	Professional learning on Poverty and Trauma including movements in the classrooms	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Gina
Professional Learning on Essential practices	Continued professional learning on Essential practices K-3	Professional Learning	Tier 1	Implement	09/05/2017	06/09/2018	\$0	Dency
Professional learning on Poverty and Trauma including movement breaks	Professional learning on Poverty and Trauma. Daily movement breaks K-5	Professional Learning, Behavioral Support Program, Other	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Gina
Elementary parent support night	Plan and execute an elementary parent support night.	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kelly
Teacher Communication with parents	Teachers will communicate with parents and keep a log in Planbook	Parent Involvement	Tier 1	Implement	09/05/2017	06/09/2018	\$0	Gina
Elementary parent support night	Plan and execute an Elementary parent support night.	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kelly
Analyze Data	Data evaluated three times a year with all staff	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kim
Professional Learning on Powerschool	Parents will receive professional learning on Powerschool and staff will use Powerteacher/Powerschool	Professional Learning, Parent Involvement	Tier 1	Implement	09/05/2017	06/09/2018	\$0	Gina
Analyze Data	Data evaluated three times a year with all staff	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kim
Elementary parent support night	Plan and execute an elementary parent support night	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kelly
Write and send postcards	During their common professional learning time teachers will write postcards to students and or parents.	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Dency and Kim
Professional learning on Poverty and Trauma including movement breaks	Professional learning on Poverty and Trauma. Daily movement breaks K-5.	Professional Learning, Behavioral Support Program, Other	Tier 1	Implement	09/05/2017	06/09/2018	\$0	Gina
Professional Learning for Parents on Powerschool	Parents will receive professional learning on Powerschool and staff will use Powerschool.	Professional Learning, Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Gina

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Professional learning on Poverty and Trauma including movement breaks	Professional learning on Poverty and Trauma. Daily movement breaks K-5.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Gina
Write and send postcards	During their common professional learning time teachers will write postcards to students and or parents	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Dency and Kim
Learning Lab opportunities	Learning Lab opportunities	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Dency
Goal sheet for students	Professional learning on creating student goal sheets.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kay
Professional Learning for Parents on Powerschool	Parents will receive professional learning on Powerschool and staff will use Powerschool.	Professional Learning, Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Gina
Individual reading intervention plan when indicated	Individualized reading intervention when indicated	Academic Support Program	Tier 2	Implement	09/05/2017	06/09/2018	\$0	Gina
Teacher Communication with parents	Teachers will communicate with parents and keep a log in Planbook	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Gina
4-12 Professional Learning Social Studies Standards	4-12 PL on new Social Studies standards.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kim
4-12 COW	Curriculum alignment	Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Dency
Use of formative assessments	Implement formative assessment	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kay and Gina
DOK Professional Learning	Professional learning on DOK	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kay, Kim and Dency
Goal sheet for students	Professional learning on creating student goal sheets	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kay
Professional Learning on DOK	Professional Learning on DOK	Professional Learning	Tier 1		09/05/2017	06/09/2018	\$0	Kay, Kim and Dency
Implement 1/2 hour reading intervention	K-5 will implement 1/2 hour of reading intervention on M-Th	Academic Support Program	Tier 2	Implement	09/05/2017	06/09/2018	\$0	Gina
Elementary parent support night	Plan and execute parent support night.	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kelly

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Use of formative assessments	Implement formative assessment	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kay and Gina
K-5 Foundational ELA standards	Continued implementation of foundational ELA standards	Curriculum Development	Tier 1	Implement	09/05/2017	06/09/2018	\$0	Dency
Professional Learning for Parents on Powerschool	Parents will receive professional learning on Powerschool and staff will use Powerschool	Parent Involvement	Tier 1		09/05/2017	06/09/2018	\$0	Gina
4-12 COW	Curriculum alignment	Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Dency
4-12 COW	Curriculum alignment	Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/09/2018	\$0	Dency
K-3 Professional Learning on integrating Social Studies informational reading	K-3 Professional learning on integrating SS informational reading passages in reading lessons	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Dency
DOK Professional Learning	Professional learning on DOK	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kay, Dency and Kim
Learning Lab opportunities	Learning lab opportunities	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Dency
K-3 Professional Learning on integrating science informational reading	K-3 professional learning on integrating science informational reading passages in reading lessons.	Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Dency and Kim
K-12 professional learning and implementation of the Next Generation Science Standards	K-12 professional and implementation of the Next Generation Science Standards.	Professional Learning, Curriculum Development	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Kim
Explore short cycle assessments	Explore short cycle assessments.	Professional Learning, Other	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$0	Kay
Learning Lab opportunities	Learning lab opportunities	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Dency
Explore short cycle assessments	Explore short cycle assessments	Professional Learning, Other	Tier 1		09/08/2017	06/09/2018	\$0	Kay
Learning Lab opportunities	Learning Lab opportunities	Professional Learning	Tier 1	Implement	09/05/2017	06/09/2018	\$0	Dency

Single Building District Improvement Plan

Onekama Consolidated Schools

Teacher Communication with parents	Teacher will communicate with parents and keep a log in Planbook	Parent Involvement	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Gina
Write and send postcards	During their common professional learning time teachers will write postcards to students and or parents	Parent Involvement	Tier 1		09/05/2017	06/08/2018	\$0	Dency and Kim
Math recovery	Fully implement Math Recovery every Friday.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Gina