



Single Building District Improvement Plan

Ontonagon Area School

Ontonagon Area Schools

Mr. Jim Bobula, Superintendent
701 Parker Ave
Ontonagon, MI 49953-1949

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
School Data Analysis	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	15
Subgroup Student Achievement.....	18
Perception Data - Students.....	23
Perception Data – Parents/Guardians.....	24
Perception Data – Teachers/Staff.....	25

Other..... 26

Single Building District Additional Requirements Diagnostic

Introduction..... 28

Single Building District Additional Requirements Diagnostic..... 29

Health and Safety (HSAT) Diagnostic

Introduction..... 34

Health and Safety (HSAT)..... 35

Title I Schoolwide Diagnostic

Introduction..... 41

Component 1: Comprehensive Needs Assessment..... 42

Component 2: Schoolwide Reform Strategies 46

Component 3: Instruction by Highly Qualified Staff..... 53

Component 4: Strategies to Attract Highly Qualified Teachers..... 54

Component 5: High Quality and Ongoing Professional Development..... 56

Component 6: Strategies to Increase Parental Involvement..... 58

Component 7: Preschool Transition Strategies..... 62

Component 8: Teacher Participation in Making Assessment Decisions..... 63

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 64

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 68

Evaluation: 71

SIP 2014-15

Overview 74

Goals Summary 75

 Goal 1: All students at Ontonagon Area Schools will be mathematically proficient. 76

 Goal 2: All students at Ontonagon Area Schools will become proficient writers. 80

 Goal 3: All students at Ontonagon Area Schools will be science proficient. 82

 Goal 4: All students at Ontonagon Area School will become proficient readers. 84

Activity Summary by Funding Source 89

Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan 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?

Our school district is located in Michigan's Western Upper Peninsula. Sitting at the base of the Porcupine Mountains and the shores of Lake Superior. The district serves the villages of Ontonagon, Mass City, Greenland, Rockland and White Pine. Currently, our district consists of one building K-12 with a student population of 374. 67% of the students receive free and reduced lunch. Our district is rural with limited community activities for our students.

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 OASD is to provide a kind, caring and respectful learning environment where students can achieve academic and personal success. Students have equal rights to sound education.

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.

We have been chosen as a bronze school according to US News & World Report. Elementary students are will be utilizing ipads and chromebooks, purchased by the GOISD, in grades k,1 & 2 in order to increase their proficiency in technology. Our building has been renovated and we are now a K-12 single building district. We are ordering 60 new desktop computers to update our computer labs. Our teachers are provided professional development opportunities to align their curriculum with the Common Core Standards and integrate technology in the classroom.

Our school is continuously providing professional development opportunities to teachers and staff. Curriculum is upgraded to increase student achievement. A new math curriculum is now implemented in grades k-8. Our K-12 Science program is being modified to accommodate New Generation Common Core Standards.

Additional Information

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

Ontonagon Area School's 2012-2013 Top to bottom ranking was: Elementary 28, Junior/Senior high school 43 and our 2012-2013 scorecard rating was yellow. We have currently transitioned to a single school building district for 2013-14. We achieved the school's 2013-2014 proficiency targets in reading, writing and social studies, math and science.

The graduating class of 2014 has 80-90% pursuing further education. We offer numerous CTE programs that offer advanced certifications, such as, Certified Nurses Training, Building Trades, Welding, and Computer Aided Drafting. There are a variety of after school programs such as tutoring, sports and clubs that provide additional opportunities for our students. As well as, summer school for students in need. We now have online course offering through Odyssey Ware to individualize instruction within our core academic areas. Online classes are offered for college credit through Michigan Virtual.

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.

School improvement meetings are scheduled after school to allow for all stakeholders to attend. Attendees at the meetings offer their input within their professional areas of interest. Staff members became involved in the process on a mandatory and voluntary basis. Board members and parents are notified of meeting times verbally, by email, school website and through social networking. All interested parties are encouraged to attend and provide input.

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

The improvement plan was developed by input from staff during staff meetings, parent surveys, parent input and recruitment of school board members. Stakeholders analyzed state testing data, classroom assessments and parent, teacher, student survey data to form goals for the improvement plan.

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 is available to faculty, board members and public. It is shared at staff and board meetings. Faculty are updated regularly on the progress at meetings throughout the year. Other stakeholders will have access to the plan through the school website.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Staffing levels are determined on a year to year basis due to fluctuations in student population.

How do student enrollment trends affect staff recruitment?

Staff is only recruited if student enrollment warrants increasing the number of sections to be taught.

How do student enrollment trends affect budget?

The budget fluctuates along with student enrollment. Currently we are in a declining enrollment trend so our budget is declining. Inconsistencies in FTE funding makes budget planning very difficult.

How do student enrollment trends affect resource allocations?

Decreases in enrollment severely reduces available resources. High need areas, based on testing results and students who are economically disadvantaged are priority areas.

How do student enrollment trends affect facility planning and maintenance?

Our school district reduced to a single K-12 building due to enrollment decreases. Classroom allocation varies year to year based on enrollment at each level. Funding reduction has made maintenance on a as needed basis.

How do student enrollment trends affect parent/guardian involvement?

Parent/guardian involvement is problematic due to increases in percent of students that are categorized as free/reduced and economically disadvantaged. Trends show that low income families take less time to be involved with school activities.

How do student enrollment trends affect professional learning and/or public relations?

The effect of student enrollment on budget, staffing, and other educational items is not always clearly related to the public. Public relations have been tense at times during budget cuts.

Faculty learning continues as required by law unaffected by student enrollment.

What are the challenges you noticed based on the student enrollment data?

Declining enrollment has led to the elimination of programs, a reduction in faculty, and fewer resources for children. The decrease in enrollment is linked to decrease in local industry so the socioeconomic conditions of the community has also declined. Students have a whole host of other issues that the school is not equipped to address, such as social, emotional behavioral needs.

What action(s) will be taken to address these challenges?

Outreach to families through parent letters home, parent teacher conferences, open houses, school web-site and various family activities throughout the year address such challenges. After school tutoring programs are in place to aid academic problems, and counseling services are offered through a local agency to families who wish to participate. Volunteers are recruited to help with many of the deficits that occur within the school district.

What are the challenges you noticed based on student attendance?

Students that are economically disadvantaged often do not place high priority on school attendance when their basic needs may not be being met at home. Although, this is a small population, those students struggle to do well in school.

What action(s) will be taken to address these challenges?

Attendance is carefully monitored. There are correspondence via letters, emails, phone calls and meetings with parents, to address the attendance issues.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Highest achievement is in Reading at the elementary level. (MEAP Data, DIBLES)

Highest achievement is in Reading at the middle school level. (MEAP Data)

Highest achievement is in Reading at the high school level. (MME Data)

Which content area(s) show a positive trend in performance?

Reading at all levels shows a positive trend. Students Math scores in grades 3 through 6 performed above the state average. Grade 4 is showing a moderate to significant increase in writing proficiency.

In which content area(s) is student achievement above the state targets of performance?

Students in grades 3-6 performed above the state average in Math. Students with disabilities in grade 6 performed above state average in social studies.

What trends do you notice among the top 30% percent of students in each content area?

Trends show a large portion of our students in the top 30% are economically disadvantaged as these students make up a large portion of the school population.

STUDENT ACHIEVEMENT: Across the board in all core content areas, MEAP/MME performance shows that all students are generally performing below state proficiency averages with the subgroups SWD consistently performing at least 10%-15% below state and local proficiency averages. In reading and math MEAP, females tended to perform 10%-15% below the state and local proficiency averages.

What factors or causes contributed to improved student achievement?

Students who experience difficulty mastering state standards are identified via MEAP, DIBELS NEXT, DAZE, DIBELS Math, and GLAD assessments. Once identified, the students are targeted through various interventions, such as small group work to focus on areas of improvement and one on one assistance. Activities and assignments are modified to student needs to make sure they are working at their level and making improvement. Tests can be read to students or given in a quiet, private space. More time is given on assignments and assessments as needed.

How do you know the factors made a positive impact on student achievement?

Improvement in classroom assessments, decrease in absenteeism, positive attitudes and behaviors have all been exhibited.

Which content area(s) indicate the lowest levels of student achievement?

Science and Social Studies are the lowest levels of achievement across the board.

STUDENT ACHIEVEMENT: Across the board in all core content areas, MEAP/MME performance shows that all students are generally performing below state proficiency averages with the subgroups SWD consistently performing at least 10%-15% below state and local proficiency averages. In reading and math MEAP, females tended to perform 10%-15% below the state and local proficiency averages.

DIBELS: 65% and 68% of all students were at benchmark in DIBELS reading and math respectively with females historically testing below the performance of males.

Which content area(s) show a negative trend in achievement?

Science scores have been low and continue to be so.

STUDENT ACHIEVEMENT: Across the board in all core content areas, MEAP/MME performance shows that all students are generally performing below state proficiency averages with the subgroups SWD consistently performing at least 10%-15% below state and local proficiency averages. In reading and math MEAP, females tended to perform 10%-15% below the state and local proficiency averages.

DIBELS: 65% and 68% of all students were at benchmark in DIBELS reading and math respectively with females historically testing below the performance of males.

In which content area(s) is student achievement below the state targets of performance?

Science and Social Studies have been below state targets in all grades.

STUDENT ACHIEVEMENT: Across the board in all core content areas, MEAP/MME performance shows that all students are generally performing below state proficiency averages with the subgroups SWD consistently performing at least 10%-15% below state and local proficiency averages. In reading and math MEAP, females tended to perform 10%-15% below the state and local proficiency averages.

DIBELs: 65% and 68% of all students were at benchmark in DIBELs reading and math respectively with females historically testing below the performance of males.

What trends do you notice among the bottom 30% of students in each content area?

Trends show that the bottom 30% of students in each content area are consistently below state average.

MEAP: All students in grades 4,5,7 & 8 performed below state average proficiency on the MEAP math. Students in grades 3 & 6 performed above the state average. SWD , females and economically disadvantaged students performed below the state and school averages in all grade levels by 10%-15%. Grades 3 through 8 bottom 30%: 3 declined, 20 maintained, 7 increased. Grades 3 through 8 top 30%: Top 30% 3 decreased, 16 maintained and 5 increased

What factors or causes contributed to the decline in student achievement?

Factors that contribute to student decline in student achievement include socioeconomic, low parent income contributes to low resources at home, student motivation and attendance. Broken family structure is influenced by unstable environment.

How do you know the factors made a negative impact on student achievement?

After reviewing test data, analyzing parent involvement with open houses, parent teacher conferences it was evident that socioeconomically disadvantaged families were less involved with their child's educational progress, for a variety of reasons. In addition, teacher input, parent surveys, and discussions with students, confirmed such factors.

What action(s) could be taken to address achievement challenges?

Encourage more parent involvement. Find creative ways to include parents such as, weekly lunch dates with their children, and being more flexible when scheduling such events. Continue sending home weekly newsletters with weekly events and updates. Furthermore, we have hired a new science teacher and are in the process of hiring a new math teacher. Teachers are being encouraged to use more technology in the classroom and meeting students specific needs.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Male
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Male
- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

Economically Disadvantaged sub-group performed above average in 6, 9 and 11th grade in Social Studies. The sub-groups of male and economically disadvantaged in regards to Reading have improved to close to the state average. Economically Disadvantaged are at or above the state proficiency levels in writing.

How do you know the achievement gap is closing?*

There are improvements in the DAZE, DIBLES Math and Reading, MEAP and MME scores.

What other data support the findings?

Classroom assessments and teacher input.

What factors or causes contributed to the gap closing? (Internal and External)*

The classroom teachers are using a center based learning approach for reading. The district has hired new math and science teachers at the JR/SR high school level. Progress monitoring occurs in the K-6 classroom on a weekly basis.

How do you know the factors made a positive impact on student achievement?

We have reviewed the test score data from 2008-2014 and identified the trends that show positive improvements in core areas.

What actions could be taken to continue this positive trend?

Continuation of practices learned from the reading coaches and continued use of current classroom practices in reading will continue the reading score improvement. KEEP DOING WHAT IS PROVEN TO BE SUCCESSFUL!

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Students with Disabilities

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Students with Disabilities

In what content areas is the achievement gap greater for these subgroups?*

Science, Social Studies and Writing.

How do you know the achievement gap is becoming greater?*

Because of the findings from evaluating the data from MEAP, MME ACT's and classroom assessments.

What other data support the findings?*

MEAP, MME, DIBELS, ACT and classroom assessments

What factors or causes contributed to the gap increasing? (Internal and External)*

Internal lack of communication between special education teachers and classroom teachers.

How do you know the factors lead to the gap increasing?*

Through inconsistencies in accommodations between Special Ed and classroom teachers.

Single Building District Improvement Plan

Ontonagon Area School

What actions could be taken to close the achievement gap for these students?*

Required documented communication between special ed and classroom teachers.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Not applicable.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students with disabilities are included in all evaluations for Title programs, summer credit recovery programs and after-school programs are accessible to all students. Credit recovery opportunities can also be accessed on-line.

How are students designated 'at risk of failing' identified for support services?

If a student has MEAP scores, classroom grades, students qualifying for free and reduced lunch or teacher concerns about failing, then a Student Assistant Team meeting is called. The SAT procedure outlines the support services that are necessary for each student to have the opportunity to succeed.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Extended school year - summer programs are available for all grade levels.

After school tutoring available by teachers and peers for up to 4 days a week. All grade levels are welcome. Saturday school is available for students that are behind in their work or need computer access to complete assignments.

On-line opportunities and dual enrollment is available for high school students that are interested in areas outside the established curriculum.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	27.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Emails are sent to high school parents informing them of tutoring opportunities. Classroom announcements, hallway flyers, and school wide announcements inform the students of when tutoring is available, school website, parent meetings.

Summer school information is sent to individual parents and students that are in need of credit recovery or other enrichment.

Students are made aware of on-line learning during the class registration process. Dual Enrollment is outlined in the school handbook and students are informed by the school counselor.

Single Building District Improvement Plan

Ontonagon Area School

Label	Question	Value
	What is the total FTE count of teachers in your school?	19.67

Label	Question	Value
	How many teachers have been teaching 0-3 years?	5.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	0.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	7.0

Label	Question	Value
	How many teachers have been teaching >15 years?	9.0

What impact might this data have on student achievement?

An experienced staff act as mentors for the small pool of young teachers. Classroom management, administrative procedures and educational wisdom allows students to have a positive learning environment.

The years of classroom experience provide the students with a strong academic footing. Student achievement should increase with professional experience.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	73.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	96.0

What impact might this data have on student achievement?

Teachers pursuing professional development can have a positive impact on student achievement by providing teachers with new tools and ideas to convey information. There can be lost learning time when teachers are out of their classroom. Teachers make every effort for students to have a valuable learning experience when they must be out of the classroom.

Perception Data - Students

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

Students gain satisfaction from developing positive relationships with their peer and their teachers. Extracurricular activities are extremely popular.

Which area(s) show a positive trend toward increasing student satisfaction?

Reintroduction of an ala carte menu at lunch time provided satisfaction. Increased input from students in the decision making processes in the school have made positive changes in the school atmosphere. Most students surveyed expressed an overall positive social and educational experience.

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

A limited offering in the area of elective classes due to budget constraints.

Which area(s) show a trend toward decreasing student satisfaction?

Increase in class sizes due to budget constraints.

What are possible causes for the patterns you have identified in student perception data?

Budget constraints have caused the curriculum to be limited. Elective areas, such as art, were eliminated due to limited resources. Classes have been at the contractual limits, causing crowding and classroom management challenges.

Student input on cell phone policy increased student satisfaction in this area.

What actions will be taken to improve student satisfaction in the lowest areas?

Not much action can be taken without increases in state funding.

Perception Data – Parents/Guardians

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

Online communication with parents through email, power announcement and Power School has had positive feedback. Elementary level parents receive daily written communication with the classrooms.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

New modes of credit recovery through on-line learning. A new math curriculum in the elementary that will be extended into the middle school, has received positive feedback.

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

Parents are least satisfied when events occur that are not sufficiently communicated to the parents/guardians. Dissatisfaction also occurs when students cannot pursue areas of interest due to classes that have been eliminated from the curriculum.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Parents/guardians are not satisfied with the increase in class size at some grade levels.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Inconsistencies in faculty communication styles leads to the mixed review in this area.

Budget cuts have led to the decrease in curriculum options and increases in class size.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Upgrades on the school website will enhance communication. The counselor has been proactive in communicating through social media.

Faculty are becoming more comfortable with multiple methods of communication.

Perception Data – Teachers/Staff

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

Teacher:

Data analyzed: 20 Teachers Surveyed

Summary of Results 78% of teachers feel they belong, 82% feel other staff cares about them, 65% feel they are recognized for a good job, 82% feel respected, and 77% feel their job is rewarding.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Positive feedback from students, parents and administrators lead to teacher satisfaction.

Teacher:

Data analyzed: 20 Teachers Surveyed

Summary of Results 78% of teachers feel they belong, 82% feel other staff cares about them, 65% feel they are recognized for a good job, 82% feel respected, and 77% feel their job is rewarding.

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

Administrative conflicts lead to disaffected staff.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Increases in class size and loss of curriculum.

What are possible causes for the patterns you have identified in staff perception data?

Budget cuts have led to dissatisfied staff in some areas.

Positive feedback and cooperative atmosphere between students and staff is always a recipe for satisfaction.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

Survey results have not been returned to the school.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Assessments are either state mandated, developed by the classroom teacher or provided by the textbook publishers.

Curriculum decisions are made by the staff and administration when state benchmarks and testing indicates a need for adjustment to the current instruction.

There is also a collaborative effort within the GOISD to align curriculum's and create ISD-wide assessments

What evidence do you have to indicate the extent to which the standards are being implemented?

Faculty are creating classroom pre- and post- test materials to assess student achievement based on the Common Core Standards. All faculty obtained copies of the Common Core State Standards for their specific areas.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	MEAP standardized tests are given at the beginning of the school year. DIBELS benchmark assessments are given three times during the school year along with Curriculum Based Measurement tests throughout the school year.	

Label	Assurance	Response	Comment	Attachment
	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	Go to school website at www.oasd.k12.mi.us . Upper right hand corner of homepage click on Budget & Salary Comprehension Transparency Reporting. Look for AER.	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Located in Student CA-60 files in high school office.	

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

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. 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		

Single Building District Improvement Plan

Ontonagon Area School

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jim Bobula Principal, Superintendent, Athletic Director, Civil Rights Coordinator 701 Parker Ave. Ontonagon, MI 49953 906-884-4433	

Label	Assurance	Response	Comment	Attachment
	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	See Attache:	Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See Attached:	Parent, Teacher, Student Compact

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

Label	Assurance	Response	Comment	Attachment
	The School Improvement Team reviews the CIMS data.	Yes	Special Ed Coordinator of the school provides the team with CIMS data.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our Improvement Plan.	Yes	All staff and administration work closely with the Special Education Department and CIMS coordinator.	

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Web filters are utilized by REMC.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	Through REMC technology services.	

Single Building District Improvement Plan

Ontonagon Area School

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	All signed safety policies are filed in high school office. Policy is also located on school website in the Student Handbook.	

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	Wiring, fiber optic cables and new communications provider are currently being updated and installed. New telephone systems, new hard drives in computers, new monitors, technology coaches, Ipads and Chrome books are being implemented within the district. Teaching staff is currently completing an on-line TRIG class.	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	Our teachers currently use Data Director and Simple K12. Ipads are being utilized in elementary classrooms with Chrome Books to follow for high school students and students needing Title I services. Teachers are provided with Professional Development opportunities to learn how to incorporate technology into their curriculum such as the TRIG on-line course teachers are completing by the end of the 2013-2014 school year.	

Single Building District Improvement Plan

Ontonagon Area School

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	Elementary classrooms incorporate Ipad and Chrome book technology into the curriculum. Students have the opportunity to have an online learning experience. The middle and high school students have access to the computer labs and chrome books. Teachers are encouraged to incorporate technology into their curriculum through TRIG.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jim Bobula Principal, Superintendent, Athletic Director, Civil Rights Coordinator 701 Parker Ave. Ontonagon, MI 49953 906-884-4433	

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

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

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

Single Building District Improvement Plan

Ontonagon Area School

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

Single Building District Improvement Plan

Ontonagon Area School

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	Yes	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

Single Building District Improvement Plan

Ontonagon Area School

	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	No	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	No	N/A

Single Building District Improvement Plan

Ontonagon Area School

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to all indoor facilities	N/A

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

A School-wide Transition Team met during five sessions in the winter and spring of the 2013-2014 school year, with the School-wide Transition Facilitator to analyze and address all required components of the School-wide planning process. The team consisted of administrative personnel, teachers, Title I facilitators, special education personnel, school board members, and parents. Team members worked individually and collectively to review the following types of data: program/process (SPR 40), demographic data (especially subgroups), student achievement (reading, writing, math, science, and social studies), and perception data (parents, and teachers). Summaries and conclusions were developed for each type of data reviewed. Analysis of program/process, perception, and demographic data was correlated with student performance in ELA reading and writing, math, social studies, and science, to formulate school improvement goals and objectives along with strategies and activities to meet the specified goals,

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

SCHOOL PROGRAM/PROCESS DATA (SPR 40/90)

What was examined: SPR 40 2013-14 Ontonagon Area School

Results: Exemplary: 14 indicators

Implemented: 26 indicators

Partially Implemented: 0 indicators

During the 2014-'15 school year, the School Improvement Team will review the result of Ontonagon's most recent SPR 90 to determine if any of the additional 50 indicators are partially implemented or getting started and we'll address them as needed.

ACADEMIC ACHIEVEMENT DATA (3 Data Sources for Each Content Area)

ELA - READING:

Data analyzed: Dibels scores for 2011-12 to 2013-14, MEAP scores for 2009 to 2013, MME scores 2010 to 2013.

Summary of Results:

DIBELS: Of the top 30%, 50% increased. Of the bottom 30%, 37% students stayed below benchmark. All students K-5, 33% showed improvement and were at benchmark.

MEAP/MME: All students are performing at or below the state average in MEAP/MME Reading with females and SWD performing significantly below the state and school average (10%-15% below). Bottom 30% grades 3-8: 3 declined, 20 maintained and 7 increased. Top 30%: 5 increased, 4 declined and 3 maintained.

ELA - WRITING

Data analyzed: MEAP/MME Writing Grades 4,7 & 11 (2009-2013)

Summary of Results: All students in grades 4, 7 & 11 were at or below the MEAP/MME state average proficiency levels with SWD being significantly below both state and school proficiency averages. All grade 4 subgroups are showing moderate to significant increases in proficiency levels.

MATH

SY 2013-2014

© 2014 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Single Building District Improvement Plan

Ontonagon Area School

Data analyzed: Dibels scores for 2011-12 to 2013-14, MEAP scores for 2009 to 2013, MME scores 2010 to 2013.

Summary of Results:

DIBELS: Out of the top 30%, 50% Increased. Of the Bottom 30%, 37% stayed below benchmark, 12% of the bottom 30% are SWD. 68% of ALL students K-5 were at benchmark.

MEAP/MME: All students in grades 4,5,7,8, AND 11 performed below state average proficiency on the MEAP/MME math. Students in grades 3 & 6 performed above the state average. SWD , females and economically disadvantaged students performed below the state and school averages in all grade levels by 10%-15%. Grades 3 through 8 bottom 30%: 3 declined, 20 maintained, 7 increased. Grades 3 through 8 top 30%: 3 decreased, 16 maintained and 5 increased.

SCIENCE:

Data analyzed: MEAP/MME (2009-2013)

Summary of Results: All students in grades 5,8 & 11 were below state average proficiency levels for 2009-2013 with the exception of boys in grade 11. There is a 15%-20% difference between SWD and the all students school average in grades 5, 8 & 11.

SOCIAL STUDIES:

Data analyzed: MEAP/MME (2009-2013)

Summary of Results: All students in grades 6, 9 & 11 performed 10%-15% below state averages on the MEAP/MME Social Studies. SWD in grade 6 tended to be above the state SWD average, but below the building all student average. SWD's in grades 9 & 11 were below the state and building all student average.

PERCEPTION DATA

Teacher:

Data analyzed: 20 Teachers Surveyed

Summary of Results 78% of teachers feel they belong, 82% feel other staff cares about them, 65% feel they are recognized for a good job, 82% feel respected, and 77% feel their job is rewarding.

Parent:

Data analyzed: 15 Parent Perception Surveys returned

Summary of Results: 57% of parents answered positively to the survey, 40% felt they were in regular contact with the teacher, 54% felt that the school met their child's needs, 47% felt that their child was prepared for the next academic year

DEMOGRAPHICS

Data analyzed: MEAP/MME Subgroup Analysis, PowerSchool

Summary of Results:

- 20% of all our students are SWD
- 60% of all our students receive free or reduced lunch
- Student Subgroups Used for Disaggregation: Gender, Students with Disabilities, (economically disadvantaged is the majority of students, therefore, not a sub-group).
- Student Enrollment: 371
- Student Mobility: 10
- Staff: 20
- Discipline, Attendance: 21% have five or more write ups and attendance issues which correlate with lower achievement.

GENERAL SUMMARY:

Single Building District Improvement Plan

Ontonagon Area School

STUDENT ACHIEVEMENT: All core content areas, MEAP/MME performance shows that all students are generally performing below state proficiency averages with the subgroup SWD consistently performing at least 10%-15% below state and local proficiency averages. In reading and math MEAP, females tended to perform 10%-15% below the state and local proficiency averages.

DIBELS: 65% and 68% of all students were at benchmark in DIBELS reading and math respectively with females historically testing below the performance of males.

DEMOGRAPHICS: 20% of our current student enrollment of 374 is Students With Disabilities (SWD). The primary sub groups large enough to use for disaggregation purposes were Gender, SWD, and Top & Bottom 30% (of the bottom 30%, at least 40% of those students were SWD). Economically Disadvantaged was not used as a subgroup because it comprises a majority of our student population.

PROGRAM PROCESS: We felt we were exemplary and implemented for all SPR 40 indicators. We will review the SPR 90 results from 2012 to determine if any of those indicators were at partially implemented or getting started.

PERCEPTION: Teachers generally felt strongly that they belonged, were cared about, respected and they found their work rewarding. The parents that were surveyed brought up some areas concern regarding students being prepared for the next grade level and frequency of parent/teacher communication. The parent concerns will be explored further with survey of a larger population of parents.

OVERALL CONCLUSIONS: Based on our analysis of the four types of data, Ontonagon Area School will include the following goals in their 2014-15 SIP.

- 1) All students will improve reading proficiency
- 2) All students will improve writing proficiency
- 3) All students will improve math proficiency
- 4) All students will improve science proficiency Note: Social Studies improvements will be addressed through the reading goal.

Ontonagon Area School's 2012-2013 Top to bottom ranking was: Elementary 28, Junior/Senior high school 43 and our 2012-2013 scorecard rating was yellow. We have currently transitioned to a single school building district for 2012-13. We achieved the school's 2013-2014 proficiency targets in reading, writing and social studies, math and science.

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

After extensive review of the four types of data it became obvious that all students are performing below state averages in all core content areas. It also, became clear that our subgroups, SWD, females, and the bottom 30% are showing particular difficulty mastering state content expectations. Although teachers generally report satisfaction with the school and its programs, a small group of parents who returned surveys expressed concern with teacher parent communication and their child's preparation for the next grade level.

Focus in 2014-15 school improvement plan will center on improving student's skills in all core content areas with particular focus on improving the skills of SWD, females, and the bottom 30%. Parent concerns after verification with a larger survey group will be addressed as activities within the school improvement plan.

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?

Single Building District Improvement Plan

Ontonagon Area School

School Improvement Goals for the 2014-15 school year will address all students in all five core content areas. As a part of improving student performance in all five core content areas strategies and activities will include not only those focused on all students but additional and specialized strategies and/or activities focusing on accelerating the growth of our three primary under-performing subgroups SWD, females, and the bottom 30%.

Specific strategies for ALL students and targeted interventions for IDENTIFIED STRUGGLING SUBGROUPS are discussed and described thoroughly in the next component: Schoolwide Reform Strategies

Component 2: Schoolwide Reform Strategies

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

Reading: English Language Arts/ Social Studies Teachers will provide all students with a weekly Guided Highlighted Reading lesson in either English Language Arts or Social Studies to assist students in increasing their reading fluency/comprehension and social studies proficiency. Teachers will guide all students as they engage in the reading process and model appropriate techniques to analyze and comprehend the selected reading passages.

Math: Mathematics Teachers will continue to implement the new math series, Math Expressions/Big Ideas for all students, which are aligned with the common core standards.

Math Vocabulary- Math Teachers will provide a weekly math vocab/term/symbol lesson to all students to increase student proficiency in math terminology and concepts. Teacher generated quiz will be given at the end of the week to monitor students progress.

Writing: ELA/English Teachers will introduce and implement a new writing program into class schedule daily/weekly, from the Oakland Writing Series, along with lessons from the 6 plus 1 Writing Traits (Ideas/Content, Voice, Word Choice, Sentence Fluency, Conventions and Presentations) for all students to increase writing proficiency. Teachers will guide as students engage in the writing process and will model appropriate writing mechanics.

Science: Science Teachers will provide a weekly science vocab/term/concept lesson to increase all students proficiency in science terminology and concepts. A teacher generated quiz will be given at the end of the week, to monitor students progress.

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).

QUALITY

Reading/Social Studies Proficiency: Guided Highlighted Reading Tier 1 all students: The teacher's use of this strategy provides all students with extra weekly reading practice, to improve the students reading fluency and comprehension. The teacher will guide students through the reading process and model how to answer the 5 W's plus 1, which aids in comprehension. This process teaches students how to gather information out of any text they read. The Guided High Lighted strategy will be used K-12 in either ELA/English or Social Studies.

Math, Tier 1(all students): The teachers use of the new math series (Math Expressions/Big Ideas), is directly aligned with the common core standards and exposes students to the most updated math practices at grade specific levels. Further, the second math strategy, math vocabulary word study, provides students (K-12) with extra time to practice, and to demonstrate understanding of new math vocab/terms/symbols.

Writing Tier 1 all students: The new Writing Series being implemented to address the our low proficiency scores in writing. The Oakland Writing Series is aligned with common core standards and will provide students (k-12) with daily/weekly writing instruction. Ontonagon Area School has not had a previous writing program and this series, along with the 6 Plus 1 writing traits will provide instructional consistency at all grade levels.

Science Tier 1 all students: The Science vocabulary word study strategy, provides students (K-12) with extra time to practice, and to demonstrate understanding science vocab/terms/concepts. Through this process students will have a better understanding of the science terminology and concepts being presented which in turn will cause better understanding of the lesson.

QUANTITY

Reading Tier 2 and Tier 3 students will receive modifications and/or accommodations on the Guided High Lighted reading strategy based on individual needs. Additional reading support will be provided daily to these students through the use of Facilitators and Special Education Teachers. Programs such as Read Naturally, K-Pal's/Pal's, Rewards, Odyssey Ware, the Barton Reading will be accessed to target students specific reading deficit.

Math Tier 2/3 students will receive modifications and/or accommodations to the new math series as well as the math vocabulary and word study lessons. Additional math support will be provided daily to these students through the use of Facilitators and Special Education Teachers. Students will receive instruction at their grade level, not the grade they are in, to address math deficits. Programs used will include the new math series and Key Math.

Writing Tier 2/3 students will receive modifications and/or accommodations to the writing series lessons. Additional writing support will be provided daily to these students through the use of Facilitators and Special education teachers. Student's writing deficits will be addressed such as spelling, proper sentence mechanics, and review of 6 Plus 1 writing concepts.

Science Tier 2/3 students will receive modifications and/or accommodations to the science vocab/terms/concept and word study lessons. Additional support will be provide daily/weekly through the use of Facilitators and Special Education Teachers depending on student's individual needs. Special attention will be paid to whether the deficits are tied to reading difficulties.

Math, Writing, and Science strategies/activities are aligned directly with reading strategies/activities. Reading deficits could effect the students proficiency in all core academic areas.

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

Based on the Comprehensive Needs Assessment the following are general findings: All core content areas, MEAP/MME performance shows that all students are generally performing below state proficiency averages with the subgroup SWD consistently performing at least 10%-15% below state and local proficiency averages. In reading and math MEAP, females tended to perform 10%-15% below the state and local proficiency averages.

DIBELS: 65% and 68% of all students were at benchmark in DIBELS reading and math respectively with females historically testing below the performance of males.

DEMOGRAPHICS: 20% of our current student enrollment of 374 is Students With Disabilities (SWD). The primary sub groups large enough to use for disaggregation purposes were Gender, SWD, and Top & Bottom 30% (of the bottom 30%, at least 40% of those students were SWD Economically Disadvantaged was not used as a subgroup because it comprises a majority of our student populatio

OVERALL CONCLUSIONS: Based on our analysis of the four types of data, Ontonagon Area School has include the following goals in their 2014-15 SIP.

Single Building District Improvement Plan

Ontonagon Area School

- 1) All students will improve reading proficiency
- 2) All students will improve writing proficiency
- 3) All students will improve math proficiency
- 4) All students will improve science proficiency Note: Social Studies improvements will be addressed through the reading goal.

Ontonagon Area School's 2012-2013 Top to bottom ranking was: Elementary 28, Junior/Senior high school 43 and our 2012-2013 scorecard rating was yellow. We have currently transitioned to a single school building district for 2013-14. We achieved the school's 2012-2013 proficiency targets in reading, writing and social studies, math and science.

The Strategies in the school wide plan align with the above findings in that they address the needs of all students for Reading, Social Studies, Math, Writing, and Science. Under each goal area there are strategies/activities that address: all students, Tier 2 students (which include the bottom 30%, and females) as well as Tier 3 students (which include swd (which are at least 40% of the bottom 30%)). Therefore, we have created strategies/activities that are specific to increase proficiency scores for each tier. Such as, Guided Highlighted Reading, The new math series, Math Expressions/Big Ideas, word study of Math Vocabulary, The Oakland Writing Program, along with the 6 Plus 1 Writing Traits, and the word study Science Vocabulary for Tier 1 students.

Additional strategies/activities have been put into place to address the more severe deficits of struggling Tier 2 and Tier 3 students, with support of Facilitators, and Special Education Teachers. Examples of additional strategies used with Tier 2 and Tier 3 students might include but are not limited to instructions read, tests read, additional time on assignments, differentiated grouping, written and verbal instructions, hands-on activities (centers), leveled readers, and modified assignments. Further support is described in detail in the response to the next question (#4).

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.

Students with Disabilities (who make up at least 40% of the bottom 30%), females and the remainder of the bottom 30% of OAS students have been identified as those who need the most instructional support. In the SIP we identified strategies and activities that are directly related to providing interventions for these sub-groups. The strategies are as follows:

Reading: Tier 2 Classroom Teachers and Facilitators will provide instructional support to assist students in reaching grade level in reading fluency and reading comprehension, as well as, social studies skills. The facilitators will work in small group settings or in a one on one setting. Facilitators will meet with students on a daily basis, and At Risk Facilitators are available hourly/daily based on students needed.

Reading Tier 3 Special Education Teachers, and Facilitators will provide intensive instructional services and support to decrease student reading fluency/comprehension deficits in one to one, small group settings and by following individual educational plans daily.

Tier 2 Math: Classroom Teacher and facilitators will provide instructional lessons to address student math deficits per grade level and common core standards. Title 1 will meet daily and At Risk is available hourly/daily based on student need. The facilitator will meet in small groups or one on one.

Tier 3: Special Education Teachers and Facilitators will provide instructional services to decrease student math deficits: in one on one, small group and with student individual education plan on a daily basis.

All Tier 2 and Tier 3 strategies will provide modification and accommodation based on the activity being used and the individual needs of the

Single Building District Improvement Plan

Ontonagon Area School

students ,as well as the Individual Education Plan of students.

The above information are strategies in the schoolwide plan which provide a level of interventions for students who need the most instructional support, below we have listed the activities that accompany these strategies

Ontonagon Area School District uses a 3-tiered response to intervention approach to provide interventions and assistance to academically struggling students. Students in Tier-1 (all students) receive whole class instruction and only need additional support from the classroom teacher. Students in tier-2 (which include females and 60% of the bottom 30%), need more support than just the classroom teacher can provide. This includes assistance from the Title I facilitators as either push in or pull out as determined by the classroom teacher. If more assistance is required, the SAT process will help to determine student's eligibility for further testing and tier 3 support. Students in tier-3 (SWD who make up at least 40% of the bottom 30%) require intensive support on a regular basis in order to achieve academic success and may need to be referred or serviced in specialized programs such as Special Education.

Specific interventions (activities) by content area are shown below and are in accordance with our SIP

Reading Activities:

Reading Tier 1: ELA, English and/or Social Studies Teacher will select a grade level passage, from a textbook, newspaper/magazine article, novel, etc., once a week. All students will read and answer the five W's plus one questions by highlighting answers in the passage. Students will then write a summary paragraph on what they read to include the main idea and 2-3 supporting detail sentences. Students will receive weekly feedback from teachers in regards to their progress on Guided Highlighted Reading skills after teacher grades assignment.

Guided Highlighted Reading Tier 2: Teacher will give student a modified version (i.e. easier reading, shorter word count) of Guided Highlighted Reading activity with teacher and/or peer assistance in reading of passage, answering questions and completing summary paragraph.

Guided Highlighted Reading Tier 3:Teacher will provide students with a modified version (shorter passage and/or easier reading passage) of Guided Highlighted Reading ahead of peers to provide time to practice the activity. Students will receive extra support from teacher and or peer to assist with reading and comprehension during pre-practice time and day of scheduled guided highlighted reading, Teacher will provide accommodations per each individuals needs.

Tier 2 Reading Support: Facilitators will provide reading support using the Read Naturally computer reading program, Odyssey Ware, Rewards, Sound Partners, K-Pals, and Pals to increase reading fluency and comprehension. Using these programs, At-Risk and Title I facilitators will assist students in decreasing their specific deficit areas concerning reading.

Tier 3 Reading Support:Special Education Teachers and Facilitators will work to decrease students reading deficits in reading fluency and comprehension by using the Odyssey Ware Program, Barton Reading Program, Read Naturally Program, Readers Theater, Teacher Read Aloud, Repeated Readings, and CLOZE/DAZE procedures.

Social Studies proficiency will be addressed through all reading strategies and activities at tier 1, tier 2, and tier 3 levels.

Math Activities:

Math Tier 1:Math teachers will provide instruction on grade specific math lessons/concepts. Teachers will then assign a daily lesson for all students to practice and demonstrate understanding of the concept just learned. Students will receive daily teacher feedback in regards to their progress on their daily math concepts/lessons.

Single Building District Improvement Plan

Ontonagon Area School

Math Tier 2: Students will practice and review previously introduced math concepts in deficit area with facilitator until concept is mastered using manipulative, teacher modeling and visual aids, Odyssey Ware, Math Expressions/Big Idea for a specific grade level.

Math Tier 3: Special Education Teachers and Facilitators will assist students in mastering math deficits using math resources/curriculum geared towards students level and deficit area. Programs such as Odyssey Ware, Key Math, and previous lessons/concepts from Math Expressions/Big Idea will be used.

Math Tier 1: Math Teachers will choose 2 - 3 vocab/terms/symbols at specific grade level per chapter for all students word study. In writing, students will show recognition and understanding of selected math terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/symbols.

Math Vocab Tier 2: Teachers will provide math vocab/terms/symbols to students a head of peers to provide extra time for practice and understanding. Support for student will be provided by teacher and/or classroom peer in clarification and understanding of vocab/terms/symbols. In writing students will show recognition and understanding of selected math terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/symbols from teacher graded quiz and comments.

Math Vocab Tier 3: Teachers will provide student with one less math vocab/term/symbol to include definition and visual example. The student will receive this assignment ahead of peers to practice and review. Further support will be provided by teacher and/or classroom peer to assist student with reading, understanding and clarification of term. Student will demonstrate understanding of vocab/term/symbol either orally or in writing on a weekly basis.

Science Activities:

Science Tier 1: Science Teachers will choose 2 - 3 vocab/terms/concepts at specific grade level per chapter for student word study. In writing students will show recognition and understanding of selected science terminology. Students will receive weekly feedback in regards to progress in mastering math science vocab/terms/concepts in the form of a weekly quiz.

Science Vocab Tier 2: Teacher will provide science vocab/terms/concepts to students a head of peers to provide extra time for practice and understanding. Further, support for understanding will be provided by teacher and/or classroom peer. In writing students will show recognition and understanding of selected science terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/concepts by means of weekly quiz.

Science Vocab Tier 3: Teachers will provide one less science vocab/term/concept along with the actual definition and visual example, to be given a head of peers. Further support will be provided by teacher and/or classroom peer to assist with understanding. Student will review and practice science vocab/term/concept and will demonstrate understanding either orally or in writing on a weekly basis.

For science, students K-12 receive differentiated instruction as needed by the classroom teacher or Title 1 facilitators. Attention is paid to whether weaknesses can be attributed to reading deficit.

Writing Activities:

Writing Tier 1: ELA /English teaches will provide students with a writing rubric based on the Oakland Writing Series and the 6 plus 1 writing traits. Weekly/daily teachers will model writing process and students will practice and complete grade level Oakland Writing Series lessons and the 6 plus 1 writing traits. Free teacher rubric makers can be found at rubistar.4teachers.com and teach-nology.com.

Writing Tier 2: Classroom Teachers and Facilitators will collaborate and discuss students writing deficit. Students will practice and review previously introduced writing concepts in deficit area with facilitator until concept is mastered using writing rubrics, teacher modeling and

Single Building District Improvement Plan

Ontonagon Area School

visual aids for a specific grade level.

Writing Tier 3: Special Education Teachers, Classroom Teachers and Facilitators will collaborate and discuss students writing deficits. Students will practice and review previously introduced writing concepts in deficit area with SPED Teacher/Facilitator addressing their specific deficit area such as spelling, proper sentence mechanics, i.e. 6 plus 1 writing concepts on a daily basis until mastery is achieved.

Improving Social Studies proficiency will be addressed through all reading strategies and activities at tier 1, tier 2, and tier 3 levels.

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

Annually all student's MEAP, MME, and ACT proficiency scores are reviewed and analyzed as well as DIBELS bench marking in both reading and math 3 times per year (k-6), Also reviewed are the student's body of work, grades, test scores and teacher observations to make sure needs of students are being met.

In Addition to the above information the following is monitored and reviewed for students at the Tier 2, Tier 3 level:

Tier 2 Reading: Students who qualify for reading support are monitored on weekly basis by classroom teacher through DIBELS progress monitoring and DIBELS benchmark testing, in grade K-6. Progress is monitored by Facilitators through reviewing students daily work and Facilitator daily lesson logs. Teachers and Facilitators can also monitor progress via computer generated reports from the Read Naturally Program and the Odyssey Ware program, which they use with the students.

Tier 3 Reading: Special Education Teachers, Facilitators and Classroom Teachers will monitor and evaluate individual student work on a daily/weekly/monthly basis for remediation and progress monitoring. SPED Teachers will monitor / record student work on a daily basis to assess progress made towards remediating students reading deficit. Classroom teachers will monitor students deficits through DIBELS progress monitoring and benchmark assessments, students work, and chapter/unit tests on a weekly basis. Facilitators will track student deficit progress in Daily Lesson Log. Special Education teachers can also assess progress through Diagnostic Assessments such as the GORT-4. The Read Naturally reading program and the Odyssey Ware Program track student progress through a computer generated Classroom teacher, facilitator will collaborate at least monthly to discuss individual student progress and/or strategies if student is not making progress. Special Education Teacher and classroom teacher will meet once a year to complete students individual education plan.

Math Tier 2: Math Teachers monitor students progress who qualify for math support through chapter lessons, tests, and student work. Further, facilitators evaluate progress through DIBELS math benchmark testing (3 times per year), students daily work, and facilitator's daily log. Teachers and Facilitators can also monitor work via computer generated Odyssey Ware reports.

Math Tier 3: Special Education Teachers, Facilitators and Classroom Teachers will monitor and evaluate individual student work on a daily/weekly/monthly basis for remediation and progress monitoring. SPED Teachers will monitor / record student work on a daily basis to assess progress made towards remediating students math deficit. Classroom teachers will monitor students deficits through students work, and chapter/unit tests on a weekly basis. Facilitators will track student deficit progress in Daily Lesson Log, and with DIBELS Benchmark testing. Special Education teachers can also assess progress through Diagnostic Assessments such as Key Math and the Odyssey Ware Program to track student progress through a computer generated reports. Classroom teacher, facilitator will collaborate at least monthly to discuss individual student progress and/or strategies if student is not making progress. SPED teacher and classroom teacher will meet once a year to complete student's individual education plan.

Single Building District Improvement Plan

Ontonagon Area School

Writing Tier 2/3: Classroom Teachers, Facilitators, and SPED Teachers will collaborate and discuss the students progress and non-progress the student is making concerning their writing deficit. New ideas and strategies will be discussed to help guide the student toward mastery of the writing process.

Science Tier 2/3: Classroom Teachers, Facilitators, and SPED Teachers will collaborate and discuss the students progress and non-progress the student is making concerning their struggles with science concepts. New ideas and strategies will be discussed to help guide the student toward mastery of science concepts.

Monitoring improvements in Social Studies will occur as part of the monitoring of improvements in Tiers 1, 2, and 3 in reading.

Further monitoring by Administration, will evaluate strategies by completing classroom walk through with formal and informal observations and viewing teacher assessed progress monitoring as well as facilitators daily logs.

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	One hundred percent of Ontonagon Area School instructional paraprofessionals are highly qualified as defined by NCLB and the State of Michigan.	

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	One hundred percent of Ontonagon Area School teachers are highly qualified as defined by NCLB and the State of Michigan.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

For the past 3 years the only teacher turnover that has occurred at Ontonagon School has been generally due to teacher retirements. Teacher turnover is not an issue at Ontonagon.

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

Ontonagon School has a total of 21 teachers performing in a full or part-time capacity. Their ranges of experience are as follows:

0-5 years of experience - 5 teachers

6-10 years of experience - 3 teachers

11-20 years of experience - 8 teachers

More than 20 years of experience - 5 teacher

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

Ontonagon School is a single building district. Strategies that this single building district uses to attract and retain high-quality, highly qualified teachers include:

All teachers meet highly-qualified requirements

Friendly, cooperative staff

Career tech opportunities for all students (welding, building trades, nursing, CAD, business management)

Small class sizes

Strong parent and community involvement

Safe and supportive teaching environment

Good staff and parent communication

Approachable and supportive building administrator

Quality professional development

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

There are several factors which make Ontonagon Area School District an attractive place to work.

- Competitive salary and benefits package

- Multiple professional development opportunities available through region (ISD) and district

- Professional development is eligible for SCECH's

- District has a teacher mentoring program pairing new teachers with veteran teachers (Mentors and

Single Building District Improvement Plan

Ontonagon Area School

mentees meet minimally once a month)

District maintains a neat and orderly building and grounds, including our athletic complex. Our athletic program offers students the opportunity to participate in several different sports along with coop opportunities with neighboring districts

- Ontonagon Area School District is a single-building, rural public school system with high levels of parental support, family values, and community involvement.
- Available positions are posted on college job boards
- The district website is updated regularly to showcase district initiatives, events, and programming.
- Administrator contact information is available on the website and request for information from possible candidates is consistency followed up with.
- Files of applications for various positions are kept for two years.

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?

Not applicable, teacher turnover is not an issue at Ontonagon Area School District

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 and the goals of the school improvement plan.

The Ontonagon Area School strives to provide its staff with numerous professional development opportunities throughout each school year. With limited financial resources this generally occurs through grant opportunities (TRIG grant), ISD-provided trainings, and free online resources through Learnport (Simple K-12). Although some staff continues to receive training in the Technology Readiness Infrastructure Grant (TRIG) most are ready to begin implementation and receive opportunities for practice and feedback using the strategies they've learned. The TRIG, 2 year training engages teachers in active learning on how to integrate technology within the classroom. Staff, as they complete the TRIG modules will have the opportunity through an Instructional Rounds process to be supported in the use of their training by coaching, modeling, observation, and feedback. Staff will learn how to incorporate technology into the classroom setting. Technology such as I pads, Chrome Books, and various internet resources will be integrated into classrooms. This technology allows teachers to differentiate learning based on student needs.

Implementation and integration of TRIG modules will also be supported by further professional development opportunities through the online Learnport system's Simple K-12 modules. Teachers will be assigned Simple K-12 modules throughout the year that support and extend the Instructional Rounds process and the implementation of the TRIG modules.

Additional professional development in reading, math, and science will be received through conferences such as the Upper Peninsula Reading and Math Conference and training in STEM (Science Technology Engineering and Math).

The TRIG training, the Instructional Rounds opportunity for practice and feedback, and the Simple K-12 training are in support of the school improvement goals in all core content areas that have been developed based on the finding of the comprehensive needs assessment. Because Ontonagon's student performance in all core content areas has generally been below the state average it is anticipated that improving the use and integration of technology into everyday classroom practice will provide opportunities to better engage all students and support the needs of individual struggling students.

Included in staff professional development will be a component that addresses parent involvement. The Joyce Eptsein Model will be used. Training will include short presentations/discussions during the monthly school improvement meetings.

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

Staff will receive ongoing professional learning throughout the school year. Staff will receive ongoing support for implementation of TRIG strategies through instructional rounds which will provide opportunities for practice, support, and feedback. Simple K-12 is a professional learning opportunity for staff to receive training online and modules selected this school year will support the implementation of TRIG strategies. Instructional Rounds, TRIG strategies follow up coaching, and use of Simple K-12 will occur throughout the school year as indicated in the schools Professional Development Plan.

Additional professional development that will occur throughout the year will include: ISD trainings, STEM training (twice a year), and the Upper Peninsula Math and Reading Conferences.

Single Building District Improvement Plan

Ontonagon Area School

Further as a sustained activity, at the monthly school improvement meetings there will be a Parent Involvement Component added using the Epstein Model. Each month a different portion of the model will be presented and discussed with staff concerning continual parent involvement.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	See following links and attached document:	Ontonagon Professional Development Plan 2014-15

Component 6: Strategies to Increase Parental Involvement

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

Parent representatives are members of the Title I Schoolwide Transition team and the School Improvement Team and are involved in the review and design of all plans. Additional parent input is also received through surveys, conferences, and school activities such as Reading Month, content area family nights, and annual Title 1 parent meeting.

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

Parents are involved in implementation through their involvement and volunteer efforts in the building and classroom. For example, they come into classrooms to read during reading month and they run the annual book and science fairs. They are further involved through support of the various plan strategies when working to support their child's learning at home. Finally, they are involved in implementation through their commitment as outlined in the parent compact.

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

Parents are invited and participate in Schoolwide Plan Team meetings including evaluation throughout the year of the plan. They are encouraged to give input through parent surveys, conferences, Open House, parent conferences and/or any other activities directly related to school events as well as contact with administrative and teaching staff. This input will be part of the information discussed during Schoolwide Plan Team meeting during which the plan is evaluated.

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	See attached	Ontonagon parent involvement Plan

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

a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; [1118 (e) (1)]

1. At the annual Open House this criteria is explained, as well as at the annual fall parent/teacher conferences.
2. Teachers, Administrators and Facilitators are available to help explain to parents what is required by law

b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; [1118 (e) (2)]

1. Materials are given to parents on an individual and need be basis to assist with their children's

Single Building District Improvement Plan

Ontonagon Area School

achievement and success in reaching state standards. For example, flash cards, worksheets, and word games are sent home for parent(s) to use with their child.

c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; [1118 (e) (3)]

1. At regular staff meetings the administration encourages and provides information on the importance and values of parental involvement in and out of the school. For example, strategies from the Joyce Epstein model of encouraging parent involvement will be emphasized.

d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; [1118 (e) (4)]

1. Head Start is housed in the school and there is an open door policy inviting head start or GSRP students elementary functions and activities such as assemblies and fun nights.

2. Head Start and GSRP students are invited to visit the Kindergarten to participate lessons and see how the class is run.

3. Annually, in the spring, a "Kindergarten Round Up" is held where the Kindergarten teacher meets with parents and prospective students. Assessments are given at that time to evaluate each student's readiness.

e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand; [1118 (e) (5)]

1. When needed, social media letters are sent home with the children, announced on the radio and placed on the school website.

Ontonagon Area School strives to provide all information to parents in parent friendly jargon free language. In the event that translation services would be needed, Ontonagon Area School secures assistance from the Gogebic Ontonagon Intermediate School District or Gogebic Community College.

f. Shall provide such other reasonable support for parental involvement activities under this as parents may request. [1118 (e) (14)]

1. The administration and staff are always open and flexible regarding ideas concerning parental involvement.

PART III ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand. [1118 (f)]

1. In the event that translation services would be needed, Ontonagon Area School secures assistance from the Gogebic Ontonagon Intermediate School District or Gogebic Community College.

2. Ontonagon Area School is handicap accessible. Additionally, parents with cognitive challenges are provided assistance in accordance with their need. For example, for parents with literacy challenges, documents may be read to them in their entirety.

3. Although Ontonagon Area School does not have a migratory children population, if that were to change, services would be provided to these families in accordance with their need.

4. Ontonagon Area School strives to provide all information to parents in parent friendly, jargon free language.

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

Parents are annually given a survey to evaluate the effectiveness of the Title I parent involvement component. The results of these surveys

Single Building District Improvement Plan

Ontonagon Area School

are compiled and areas of weakness are identified. This information is used by the Schoolwide Plan team to update and revise the Schoolwide Transition plan.

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

The results of the information gathered through evaluation of the parent involvement plan will be used to update, revise, and include additional strategies in the schoolwide plan.

8. Describe how the School-Parent Compact was developed.

The origin of the school-parent compact was so long ago no one currently at the school knows how it was developed. During the summer of 2013 the current school-parent compact was revised by Title I staff and administration with parent input. This compact is reviewed by parents at the Annual Title 1 Parent Meeting and any suggestions for improvement are encouraged. This compact is brought to the Schoolwide Plan team, which includes parent(s), annually for the team's input and to share parent suggestions received during the annual Title 1 parent meeting . Adjustments are made by the Schoolwide Plan team as agreed upon.

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

The compact is discussed at the back to school Open House and fall parent teacher conferences. Basic elements of the discussion include roles and responsibilities as outlined in the compact and parental rights in the Title I program. If the compact has not been discussed with a parent by the end of parent conferences a second attempt is made through letters home or phone calls.

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

Ontonagon Area School became a K-12 single building district in the 2013-14 school year. Prior to this only Ontonagon Elementary was designated as a Title 1 school. Beginning with the 2014-15 school year the full K-12 building will be Title 1 Schoolwide and parent compacts will be shared with secondary students through a beginning of the year Open House and fall parent conferences.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	See attached:	Parent, Teacher, Student Compact

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

Sources of information on state and local academic standards and assessments, as well as suggestions as to how parents can monitor their child's progress and work with educators are available through report cards, elementary student take home folders/planners, and a web-based grade book (power school) so parents have immediate, up-to-date access to their child's grades and progress. Parents are issued passwords so they can view and monitor their child's grades, attendance, and homework completion. Individual parent meetings are held
SY 2013-2014

Single Building District Improvement Plan

Ontonagon Area School

with parents using the Student Assistance Team (SAT) process for students identified to be experiencing difficulty mastering grade level content area expectations. During SAT meetings assessment results are explained to parents and there is the opportunity for parents to ask clarifying questions as strategies to work with their child are developed. Ontonagon School strives to ensure that all parent communications are provided in parent friendly, jargon free language.

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?

Ontonagon School assists preschool children and their parents in the transition from Head Start (which is located in our building) to kindergarten by facilitating numerous connection opportunities. The Head Start students and their parents are invited to participate in building activities during and after school such as Family Fun nights, holiday parties, Open House, Book Fair as well as assemblies when age appropriate.

The issue of kindergarten readiness is addressed through communication between the Head Start and kindergarten teachers. This communication allows the teachers to establish a common curriculum addressing the shared expectations. Observation of the kindergarten classroom occurs for Head Start students throughout the school year. Incoming kindergarten students and parents are invited to Kindergarten Roundup in the spring where kindergarten screening occurs (vision/hearing screening, kindergarten readiness skills).

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?

Kindergarten readiness training is addressed through ongoing communication between the Head Start and kindergarten teachers and school administration. This communication allows the Head Start and kindergarten teachers to establish shared expectations for skills students will need to be successful in kindergarten. Parents of preschool children receive training in kindergarten readiness skills through an information packet that is distributed and discussed during Kindergarten Roundup.

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?

Teachers have input into the use of school-based academic assessments through professional development time in the summer and throughout the school year at both the district and ISD level. Grade level core content area teachers have been involved in selecting the use of ongoing assessments such as DIBELS and Read Naturally plus content area chapter tests in order to measure student achievement, determine gaps in learning, specify type and frequency of interventions, and evaluate teaching methods and curriculum needs. Grade level core content teachers research, review, and choose materials best suited to meet the academic needs of students. Professional Development is provided to assist teachers with assessment building and use based on the needs of the core content areas they teach.

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

Teachers are actively engaged in data analysis throughout the school year. They are provided the results of MEAP, DIBELS (weekly progress monitoring and benchmarking three times per year), DAZE (DIBELS CLOZE procedure), MME, and ACT assessments and given professional development time to analyze data. They have had training and continual access to data through Data Director, MI School Data, Power School, and local assessment records which provides an opportunity for continuous identification of learning gaps for student achievement.

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.

Reading

Reading Tier 2: Students are identified for Title I and At Risk services by DIBELS Reading Benchmark assessments (3 times per year), MEAP, MME, and ACT proficiency scores annually. Further, teachers can also refer students for support services through the SAT process when they believe a student is struggling in one or more academic area, and their grade point average is below 70%.

For example, if a student is at a strategic or intensive level in DIBELS, NEXT (K-6), and DAZE (3-6), or is partially/not proficient in MEAP/MME (3-11), and/or performing poorly (D, F's) on unit test of common core based assessments, they are targeted for assistance.

Reading Tier 3: Struggling students are identified for tier 3 through DIBELS Benchmark assessments, teacher and/or parent referral. The student of concern is referred to the SAT (Student Assistance Team) and the evaluation process starts. The team consists of SPED teacher, Classroom teacher, facilitators and parents. Team meets and remediation strategies are tried and if progress is not made, personnel from GOISD and the SPED teacher will conduct Diagnostic Tests to pinpoint students' specific deficit in reading.

Math

Math Tier 2: Students are identified for tier 2 math support with DIBELS benchmark testing (3 times per year) MEAP, MME, ACT proficiency scores annually. Further, math teachers can also refer students for services through the SAT process when they believe a student is struggling with math concepts, and their grade point average is less than 70%.

For example, if DIBELS Math (K-6) or MEAP (3-*) shows student being partially or not proficient, and/or classroom assessment shows less than 70% proficiency the student will be targeted for assistance.

Math Tier 3: Struggling students are identified for tier 3 through DIBELS Math Benchmark assessments, teacher and/or parent referral. The student of concern is referred and the SAT (Student Assistance Team) process starts. The team consists of SPED teacher, Classroom teacher, facilitators and parents. Team meets and remediation strategies are tried and if progress is not made, personnel from GOISD and the SPED teacher will conduct Diagnostic Tests to pinpoint students' specific deficit in math.

Writing Tier 2/3: Identification of students who are struggling with writing is based on an annual review of MEAP, MME, and ACT writing proficiency scores, if a student shows partially or not proficient, as well as student work samples, scored by grade level writing rubrics. Further, teacher observations and classroom average of lower than 70%.

Science Tier 2/3: Identification of students who are struggling in science is based on an annual review of MEAP, MME, and ACT science proficiency scores, if a student is partially or not proficient, as well as student work samples. Further, teacher observations and grade point average of less than 70%, with attention paid to whether the weakness is tied to a reading difficulty.

Social Studies: If a student is less than 70% proficient according to classroom assessments, and/or partially not proficient on MEAP (6,9) the

students will be targeted for assistance with attention paid to whether the weakness is tied to reading difficulty.

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?

Ontonagon Area School District uses a 3-tiered response to intervention approach to provide interventions and assistance to academically struggling students. Students in Tier-1 (all students) receive whole class instruction and only need additional support from the classroom teacher. Students in tier-2 (which include females and 60% of the bottom 30%), need more support than just the classroom teacher can provide. This includes assistance from the Title I facilitators as either push in or pull out as determined by the classroom teacher. If more assistance is required, the SAT process will help to determine student's eligibility for further testing and tier 3 support. Students in tier-3 (SWD who make up at least 40% of the bottom 30%) require intensive support on a regular basis in order to achieve academic success and may need to be referred or serviced in specialized programs such as Special Education.

Specific interventions (activities) by content area are shown below and are in accordance with our SIP

Reading Activities:

Reading Tier 1: ELA, English and/or Social Studies Teacher will select a grade level passage, from a textbook, newspaper/magazine article, novel, etc., once a week. All students will read and answer the five W's plus one questions by highlighting answers in the passage. Students will then write a summary paragraph on what they read to include the main idea and 2-3 supporting detail sentences. Students will receive weekly feedback from teachers in regards to their progress on Guided Highlighted Reading skills after teacher grades assignment.

Guided Highlighted Reading Tier 2: Teacher will give student a modified version (i.e. easier reading, shorter word count) of Guided Highlighted Reading activity with teacher and/or peer assistance in reading of passage, answering questions and completing summary paragraph.

Guided Highlighted Reading Tier 3: Teacher will provide students with a modified version (shorter passage and/or easier reading passage) of Guided Highlighted Reading ahead of peers to provide time to practice the activity. Students will receive extra support from teacher and or peer to assist with reading and comprehension during pre-practice time and day of scheduled guided highlighted reading, Teacher will provide accommodations per each individuals needs.

Tier 2 Reading Support: Facilitators will provide reading support using the Read Naturally computer reading program, Odyssey Ware, Rewards, Sound Partners, K-Pals, and Pals to increase reading fluency and comprehension. Using these programs, At-Risk and Title I facilitators will assist students in decreasing their specific deficit areas concerning reading.

Tier 3 Reading Support: Special Education Teachers and Facilitators will work to decrease students reading deficits in reading fluency and comprehension by using the Odyssey Ware Program, Barton Reading Program, Read Naturally Program, Readers Theater, Teacher Read Aloud, Repeated Readings, and CLOZE/DAZE procedures.

Social Studies proficiency will be addressed through all reading strategies and activities at tier 1, tier 2, and tier 3 levels.

Math Activities:

Math Tier 1: Math teachers will provide instruction on grade specific math lessons/concepts. Teachers will then assign a daily lesson for all students to practice and demonstrate understanding of the concept just learned. Students will receive daily teacher feedback in regards to their progress on their daily math concepts/lessons.

Single Building District Improvement Plan

Ontonagon Area School

Math Tier 2: Students will practice and review previously introduced math concepts in deficit area with facilitator until concept is mastered using manipulative, teacher modeling and visual aids, Odyssey Ware, Math Expressions/Big Idea for a specific grade level.

Math Tier 3: Special Education Teachers and Facilitators will assist students in mastering math deficits using math resources/curriculum geared towards students level and deficit area. Programs such as Odyssey Ware, Key Math, and previous lessons/concepts from Math Expressions/Big Idea will be used.

Math Tier 1: Math Teachers will choose 2 - 3 vocab/terms/symbols at specific grade level per chapter for all students word study. In writing, students will show recognition and understanding of selected math terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/symbols.

Math Vocab Tier 2: Teachers will provide math vocab/terms/symbols to students a head of peers to provide extra time for practice and understanding. Support for student will be provided by teacher and/or classroom peer in clarification and understanding of vocab/terms/symbols. In writing students will show recognition and understanding of selected math terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/symbols from teacher graded quiz and comments.

Math Vocab Tier 3: Teachers will provide student with one less math vocab/term/symbol to include definition and visual example. The student will receive this assignment ahead of peers to practice and review. Further support will be provided by teacher and/or classroom peer to assist student with reading, understanding and clarification of term. Student will demonstrate understanding of vocab/term/symbol either orally or in writing on a weekly basis.

Science Activities:

Science Tier 1: Science Teachers will choose 2 - 3 vocab/terms/concepts at specific grade level per chapter for student word study. In writing students will show recognition and understanding of selected science terminology. Students will receive weekly feedback in regards to progress in mastering math science vocab/terms/concepts in the form of a weekly quiz.

Science Vocab Tier 2: Teacher will provide science vocab/terms/concepts to students a head of peers to provide extra time for practice and understanding. Further, support for understanding will be provided by teacher and/or classroom peer. In writing students will show recognition and understanding of selected science terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/concepts by means of weekly quiz.

Science Vocab Tier 3: Teachers will provide one less science vocab/term/concept along with the actual definition and visual example, to be given a head of peers. Further support will be provided by teacher and/or classroom peer to assist with understanding. Student will review and practice science vocab/term/concept and will demonstrate understanding either orally or in writing on a weekly basis.

For science, students K-12 receive differentiated instruction as needed by the classroom teacher or Title 1 facilitators. Attention is paid to whether weaknesses can be attributed to reading deficit.

Writing Activities:

Writing Tier 1: ELA /English teaches will provide students with a writing rubric based on the Oakland Writing Series and the 6 plus 1 writing traits. Weekly/daily teachers will model writing process and students will practice and complete grade level Oakland Writing Series lessons and the 6 plus 1 writing traits. Free teacher rubric makers can be found at rubistar.4teachers.com and teach-nology.com.

Writing Tier 2: Classroom Teachers and Facilitators will collaborate and discuss students writing deficit. Students will practice and review

previously introduced writing concepts in deficit area with facilitator until concept is mastered using writing rubrics, teacher modeling and visual aids for a specific grade level.

Writing Tier 3: Special Education Teachers, Classroom Teachers and Facilitators will collaborate and discuss students writing deficits. Students will practice and review previously introduced writing concepts in deficit area with SPED Teacher/Facilitator addressing their specific deficit area such as spelling, proper sentence mechanics, i.e. 6 plus 1 writing concepts on a daily basis until mastery is achieved.

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

In all subjects students receive differentiated instruction by the classroom teacher and additional support through facilitators.

Accommodations offered include: instructions read, tests read, additional time on assignments, differentiated grouping, written and verbal instructions, hands-on activities (centers), leveled readers, and modified assignments.

Students who experience difficulty mastering state standards are identified via MEAP, MME, ACT proficiency scores, DIBELS Bench mark testing for reading and math. Once identified, the students are targeted through various interventions, such as small group work to focus on areas of deficit and one on one assistance. Activities and assignments are modified to student needs to make sure they are working at their level and making improvement. Tests can be read to students or given in a quiet, private space. More time is given on assignments and assessments as needed.

Additional examples of differentiated activities are outlined in the previous section describing timely additional assistance provided in all core content areas.

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 school uses resources allocated through the following sources: Title I, Part A; Title II, Part A; Section 31a At Risk; Special Ed, and some local funds to supplement the achievement of students in grades K-12. Support and intervention programming is designed based on student needs identified through the Comprehensive Needs Assessment and noted in the Goal areas of the School Improvement Plan. Strategies are identified to improve performance in each particular goal area. Resources are then designated to fund the activities necessary for strategy implementation.

1. Title I, Part A - All SIP Goals

- A. Title I Paraprofessional - salary for paraprofessional working with identified Title I students within the school day in the classroom or small group.
- B. Title I Teacher Salary - Title I supplemental instruction by classroom teachers working with identified Title I students
- C. Benefits for Teacher and paraprofessionals - Standard taxes and benefits for Title I teacher and paraprofessional
- D. Parent Involvement Activities
- E. Summer School: Teacher and paraprofessional salary and benefits, supplies and student transportation
- F. Purchase additional chrome books if funds are available

2. Title II, Part A - All SIP Goals

- A. Transfer Title IIA funds into Title IA to support Title IA activities described above.
- B. Transfer Title IIA into Title IID to purchase chrome books if available

3. Title IID- support all SIP goals

- A. Purchase chrome books for classroom instructional support including preparation for Smarter Balanced Assessment, Assist with individualized instructional needs

4. Section 31a At risk - All SIP Goals

- A. Teacher and facilitator salary and benefits for intervention and support for students identified as needing additional assistance in all core areas

5. Special Education Funds-All SIP Goals

- A. Teacher and paraprofessional salary and benefits-They provide support to Special ed students including those specified in the school improvement plan

6. Local Funds - All SIP Goals

- A. Local funds will be used to support any activities/strategies in the SIP that are not paid for by specialized funds.

Single Building District Improvement Plan

Ontonagon Area School

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.

1. Title I, Part A - Paraprofessional Salary, teacher Salary, Benefits for teacher and paraprofessional, parental involvement, summer school and chrome books

A. Component 1 - CNA

B. Component 2 - Schoolwide Reform Strategies

C. Component 3 & 4- Highly Qualified Staff

D. Component 6 - Strategies to increase parental involvement

E. Component 9 - Timely & Additional Assistance

2. Title II, Part A - Transfer to Title IA and Title IID

A. Component 1 - CNA

B. Component 2 - Schoolwide Reform Strategies

C. Component 3 & 4- Highly Qualified Staff

D. Component 6 - Strategies to increase parental involvement

E. Component 9 - Timely & Additional Assistance

3. Title IID - purchase chrome books

A. Component 2 - Schoolwide Reform Strategies

B. Component 9 - Timely & Additional Assistance

4. Section 31a At risk - Intervention, Teacher and paraprofessional salary and benefits

A. Component 2 - Schoolwide Reform Strategies

B. Component 9 - Timely & Additional Assistance

5. Special Education - Teacher and paraprofessional aide salary and benefits

A. Component 2 - Schoolwide Reform Strategies

B. Component 9 - Timely & Additional Assistance

5. Local Funds - All improvement plan strategies and activities not paid for with specialized funds

A. Component 1 CNA

B. Component 2 -- Schoolwide Reform Strategies

C. Component 9 -- Timely and Additioanl Assistance

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.

Anti-Bullying program - Local Funds - Positive Behavior Intervention Support Programs are fully implemented for grades K-12; Officers from the local Sheriff's Department, Juvenile officer and the Michigan State Police provide workshops and presentations for students on bully prevention programs which also include cyber bullying.

Single Building District Improvement Plan

Ontonagon Area School

Food Services -Federal School Nutrition funds for Breakfast and lunch programs

Great Start Readiness Preschool --State GSRP - This program is scheduled to be implemented in the 2014-15 school year and be housed in our building, however it will be funded through BHK (Baraga, Houghton, Keweenaw, child care center)

Head Start - Federal Head start funds. This program is housed in our building, however it is sponsored by GOCAA. (Gogebic Ontonagon Community Action Agency)

Vocational Education Programs - ISD funded. provided on our campus, but funded by the Intermediate School District.

Work Based Learning - local and ISD funds. These funds are used to pay for oversight responsibilities by Ontonagon and ISD staff.

Evaluation:

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

The school administrator monitors implementation of the schoolwide program through review of lesson plans, informally during walkthroughs and formally through teacher observations. The School Improvement Team meets monthly and monitors implementation of the schoolwide program during periodic data reviews where the effectiveness of schoolwide strategies are discussed. Data reviewed includes MEAP, MME, DIBELS, ACT, classroom pre-post test data, and other sources as available. If strategies do not appear to be effective, an initial step to determine cause is to question whether the strategy has been fully and/or accurately implemented

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.

The School Improvement Team meets monthly and monitors implementation of the schoolwide program during periodic data reviews where the effectiveness of schoolwide strategies are discussed. Data reviewed includes MEAP, MME, DIBELS, ACT, classroom pre-post test data, and other sources as available. If strategies do not appear to be effective, an initial step to determine cause is to question whether the strategy has been fully and/or accurately implemented.

Additionally, administration and staff review MEAP and MME trend data to determine if proficiency rates are improving and moving adequately toward achieving the 85% proficiency rate by 2022

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.

All K-5 students are assessed three times per year at the district level using DIBELS and all students K-12 are assessed throughout the year using classroom pre-post assessments. Students in need of more intensive instruction and intervention are identified from these assessment results as well as annual MEAP and MME scores. Data is also disaggregated to analyze the performance of identified subgroups (Bottom 30% and Students with Disabilities). Using strategies outlined in our school improvement plan, students most in need of assistance are identified as falling into Tier 2 and 3. Students are progress monitored using DIBELS and classroom pre-post tests as well as intervention program progress monitoring records. Both classroom and intervention program progress monitoring data are used to determine if the intervention strategies have been successful.

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?

Revision of the Schoolwide Plan (SWP) is completed by reviewing any newly released data throughout the school year to monitor the effectiveness of the SWP as it relates to student academic achievement and the goals and objectives within the plan. Interventions are

Single Building District Improvement Plan

Ontonagon Area School

implemented or revised when necessary. Surveys will continue to be gathered from stakeholders to insure that all parties have input into the evaluation process. This includes perception surveys from students, staff, and parents.

SIP 2014-15

Overview

Plan Name

SIP 2014-15

Plan Description

Goals, objectives, strategies and activities

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 Ontonagon Area Schools will be mathematically proficient.	Objectives: 1 Strategies: 4 Activities: 17	Academic	\$0
2	All students at Ontonagon Area Schools will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$0
3	All students at Ontonagon Area Schools will be science proficient.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$0
4	All students at Ontonagon Area School will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$0

Goal 1: All students at Ontonagon Area Schools will be mathematically proficient.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase by 10% at grade level in Mathematics by 06/01/2015 as measured by Teacher scoring of weekly quizzes, in class tests. DIBELS Math, MEAP, MME, and ACT.

Strategy 1:

New Math Series - Teachers will continue to implement the new math series, Math Expressions/Big Ideas for all students, which are aligned with the common core standards.

Research Cited: Series aligns w/ Common Core, Teacher guidance and modeling. Research Support: "What Works Clearing House" ies.ed.gov/ncee/wwc

Tier: Tier 1

Activity - Math Expressions/Big Ideas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will provide instruction on grade specific math lessons/concepts. Teachers will then assign a daily lesson for all students to practice and demonstrate understanding of the concept just learned. Students will receive daily teacher feedback in regards to their progress on their daily math concepts/lessons.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	General Fund	Mathematics Teachers
Activity - Teacher Monitor/Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math assignments will be objectively and subjectively evaluated by teacher on a daily/weekly basis for remediation and progress monitoring. The effectiveness of the new math series will be evaluated by student math performance on DIBELS benchmark testing, MEAP, MME, ACT, and students math grades.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	General Fund	Mathematics Teacher
Activity - Administration Monitoring Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will evaluate strategy by completing classroom walk through with formal observations and viewing teacher assessed progress monitoring of math lessons and tests.	Evaluation	Tier 1	Evaluate	09/08/2014	06/01/2015	\$0	General Fund	Jim Bobula, Administration
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Ontonagon Area School

Utilize 2014-15 Ontonagon Area School Professional Development Plan and GOISD personnel.	Evaluation	Tier 1	Evaluate	09/08/2014	06/01/2015	\$0	General Fund	Jim Bobula, Administration, GOISD personnel
--	------------	--------	----------	------------	------------	-----	--------------	---

Strategy 2:

Math Vocabulary - Math Teachers will provide a weekly math vocab/term/symbol lesson to increase student proficiency in math terminology and concepts. A teacher generated quiz will be given at the end of the week, to monitor students progress.

Research Cited: Pre-Word Study, Word Study. Research Support: "What Works Clearing House" ies.ed.gov/ncee/wwc

Tier: Tier 1

Activity - Math vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Teachers will choose 2 - 3 vocab/terms/symbols at specific grade level per chapter for all students word study. In writing, students will show recognition and understanding of selected math terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/symbols.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	General Fund	Math Teachers K-12

Activity - Accommodated Math Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will provide math vocab/terms/symbols to students a head of peers to provide extra time for practice and understanding. Support for student will be provided by teacher and/or classroom peer in clarification and understanding of vocab/terms/symbols. In writing students will show recognition and understanding of selected math terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/symbols from teacher graded quiz and comments.	Academic Support Program	Tier 2	Implement	09/08/2014	06/01/2015	\$0	General Fund	Math Teacher K-12

Activity - Modified/Accommodated Math Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide student with one less math vocab/term/symbol to include definition and visual example. The student will receive this assignment ahead of peers to practice and review. Further support will be provided by teacher and/or classroom peer to assist student with reading, understanding and clarification of term. Student will demonstrate understanding of vocab/term/symbol either orally or in writing on a weekly basis.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	General Fund	Math Teacher

Single Building District Improvement Plan

Ontonagon Area School

Activity - Teacher Monitor/Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math vocabulary assignments will be objectively and subjectively evaluated by teacher on a weekly basis for remediation and progress monitoring. The effectiveness of the new math series will be evaluated by student math performance on DIBELS benchmark testing, MEAP, MME, ACT, and students math grades.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/01/2015	\$0	General Fund	Mathematics Teacher, Facilitator
Activity - Administration Monitor /Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will evaluate strategy by completing classroom walk through with formal observations and viewing teacher assessed progress monitoring of math lessons and tests.	Monitor	Tier 2	Monitor	09/08/2014	06/01/2015	\$0	General Fund	Administration, Mr. Bobula

Strategy 3:

Math Support Tier 2 - Classroom Teachers and Facilitators will provide instructional lessons to address student math deficits per grade level and common core standards. Title I will meet daily and At Risk is available hourly/daily based on student needs. The facilitators will meet in small groups and/or one on one settings.

Research Cited: Small group / 1-1 instruction and additional support time. Research Support= "What Works Clearing House" ies.ed.gov/ncee/wwc

Tier: Tier 2

Activity - Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice and review previously introduced math concepts in deficit area with facilitator until concept is mastered using manipulatives, teacher modeling and visual aids, Odyssey Ware, Math Expressions/Big Idea for a specific grade level.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/01/2015	\$0	Title I Schoolwide	Title I and At Risk Facilitators
Activity - Teacher Monitor/Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Teachers monitor students progress who qualify for math support through chapter lessons, tests, and student work. Further, facilitators evaluate progress through DIBELS math benchmark testing (3 times per year), students daily work, and facilitator's daily lesson log. Teachers and Facilitators can also monitor work via computer generated Odyssey Ware reports.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/01/2015	\$0	General Fund	Classroom Teacher, Facilitators
Activity - Administration Monitor /Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Ontonagon Area School

Administration will evaluate strategy by completing classroom walk through with informal observation and review of facilitator daily logs.	Monitor	Tier 3	Evaluate	09/08/2014	06/01/2015	\$0	General Fund	Administration, Mr. Bobula
--	---------	--------	----------	------------	------------	-----	--------------	----------------------------

Activity - Identification Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified for Tier 2 math support with DIBELS benchmark testing (3 times per year) MEAP, MME, ACT proficiency scores annually. Further, math teachers can also refer students for services through the SAT process when they believe a student is struggling with grade level math concepts, or when their grade point average is less than 70%.	Academic Support Program	Tier 2	Getting Ready	09/08/2014	06/01/2015	\$0	General Fund	Classroom Teacher, Facilitator

Strategy 4:

Tier 3 Math Support - Special Education Teachers and Facilitators will provide students with intensive instruction to decrease individual student math deficits in one on one, small group settings to include student individual education plan, on a daily basis.

Research Cited: Direct Instruction (small group, 1-1) with certified Special Education Teacher with instruction to student deficit. Research Support= "What Works Clearing House" ies.ed.gov/ncee/wwc

Tier: Tier 3

Activity - Tier 3 math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers and Facilitators will assist students in mastering math deficits using math resources/curriculum geared towards students level and deficit area. Programs such as Odyssey Ware, Key Math, and previous lessons/concepts from Math Expressions/Big Idea will be used.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	General Fund	Special Education Teacher, Facilitators

Activity - Identification Tier 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students are identified for tier 3 through DIBELS Math Benchmark assessments, teacher and/or parent referral. The student of concern is referred and the SAT (Student Assistance Team) process starts. The team consists of SPED teacher, Classroom teacher, facilitators and parents. Team meets and remediation strategies are tried and if progress is not made, personnel from GOISD and the SPED teacher will conduct Diagnostic Tests to pin point students specific deficit in math.	Evaluation	Tier 3	Implement	08/11/2014	06/01/2015	\$0	General Fund	Classroom Teacher, Special Education Teacher, Facilitator

Activity - Administration Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Ontonagon Area School

Administration will evaluate strategy by completing classroom walk through with formal and informal observations, viewing teacher, facilitator and SPED Teacher assessed progress monitoring records and attending student IEP meeting.	Monitor	Tier 3	Evaluate	09/08/2014	06/01/2015	\$0	General Fund	Administration, Jim Bobual
Activity - Teacher Monitoring/Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers, Facilitators and Classroom Teachers will monitor and evaluate individual student work on a daily/weekly/monthly basis for remediation and progress monitoring. SPED Teachers will monitor / record student work on a daily basis to assess progress made towards remediating students math deficit. Classroom teachers will monitor students deficits through students work, and chapter/unit tests on a weekly basis. Facilitators will track student deficit progress in Daily Lesson Log, and with DIBELS Benchmark testing. Special Education teachers can also assess progress through Diagnostic Assessments such as Key Math and the Odyssey Ware Program to track student progress through a computer generated reports. Classroom teacher, facilitator will collaborate at least monthly to discuss individual student progress and/or strategies if student is not making progress. SPED teacher and classroom teacher will meet once a year to complete student's individual education plan. Further evaluation would consist of the MEAP, MME, and ACT test scores.	Monitor	Tier 3	Evaluate	09/01/2014	06/01/2015	\$0	General Fund	Special Education Teacher/Classroom Teacher/Facilitator

Goal 2: All students at Ontonagon Area Schools will become proficient writers.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase by 10% at grade level in Writing by 06/01/2015 as measured by teacher scoring of weekly writing lessons, essay tests as well as, MEAP, MME and ACT writing scores..

Strategy 1:

Writing - English Language Teachers/English Teachers will introduce and implement a new writing program into class schedule daily/weekly, from the Oakland Writing Series, along with lessons from the 6 plus 1 Writing Traits (Ideas/Content, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation) for all students, to increase writing proficiency. Teachers will guide students as they engage in the writing process and will model appropriate writing mechanics.

Research Cited: Oakland Writing Program aligns w/ Common Core Standards along w/ 6+1 Writing Traits. Research Support= "What Works Clearing House" ies.ed.gov/ncee/wwc

Tier: Tier 1

Single Building District Improvement Plan

Ontonagon Area School

Activity - Teacher Monitor Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All student's writing assignments will be objectively and subjectively evaluated by teacher on a weekly basis for remediation and progress monitoring. The effectiveness of the new writing program will be evaluated by student writing performance on the MEAP, MME, and ACT writing proficiency scores, as well as students classroom grades on writing assignments.	Monitor	Tier 1	Implement	09/08/2014	06/01/2015	\$0	General Fund	Classroom Teacher
Activity - Administration Monitor /Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will evaluate strategy by completing classroom walk through with formal observations and viewing teacher assessed progress of assignments from the Oakland Writing Series and 6 plus 1 Writing Traits.	Monitor	Tier 1	Evaluate	09/08/2014	06/01/2015	\$0	General Fund	Administration, Mr. Bobula
Activity - Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize 2014-15 Ontonagon Area School Professional Development Plan and GOISD personnel.	Professional Learning	Tier 1	Implement	09/08/2014	06/01/2015	\$0	General Fund	Administration, Mr. Bobula, GOISD personnel
Activity - 6 plus 1/Oakland	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA /English teachers will provide students with a writing rubric based on the Oakland Writing Series and the 6 plus 1 Writing Traits. Weekly/daily, teachers will model writing process and students will practice and complete grade level Oakland Writing Series lessons and the 6 plus 1 Writing Traits. Free teacher rubric makers can be found at rubistar.4teachers.com and teach-nology.com .	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	General Fund	English Language Arts/English teachers
Activity - Tier 2 Writing Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Teachers and Facilitators will collaborate and discuss remediation for students writing deficit. Students will practice and review previously introduced writing concepts in deficit area with facilitator until concept is mastered using writing rubrics, teacher modeling and visual aids for specific grade level.	Academic Support Program	Tier 2	Implement	09/08/2014	06/01/2015	\$0	General Fund	Classroom Teacher /Facilitator

Single Building District Improvement Plan

Ontonagon Area School

Activity - Tier 3 Writing Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers, Classroom Teachers and Facilitators will collaborate and discuss remediation strategies for students writing deficits. Students will practice and review previously introduced writing concepts in deficit area with SPED Teacher/Facilitator addressing their specific deficit area such as spelling, proper sentence mechanics, i.e. 6 plus 1 Writing Traits concepts on a daily basis until mastery is achieved.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	General Fund	Special Education Teacher, Classroom Teacher, Facilitator
Activity - Identification Tier 2 Tier 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identification of students who are struggling with writing is based on an annual review of MEAP, MME, and ACT writing proficiency scores, as well as student work samples, scores by grade level writing rubrics. Further identification includes teacher observations and students grade point average of at least a 70%.	Implementation	Tier 3	Getting Ready	08/11/2014	06/01/2015	\$0	General Fund	ELA/English Teachers, Special Education Teachers, and Facilitators
Activity - Tier 2 Tier 3 Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Teachers, Facilitators, and SPED Teachers will collaborate and discuss the students progress and non-progress the student is making concerning their writing deficit. New ideas and strategies will be discussed to help guide the student toward mastery of the writing process.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	General Fund	Classroom Teacher, SPED Teacher, Facilitator

Goal 3: All students at Ontonagon Area Schools will be science proficient.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase by 10% in Science by 06/01/2015 as measured by classroom evaluations, MEAP and MME scores..

Strategy 1:

Science Proficiency - Science Teachers will provide a weekly science vocab/term/concept lesson to increase all student's proficiency in science terminology and concepts. A teacher generated quiz will be given at the end of the week, to monitor students progress.

Research Cited: Pre-Word Study and Word Study. Research Support= "What Works Clearing House" ies.ed.gov/ncee/wcc

Tier: Tier 1

Single Building District Improvement Plan

Ontonagon Area School

Activity - Science Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Teachers will choose 2 - 3 vocab/terms/concepts at specific grade level per chapter for student word study. In writing students will show recognition and understanding of selected science terminology. Students will receive weekly feedback in regards to progress in mastering math science vocab/terms/concepts in the form of a weekly quiz.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	General Fund	Classroom Teacher
Activity - Teacher Monitor Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Vocabulary assignments will be objectively and subjectively evaluated by teacher on a weekly basis for remediation and progress monitoring. Further evaluation would include MEAP, MME, ACT scores, and students science grades.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	General Fund	Classroom Teacher
Activity - Administration Monitor Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will evaluate strategy by completing classroom walk through with formal observations and viewing teacher assessed progress monitoring of science vocabulary assignments and tests.	Direct Instruction	Tier 1	Implement	09/08/2014	06/08/2015	\$0	General Fund	Administration, Jim Bobula
Activity - Identification Tier 2/3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identification of students who are struggling in science is based on an annual review of MEAP, MME, and ACT science proficiency scores, as well as student work samples. Further, teacher observations and grading of student assignments and tests.	Academic Support Program	Tier 2	Implement	08/11/2014	06/01/2015	\$0	General Fund	Teachers, Facilitators, Special Education Teachers
Activity - Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize 2014-15 Ontonagon Area School Professional Development Plan and GOISD personnel.	Professional Learning	Tier 1	Getting Ready	09/08/2014	06/01/2015	\$0	General Fund	Administration, GOISD Personnel
Activity - Accommodated Science Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Ontonagon Area School

Teacher will provide science vocab/terms/concepts to students a head of peers to provide extra time for practice and understanding. Further, support for understanding will be provided by teacher and/or classroom peer. In writing students will show recognition and understanding of selected science terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/concepts by means of weekly quiz.	Academic Support Program	Tier 2	Implement	09/08/2014	06/01/2015	\$0	General Fund	Classroom Teacher/Facilitator
Activity - Modified Science Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide one less science vocab/term/concept, along with the actual definition and visual example, to be given a head of peers. Further support will be provided by teacher and/or classroom peer to assist with understanding. Student will review and practice science vocab/term/concept and will demonstrate understanding either orally or in writing on a weekly basis.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	General Fund	Classroom Teacher, Facilitator, Special Education Teacher
Activity - Tier 2/3 Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Teachers, Facilitators, and SPED Teachers will collaborate and discuss the students progress and non-progress the student is making concerning their struggles with science concepts. New ideas and strategies will be discussed to help guide the student toward mastery of science concepts.	Monitor	Tier 3	Monitor	09/08/2014	06/01/2015	\$0	General Fund	Classroom Teacher, Facilitator, Special Education Teacher

Goal 4: All students at Ontonagon Area School will become proficient readers.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase by 10-15% in fluency and comprehension in Reading by 06/01/2015 as measured by teachers objectively and subjectively on a weekly basis and further by DIBELS Benchmark testing, MEAP, MME, and ACT scores..

Strategy 1:

Guided Highlighted Reading - Teachers will provide all students with a weekly Guided Highlighted Reading lessons in either ELA/English or social studies to assist students in increasing their reading fluency/comprehension and social studies proficiency. Teachers will guide all students as they engage in the reading process and model appropriate techniques to analyze and comprehend the selected reading passages.

Research Cited: Teacher guidance and modeling/Repeated readings and 5W's + 1. Research support: "What Works Clearing House" ies.ed.gov/ncee/wwc

Tier: Tier 1

Single Building District Improvement Plan

Ontonagon Area School

Activity - Highlighted Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA, English and/or Social Studies Teacher will select a grade level passage, from a textbook, newspaper/magazine article, novel, etc., once a week. All students will read and answer the five W's plus one questions by highlighting answers in the passage. Students will then write a summary paragraph on what they read to include the main idea and 2-3 supporting detail sentences. Students will receive weekly feedback from teachers in regards to their progress on Guided Highlighted Reading skills after teacher grades assignment.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	General Fund	English Language Arts Teacher, English and/or Social Studies Teachers.
Activity - Administration Monitoring Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will evaluate strategy by completing classroom walk through with formal observations and viewing teacher assessed progress monitoring of Guided Highlighted Reading.	Evaluation	Tier 1	Evaluate	09/08/2014	06/01/2015	\$0	General Fund	Jim Bobula Administration
Activity - Teacher Monitoring/Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided Highlighted Reading work will be objectively and subjectively evaluated by teacher on a weekly basis for remediation and progress monitoring. Further evaluation will consist of DIBELS Benchmark testing, MEAP, MME, and Act test scores.	Monitor	Tier 1	Monitor	05/13/2014	06/01/2015	\$0	General Fund	English Language Arts / Social Studies Teachers
Activity - Professional Development Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize 2014-15 Ontonagon Area School Professional Development Plan and GOISD personnel.	Professional Learning	Tier 1	Getting Ready	09/08/2014	06/01/2015	\$0	General Fund	Jim Bobula, Administration and GOISD personnel
Activity - Modified Guided Highlighted Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Ontonagon Area School

Teacher will give student a modified version (i.e. easier reading, shorter word count) of Guided Highlighted Reading activity with teacher and/or peer assistance in reading of passage, answering questions and completing summary paragraph.	Academic Support Program	Tier 2	Implement	09/08/2014	06/01/2015	\$0	General Fund	English Language Arts, English and/or Social Studies Teacher
Activity - Accommodated and Modified Guided Highlighted Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will provide students with a modified version (shorter passage and/or easier reading passage) of Guided Highlighted Reading ahead of peers to provide time to practice the activity. Students will receive extra support from teacher and or peer to assist with reading and comprehension during pre-practice time and day of scheduled guided highlighted reading. Teacher will provide accommodations per each individuals needs.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	General Fund	English Language Arts, English and/or Social Studies Teacher

Strategy 2:

Title 1 /At Risk Support - Classroom Teachers and Facilitators will provide instructional support to assist students in reaching grade level in reading fluency and reading comprehension, as well as, social studies skills. The facilitators will work in small group settings or in a one on one setting. Title 1 Facilitators will meet with students on a daily basis, and At Risk Facilitators will meet with students on a as needed basis.

Research Cited: Small group / 1-1 instruction and additional support time. Research Support: "What Works Clearing House" ies.ed.gov/ncee/wwc

Tier: Tier 2

Activity - Title 1 and At Risk Facilitators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitators will provide reading support using the Read Naturally computer reading program, Odyssey Ware, Rewards, Sound Partners, K-Pals, and Pals to increase reading fluency and comprehension. Using these programs, At-Risk and Title I facilitators will assist students in decreasing their specific deficit areas concerning reading.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/01/2015	\$0	Title I Schoolwide	Title 1 and At Risk Facilitators
Activity - Teacher Monitoring and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Ontonagon Area School

Students who qualify for reading support are monitored on weekly basis by classroom teacher through DIBELS progress monitoring and DIBELS benchmark testing, in grade K-6. Progress is monitored by Facilitators through reviewing students daily work and Facilitator daily lesson logs. Teachers and Facilitators can also monitor progress via computer generated reports from the Read Naturally Program and the Odyssey Ware program, which they use with the students. Further monitoring is done by classroom teachers based on students daily work, test scores and class percentage.	Monitor	Tier 2		09/08/2014	06/01/2015	\$0	General Fund	English Language Arts, English and/or Social Studies Teachers, AR and Title I facilitators.
---	---------	--------	--	------------	------------	-----	--------------	---

Activity - Admin Monitoring and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will evaluate strategy by completing classroom walk through with informal observation and review of Facilitator's daily lesson logs.	Monitor	Tier 2	Evaluate	09/08/2014	06/01/2015	\$0	General Fund	Administration, Jim Bobula

Activity - Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified for Title I and At Risk services by DIBELS Reading Benchmark assessments (3 times per year), MEAP, MME, and ACT proficiency scores annually. Further, teachers can also refer students for support services through the SAT process when they believe a student is struggling in one or more academic area and if the student has a grade point average of less than 70%.	Academic Support Program	Tier 2	Getting Ready	08/11/2014	06/01/2015	\$0	General Fund	Classroom Teachers and AR and Title I Facilitators

Strategy 3:

Reading Support Tier 3 - Special Education Teachers, Facilitators will provide instructional services and support to decrease student reading fluency/comprehension deficits in one to one, small group settings and by following individual educational plans.

Research Cited: Direct Reading Fluency/Comprehension Instruction (small group, 1-1) by certified SPED teacher with instruction to student deficit.

Research Support: "What Works Clearing House ies.ed.gov/ncee/wwc

Tier: Tier 3

Activity - Tier 3 Reading Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers and Facilitators will work to decrease students reading deficits in reading fluency and comprehension by using the Odyssey Ware Program, Barton Reading Program, Read Naturally Program, Readers Theater, Teacher Read Aloud, Repeated Readings, and CLOZE/DAZE procedures.	Academic Support Program	Tier 3	Implement	09/08/2014	05/25/2015	\$0	General Fund	Special Education Teachers, AR and Title I Facilitators

Single Building District Improvement Plan

Ontonagon Area School

Activity - Teacher Evaluation and Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers, Facilitators and Classroom Teachers will monitor and evaluate individual student work on a daily/weekly/monthly basis for remediation and progress monitoring. SPED Teachers will monitor / record student work on a daily basis to assess progress made towards remediating students reading deficit. Classroom teachers will monitor students deficits through DIBELS progress monitoring and benchmark assessments, students work, and chapter/unit tests on a weekly basis. Facilitators will track student deficit progress in Daily Lesson Log. Special Education teachers can also assess progress through Diagnostic Assessments such as the GORT-4. The Read Naturally reading program and the Odyssey Ware Program track student progress through a computer generated report. Classroom teacher, facilitator will collaborate at least monthly to discuss individual student progress and/or strategies if student is not making progress. Special Education Teacher and classroom teacher will meet once a year to complete students individual education plan. Further evaluation and monitoring will consist of MEAP, MME, and Act test scores.	Monitor	Tier 3	Evaluate	09/08/2014	06/01/2015	\$0	General Fund	Reading Language Arts Teacher/Special Education Teacher/Facilitator
Activity - Administration Monitoring and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will evaluate strategy by completing classroom walk through with formal and informal observations, viewing teacher, facilitator and SPED Teacher assessed progress monitoring records and attending student IEP meeting.	Monitor	Tier 3	Evaluate	06/01/2015	06/01/2015	\$0	General Fund	Administration, Jim Bobula
Activity - Identification Tier 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students are identified for tier 3 through DIBELS Benchmark assessments, teacher and/or parent referral. The student of concern is referred to the SAT (Student Assistance Team) and the evaluation process starts. The team consists of SPED teacher, Classroom teacher, facilitators and parents. Team meets and remediation strategies are tried and if progress is not made, personnel from GOISD and the SPED teacher will conduct Diagnostic Tests to pin point students specific deficit in reading.	Academic Support Program	Tier 3	Getting Ready	09/08/2014	06/01/2015	\$0	General Fund	Classroom Teachers, Facilitators, Special Education Teachers

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
Identification Tier 2	Students are identified for Tier 2 math support with DIBELS benchmark testing (3 times per year) MEAP, MME, ACT proficiency scores annually. Further, math teachers can also refer students for services through the SAT process when they believe a student is struggling with grade level math concepts, or when their grade point average is less than 70%.	Academic Support Program	Tier 2	Getting Ready	09/08/2014	06/01/2015	\$0	Classroom Teacher, Facilitator
Administration Evaluation	Administration will evaluate strategy by completing classroom walk through with formal and informal observations, viewing teacher, facilitator and SPED Teacher assessed progress monitoring records and attending student IEP meeting.	Monitor	Tier 3	Evaluate	09/08/2014	06/01/2015	\$0	Administration, Jim Bobual
Administration Monitor /Evaluation	Administration will evaluate strategy by completing classroom walk through with formal observations and viewing teacher assessed progress of assignments from the Oakland Writing Series and 6 plus 1 Writing Traits.	Monitor	Tier 1	Evaluate	09/08/2014	06/01/2015	\$0	Administration, Mr. Bobula
Administration Monitor /Evaluation	Administration will evaluate strategy by completing classroom walk through with informal observation and review of facilitator daily logs.	Monitor	Tier 3	Evaluate	09/08/2014	06/01/2015	\$0	Administration, Mr. Bobula
Writing Professional Development	Utilize 2014-15 Ontonagon Area School Professional Development Plan and GOISD personnel.	Professional Learning	Tier 1	Implement	09/08/2014	06/01/2015	\$0	Administration, Mr. Bobula, GOISD personnel
Math vocabulary	Math Teachers will choose 2 - 3 vocab/terms/symbols at specific grade level per chapter for all students word study. In writing, students will show recognition and understanding of selected math terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/symbols.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	Math Teachers K-12

Single Building District Improvement Plan

Ontonagon Area School

Teacher Monitor/Evaluation	Math Teachers monitor students progress who qualify for math support through chapter lessons, tests, and student work. Further, facilitators evaluate progress through DIBELS math benchmark testing (3 times per year), students daily work, and facilitator's daily lesson log. Teachers and Facilitators can also monitor work via computer generated Odyssey Ware reports.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/01/2015	\$0	Classroom Teacher, Facilitators
Accommodated and Modified Guided Highlighted Reading	Teacher will provide students with a modified version (shorter passage and/or easier reading passage) of Guided Highlighted Reading ahead of peers to provide time to practice the activity. Students will receive extra support from teacher and or peer to assist with reading and comprehension during pre-practice time and day of scheduled guided highlighted reading, Teacher will provide accommodations per each individuals needs.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	English Language Arts, English and/or Social Studies Teacher
Tier 2/3 Monitoring	Classroom Teachers, Facilitators, and SPED Teachers will collaborate and discuss the students progress and non-progress the student is making concerning their struggles with science concpets. New ideas and strategies will be discussed to help guide the student toward mastery of science concepts.	Monitor	Tier 3	Monitor	09/08/2014	06/01/2015	\$0	Classroom Teacher, Facilitator, Special Education Teacher
Modified Science Vocabulary	Teachers will provide one less science vocab/term/conceptl, along with the actual definition and visual example, to be given a head of peers. Further support will be provided by teacher and/or classroom peer to assist with understanding. Student will review and practice science vocab/term/concept and will demonstrate understanding either orally or in writing on a weekly basis.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	Classroom Teacher, Facilitator, Special Education Teacher
Teacher Monitor Evaluation	All student's writing assignments will be objectively and subjectively evaluated by teacher on a weekly basis for remediation and progress monitoring. The effectiveness of the new writing program will be evaluated by student writing performance on the MEAP, MME, and ACT writing proficiency scores, as well as students classroom grades on writing assignments.	Monitor	Tier 1	Implement	09/08/2014	06/01/2015	\$0	Classroom Teacher

Single Building District Improvement Plan

Ontonagon Area School

Teacher Monitoring and Evaluation	Students who qualify for reading support are monitored on weekly basis by classroom teacher through DIBELS progress monitoring and DIBELS benchmark testing, in grade K-6. Progress is monitored by Facilitators through reviewing students daily work and Facilitator daily lesson logs. Teachers and Facilitators can also monitor progress via computer generated reports from the Read Naturally Program and the Odyssey Ware program, which they use with the students. Further monitoring is done by classroom teachers based on students daily work, test scores and class percentage.	Monitor	Tier 2		09/08/2014	06/01/2015	\$0	English Language Arts, English and/or Social Studies Teachers, AR and Title I facilitators.
Identification Tier 2/3	Identification of students who are struggling in science is based on an annual review of MEAP, MME, and ACT science proficiency scores, as well as student work samples. Further, teacher observations and grading of student assignments and tests.	Academic Support Program	Tier 2	Implement	08/11/2014	06/01/2015	\$0	Teachers, Facilitators, Special Education Teachers
Teacher Monitor/Evaluation	Math vocabulary assignments will be objectively and subjectively evaluated by teacher on a weekly basis for remediation and progress monitoring. The effectiveness of the new math series will be evaluated by student math performance on DIBELS benchmark testing, MEAP, MME, ACT, and students math grades.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/01/2015	\$0	Mathematics Teacher, Facilitator
6 plus 1/Oakland	ELA /English teachers will provide students with a writing rubric based on the Oakland Writing Series and the 6 plus 1 Writing Traits. Weekly/daily, teachers will model writing process and students will practice and complete grade level Oakland Writing Series lessons and the 6 plus 1 Writing Traits. Free teacher rubric makers can be found at rubistar.4teachers.com and teach-nology.com .	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	English Language Arts/English teachers
Tier 2 Writing Support	Classroom Teachers and Facilitators will collaborate and discuss remediation for students writing deficit. Students will practice and review previously introduced writing concepts in deficit area with facilitator until concept is mastered using writing rubrics, teacher modeling and visual aids for specific grade level.	Academic Support Program	Tier 2	Implement	09/08/2014	06/01/2015	\$0	Classroom Teacher /Facilitator
Tier 2 Tier 3 Monitoring	Classroom Teachers, Facilitators, and SPED Teachers will collaborate and discuss the students progress and non-progress the student is making concerning their writing deficit. New ideas and strategies will be discussed to help guide the student toward mastery of the writing process.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	Classroom Teacher, SPED Teacher, Facilitator

Single Building District Improvement Plan

Ontonagon Area School

Professional Development Support	Utilize 2014-15 Ontonagon Area School Professional Development Plan and GOISD personnel.	Professional Learning	Tier 1	Getting Ready	09/08/2014	06/01/2015	\$0	Jim Bobula, Administration and GOISD personnel
Accommodated Science Vocabulary	Teacher will provide science vocab/terms/concepts to students a head of peers to provide extra time for practice and understanding. Further, support for understanding will be provided by teacher and/or classroom peer. In writing students will show recognition and understanding of selected science terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/concepts by means of weekly quiz.	Academic Support Program	Tier 2	Implement	09/08/2014	06/01/2015	\$0	Classroom Teacher/Facilitator
Identification Tier 3	Struggling students are identified for tier 3 through DIBELS Math Benchmark assessments, teacher and/or parent referral. The student of concern is referred and the SAT (Student Assistance Team) process starts. The team consists of SPED teacher, Classroom teacher, facilitators and parents. Team meets and remediation strategies are tried and if progress is not made, personnel from GOISD and the SPED teacher will conduct Diagnostic Tests to pin point students specific deficit in math.	Evaluation	Tier 3	Implement	08/11/2014	06/01/2015	\$0	Classroom Teacher, Special Education Teacher, Facilitator
Administration Monitor Evaluation	Administration will evaluate strategy by completing classroom walk through with formal observations and viewing teacher assessed progress monitoring of science vocabulary assignments and tests.	Direct Instruction	Tier 1	Implement	09/08/2014	06/08/2015	\$0	Administration, Jim Bobula
Administration Monitoring and Evaluation	Administration will evaluate strategy by completing classroom walk through with formal and informal observations, viewing teacher, facilitator and SPED Teacher assessed progress monitoring records and attending student IEP meeting.	Monitor	Tier 3	Evaluate	06/01/2015	06/01/2015	\$0	Administration, Jim Bobula
Administration Monitoring Evaluation	Administration will evaluate strategy by completing classroom walk through with formal observations and viewing teacher assessed progress monitoring of math lessons and tests.	Evaluation	Tier 1	Evaluate	09/08/2014	06/01/2015	\$0	Jim Bobula, Administration
Administration Monitor /Evaluation	Administration will evaluate strategy by completing classroom walk through with formal observations and viewing teacher assessed progress monitoring of math lessons and tests.	Monitor	Tier 2	Monitor	09/08/2014	06/01/2015	\$0	Administration, Mr. Bobula

Single Building District Improvement Plan

Ontonagon Area School

Accommodated Math Vocabulary	Teacher will provide math vocab/terms/symbols to students a head of peers to provide extra time for practice and understanding. Support for student will be provided by teacher and/or classroom peer in clarification and understanding of vocab/terms/symbols. In writing students will show recognition and understanding of selected math terminology. Students will receive weekly feedback in regards to progress in mastering math vocab/terms/symbols from teacher graded quiz and comments.	Academic Support Program	Tier 2	Implement	09/08/2014	06/01/2015	\$0	Math Teacher K-12
Science Vocabulary	Science Teachers will choose 2 - 3 vocab/terms/concepts at specific grade level per chapter for student word study. In writing students will show recognition and understanding of selected science terminology. Students will receive weekly feedback in regards to progress in mastering math science vocab/terms/concepts in the form of a weekly quiz.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	Classroom Teacher
Modified/Accommodated Math Vocabulary	Teachers will provide student with one less math vocab/term/symbol to include definition and visual example. The student will receive this assignment ahead of peers to practice and review. Further support will be provided by teacher and/or classroom peer to assist student with reading, understanding and clarification of term. Student will demonstrate understanding of vocab/term/symbol either orally or in writing on a weekly basis.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	Math Teacher
Teacher Monitoring/Evaluation	Guided Highlighted Reading work will be objectively and subjectively evaluated by teacher on a weekly basis for remediation and progress monitoring. Further evaluation will consist of DIBELS Benchmark testing, MEAP, MME, and Act test scores.	Monitor	Tier 1	Monitor	05/13/2014	06/01/2015	\$0	English Language Arts / Social Studies Teachers
Tier 3 math support	Special Education Teachers and Facilitators will assist students in mastering math deficits using math resources/curriculum geared towards students level and deficit area. Programs such as Odyssey Ware, Key Math, and previous lessons/concepts from Math Expressions/Big Idea will be used.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	Special Education Teacher, Facilitators
Math Expressions/Big Ideas	Math teachers will provide instruction on grade specific math lessons/concepts. Teachers will then assign a daily lesson for all students to practice and demonstrate understanding of the concept just learned. Students will receive daily teacher feedback in regards to their progress on their daily math concepts/lessons.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	Mathematics Teachers

Single Building District Improvement Plan

Ontonagon Area School

Tier 3 Reading Support	Special Education Teachers and Facilitators will work to decrease students reading deficits in reading fluency and comprehension by using the Odyssey Ware Program, Barton Reading Program, Read Naturally Program, Readers Theater, Teacher Read Aloud, Repeated Readings, and CLOZE/DAZE procedures.	Academic Support Program	Tier 3	Implement	09/08/2014	05/25/2015	\$0	Special Education Teachers, AR and Title I Facilitators
Identification	Students are identified for Title I and At Risk services by DIBELS Reading Benchmark assessments (3 times per year), MEAP, MME, and ACT proficiency scores annually. Further, teachers can also refer students for support services through the SAT process when they believe a student is struggling in one or more academic area and if the student has a grade point average of less than 70%.	Academic Support Program	Tier 2	Getting Ready	08/11/2014	06/01/2015	\$0	Classroom Teachers and AR and Title I Facilitators
Modified Guided Highlighted Reading	Teacher will give student a modified version (i.e. easier reading, shorter word count) of Guided Highlighted Reading activity with teacher and/or peer assistance in reading of passage, answering questions and completing summary paragraph.	Academic Support Program	Tier 2	Implement	09/08/2014	06/01/2015	\$0	English Language Arts, English and/or Social Studies Teacher
Teacher Monitor/Evaluation	Math assignments will be objectively and subjectively evaluated by teacher on a daily/weekly basis for remediation and progress monitoring. The effectiveness of the new math series will be evaluated by student math performance on DIBELS benchmark testing, MEAP, MME, ACT, and students math grades.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	Mathematics Teacher
Identification Tier 3	Struggling students are identified for tier 3 through DIBELS Benchmark assessments, teacher and/or parent referral. The student of concern is referred to the SAT (Student Assistance Team) and the evaluation process starts. The team consists of SPED teacher, Classroom teacher, facilitators and parents. Team meets and remediation strategies are tried and if progress is not made, personnel from GOISD and the SPED teacher will conduct Diagnostic Tests to pin point students specific deficit in reading.	Academic Support Program	Tier 3	Getting Ready	09/08/2014	06/01/2015	\$0	Classroom Teachers, Facilitators, Special Education Teachers

Single Building District Improvement Plan

Ontonagon Area School

Highlighted Guided Reading	ELA, English and/or Social Studies Teacher will select a grade level passage, from a textbook, newspaper/magazine article, novel, etc., once a week. All students will read and answer the five W's plus one questions by highlighting answers in the passage. Students will then write a summary paragraph on what they read to include the main idea and 2-3 supporting detail sentences. Students will receive weekly feedback from teachers in regards to their progress on Guided Highlighted Reading skills after teacher grades assignment.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	English Language Arts Teacher, English and/or Social Studies Teachers.
Identification Tier 2 Tier 3	Identification of students who are struggling with writing is based on an annual review of MEAP, MME, and ACT writing proficiency scores, as well as student work samples, scores by grade level writing rubrics. Further identification includes teacher observations and students grade point average of at least a 70%.	Implementation	Tier 3	Getting Ready	08/11/2014	06/01/2015	\$0	ELA/English Teachers, Special Education Teachers, and Facilitators
Admin Monitoring and Evaluation	Administration will evaluate strategy by completing classroom walk through with informal observation and review of Facilitator's daily lesson logs.	Monitor	Tier 2	Evaluate	09/08/2014	06/01/2015	\$0	Administration, Jim Bobula
Teacher Monitor Evaluation	Science Vocabulary assignments will be objectively and subjectively evaluated by teacher on a weekly basis for remediation and progress monitoring. Further evaluation would include MEAP, MME, ACT scores, and students science grades.	Direct Instruction	Tier 1	Implement	09/08/2014	06/01/2015	\$0	Classroom Teacher

Single Building District Improvement Plan

Ontonagon Area School

Teacher Evaluation and Monitoring	Special Education Teachers, Facilitators and Classroom Teachers will monitor and evaluate individual student work on a daily/weekly/monthly basis for remediation and progress monitoring. SPED Teachers will monitor / record student work on a daily basis to assess progress made towards remediating students reading deficit. Classroom teachers will monitor students deficits through DIBELS progress monitoring and benchmark assessments, students work, and chapter/unit tests on a weekly basis. Facilitators will track student deficit progress in Daily Lesson Log. Special Education teachers can also assess progress through Diagnostic Assessments such as the GORT-4. The Read Naturally reading program and the Odyssey Ware Program track student progress through a computer generated report. Classroom teacher, facilitator will collaborate at least monthly to discuss individual student progress and/or strategies if student is not making progress. Special Education Teacher and classroom teacher will meet once a year to complete students individual education plan. Further evaluation and monitoring will consist of MEAP, MME, and Act test scores.	Monitor	Tier 3	Evaluate	09/08/2014	06/01/2015	\$0	Reading Language Arts Teacher/Special Education Teacher/Facilitator
Science Professional Development	Utilize 2014-15 Ontonagon Area School Professional Development Plan and GOISD personnel.	Professional Learning	Tier 1	Getting Ready	09/08/2014	06/01/2015	\$0	Administration, GOISD Personnel
Tier 3 Writing Support	Special Education Teachers, Classroom Teachers and Facilitators will collaborate and discuss remediation strategies for students writing deficits. Students will practice and review previously introduced writing concepts in deficit area with SPED Teacher/Facilitator addressing their specific deficit area such as spelling, proper sentence mechanics, i.e. 6 plus 1 Writing Traits concepts on a daily basis until mastery is achieved.	Academic Support Program	Tier 3	Implement	09/08/2014	06/01/2015	\$0	Special Education Teacher, Classroom Teacher, Facilitator
Administration Monitoring Evaluation	Administration will evaluate strategy by completing classroom walk through with formal observations and viewing teacher assessed progress monitoring of Guided Highlighted Reading.	Evaluation	Tier 1	Evaluate	09/08/2014	06/01/2015	\$0	Jim Bobula Administration

Single Building District Improvement Plan

Ontonagon Area School

Teacher Monitoring/Evaluation	Special Education Teachers, Facilitators and Classroom Teachers will monitor and evaluate individual student work on a daily/weekly/monthly basis for remediation and progress monitoring. SPED Teachers will monitor / record student work on a daily basis to assess progress made towards remediating students math deficit. Classroom teachers will monitor students deficits through students work, and chapter/unit tests on a weekly basis. Facilitators will track student deficit progress in Daily Lesson Log, and with DIBELS Benchmark testing. Special Education teachers can also assess progress through Diagnostic Assessments such as Key Math and the Odyssey Ware Program to track student progress through a computer generated reports. Classroom teacher, facilitator will collaborate at least monthly to discuss individual student progress and/or strategies if student is not making progress. SPED teacher and classroom teacher will meet once a year to complete student's individual education plan. Further evaluation would consist of the MEAP, MME, and ACT test scores.	Monitor	Tier 3	Evaluate	09/01/2014	06/01/2015	\$0	Special Education Teacher/Classroom Teacher/Facilitator
Professional Development	Utilize 2014-15 Ontonagon Area School Professional Development Plan and GOISD personnel.	Evaluation	Tier 1	Evaluate	09/08/2014	06/01/2015	\$0	Jim Bobula, Administration, GOISD personnel

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Support	Students will practice and review previously introduced math concepts in deficit area with facilitator until concept is mastered using manipulatives, teacher modeling and visual aids, Odyssey Ware, Math Expressions/Big Idea for a specific grade level.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/01/2015	\$0	Title I and At Risk Facilitators
Title 1 and At Risk Facilitators	Facilitators will provide reading support using the Read Naturally computer reading program, Odyssey Ware, Rewards, Sound Partners, K-Pals, and Pals to increase reading fluency and comprehension. Using these programs, At-Risk and Title I facilitators will assist students in decreasing their specific deficit areas concerning reading.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/01/2015	\$0	Title 1 and At Risk Facilitators