

Carson City-Crystal High School 2014- 2015 Plan

Carson City-Crystal High School
Carson City-Crystal Area Schools

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Overview

Plan Name

Carson City-Crystal High School 2014-2015 Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students at Carson City-Crystal High School will become proficient readers	Objectives: 2 Strategies: 5 Activities: 13	Academic	\$108200
2	All Students at Carson City-Crystal High School will become proficient in math	Objectives: 2 Strategies: 4 Activities: 13	Academic	\$159400
3	Positive Parent and Community Involvement will increase at Carson City-Crystal High School	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1200
4	All Students at Carson City-Crystal High School will become proficient writers.	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$65000
5	All Students at Carson City-Crystal High School will become proficient in science	Objectives: 2 Strategies: 4 Activities: 10	Academic	\$73400
6	All Students at Carson City-Crystal High School will become proficient in social studies.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$64000

Goal 1: All Students at Carson City-Crystal High School will become proficient readers

Measurable Objective 1:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of reading skills in Reading by 03/03/2014 as measured by Explore/Plan/ACT.

Strategy 1:

Core Vocabulary - Teachers will identify, teach, and verify mastery of a critical vocabulary list in each core class.

Research Cited: Schmoker, Michael. Focus: Elevating the Essentials To Radically Improve Student Learning. ASCD: 2011.

Edward, Frye. The Vocabulary Teacher's Book of Lists. Jossey-Bass: 2004.

Allen, Janet. Words, Words, Words. Stenhouse: 2007.

Allen, Janet. Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12. Stenhouse: 2007.

Nadler, Burton. Words You Should Know In High School: 1000 Essential Words To Build Vocabulary, Improves Standardized Test Scores, And Write Successful Papers. Adams Media: 2005.

Tier:

Activity - Teacher training on teaching vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in critical vocabulary training and receive resources.	Professional Learning			08/27/2013	06/04/2014	\$3000	Title II Part A	A consultant will take a lead in structuring and delivering this training; PLC time will be used to further staff readiness.

Strategy 2:

Reading Instruction Professional Development - All staff will receive training in direct reading instruction. A leadership team will attend RAISE training. This reading leadership team will bring back the instruction to all staff during professional development time.

Research Cited: Tovani, Cris. I Read it, but I don't get it. Portland: Stenhouse Publishers, 2000.

<http://www.wested.org/project/reading-apprenticeshipreg-improving-secondary-education-raise/>

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Tier: Tier 1

Activity - RAISE Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A core content area leadership team will attend RAISE reading training to bring back to all staff as professional learning. This includes stipend for summer training and 4 days of work time during the school year to implement.	Professional Learning	Tier 1	Implement	08/01/2014	06/12/2015	\$4000	Section 31a	RAISE team, building administration, and certified staff

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RAISE team will bring strategies for reading back and train the complete staff on direct reading instruction, specifically in science and social studies.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	No Funding Required	Certified Staff, RAISE Team, and building administration

Strategy 3:

Increase Student Reading - Create and implement a school-wide reading challenge with rewards for students in able to increase their independent reading. The program will be organized and run by ELA certified staff. Also purchase high interest informational reading texts for science, social studies, and ELA. Implement a school-wide book: One Book, One School.

Tier: Tier 1

Activity - Reading Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize a reading challenge for students to increase their personal reading. Have students set and work towards individual reading goals.	Extra Curricular	Tier 1	Getting Ready	08/11/2014	06/12/2015	\$2000	Section 31a	ELA certified staff and building administration

Activity - One Book, One School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Using a cross-curricular text, establish a One Book, One School study. Implement in science, social studies, and ELA classrooms.	Supplemental Materials	Tier 1	Implement	09/02/2014	06/12/2015	\$4000	Section 31a	Certified Staff and Building Administration
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Activity - Informational Text Offerings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase informational text offerings for science, social studies, and ELA classrooms, so students have grade level informational texts to use within the content areas.	Materials	Tier 1	Implement	09/02/2014	06/12/2015	\$800	General Fund	Certified Staff and Building Administration

(shared) Strategy 4:

Benchmark Assessing - h teachers will conduct a variety of assessments to measure students' strengths and weaknesses in mathematics through the year.

Assessments will include NWEA testing two times and year and ACT Assist testing once a year as well as other district math assessments. Teachers will use data to adjust instruction and support student learning at all levels. This data will also be shared with all staff and used to identify students for appropriate interventions.

Research Cited: Bednar, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN

Tier: Tier 1

Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention as well as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/02/2015	\$5000	General Fund	Building Admin and Classroom Teachers

Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Building Admin and SIP Team

Activity - ASPIRE Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students in grades 9 and 10 will be assessed using Aspire Testing from ACT. This will identify students needing intervention before the ACT test in 11th grade. It will allow teachers to adjust instruction to fill gaps. It will also measure growth from year to year.	Policy and Process	Tier 1	Getting Ready	02/01/2015	05/01/2015	\$4400	General Fund	Building Admin and Classroom Teachers
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Measurable Objective 2:

A 9% increase of Ninth, Tenth and Eleventh grade Bottom 30%, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in reading skills in Reading by 06/12/2015 as measured by on state reading assessment.

Strategy 1:

Connections - An increase in the amount of time spent in core subject matter has had an enormous impact in improving scores in high poverty districts. By doubling the amount of time students struggling with English Language Arts spend in their core classes with highly qualified teachers we will be able to improve the students' skills and impact their testing scores. Additionally, utilization of a parapro working with the guidance of our highly qualified reading specialist will provide a wide range of intervention for a large portion of struggling learners throughout the day.

Research Cited: Reeves, Douglas. "High Performance in High Poverty Schools: 90/90/90 and Beyond." Center for Performance Assessment, 2003.

Fawcett, Susan. Evergreen: A Guide to Writing and Reading. Wadsworth, 2013.

Buffum, Austin et al. Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Students Don't Learn. Bloomington: Solution Tree, 2009.

Tier:

Activity - Direct One-on-One/Small Group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teacher meet weekly in a one-on-one situation to practice fluency, comprehension, and reading and writing strategies to further enhance their learning. Additionally, small group instruction promotes non-fiction reading and writing, with an emphasis on individual needs and goals. Instruction to be delivered by highly qualified teacher instructor and/or parapro under the direct supervision and guidance of the highly qualified teacher.	Direct Instruction			08/27/2013	06/04/2014	\$25000	Title I Part A	ELA Connections Literacy instructor parapro

Activity - Assistance for English Language Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified ELL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	Building Administration and ISD Consortium Staff

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Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will meet with intervention specialist from 3-4:15 up to four days a week for small group or 1:1 interventions. Transportation provided.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$55000	Section 31a	Building Administration and Intervention Specialists.

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in ten half days of summer school for the purpose of credit recovery.	Academic Support Program	Tier 2	Monitor	05/01/2015	07/01/2015	\$5000	Section 31a	Building Administration and Intervention Specialists.

(shared) Strategy 2:

Benchmark Assessing - h teachers will conduct a variety of assessments to measure students' strengths and weaknesses in mathematics through the year.

Assessments will include NWEA testing two times and year and ACT Assist testing once a year as well as other district math assessments. Teachers will use data to adjust instruction and support student learning at all levels. This data will also be shared with all staff and used to identify students for appropriate interventions.

Research Cited: Bednar, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN

Tier: Tier 1

Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention as well as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/02/2015	\$5000	General Fund	Building Admin and Classroom Teachers

Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Building Admin and SIP Team

Activity - ASPIRE Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students in grades 9 and 10 will be assessed using Aspire Testing from ACT. This will identify students needing intervention before the ACT test in 11th grade. It will allow teachers to adjust instruction to fill gaps. It will also measure growth from year to year.	Policy and Process	Tier 1	Getting Ready	02/01/2015	05/01/2015	\$4400	General Fund	Building Admin and Classroom Teachers
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Goal 2: All Students at Carson City-Crystal High School will become proficient in math

Measurable Objective 1:

A 7% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of skills and concepts in Mathematics by 06/12/2015 as measured by the new state assessment..

Strategy 1:

Alignment to Common Core - Alignment of math curriculum to the CCSS-members of the math department will collaborate with educators from Ionia and Montcalm counties through participation in MAISD "Hair on Fire" program, which focuses on training in the CCSS. These teachers will then train and facilitate the implementation of the CCSS in Carson City-Crystal High School to ensure consistency and fidelity across the math curriculum.

Research Cited: Esquith,Rafe. (2001). Teach Like Your Hair Is On Fire. New York, New York. Penguin Publishing.

Tier: Tier 1

Activity - Hair on Fire Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who participated in the Hair on Fire program will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from HSCEs to CCSS.	Professional Learning	Tier 1	Implement	09/02/2013	06/12/2015	\$0	No Funding Required	Building Admin and Hair on Fire Participants

Activity - Math Coherence Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the help of the ISD personnel (Math Coherence Team), the staff will align math instruction across all grade levels. In addition, teachers will branch out into the use of many new instruction approaches emphasizing collaborative problem solving and technology. Training and collaboration are scheduled monthly.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Superintendent and Math Coherence Team Members

Strategy 2:

Benchmark Assessing - Math teachers will conduct a variety of assessments to measure students' strengths and weaknesses in mathematics through the year.

Assessments will include NWEA testing two times and year and ACT Assist testing once a year as well as other district math assessments. Teachers will use data to adjust instruction and support student learning at all levels. This data will also be shared with all staff and used to identify students for appropriate math interventions.

Research Cited: Bednar, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN

Tier: Tier 1

Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention as well as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$5000	General Fund	Building Administration and Classroom Teachers
Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/12/2015	\$0	No Funding Required	Building Administration and SIP Team
Activity - ASPIRE Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 9 and 10 will be assessed using Aspire Testing from ACT. This will identify students needing intervention before the ACT test in 11th grade. It will allow teachers to adjust instruction to fill gaps. It will also measure growth from year to year.	Policy and Process	Tier 1	Getting Ready	02/01/2015	06/12/2015	\$4400	General Fund	Building Administration and Classroom Teachers

Strategy 3:

Best Practices - All classroom teachers will implement best practices to improve student learning. These strategies will include thinking maps, notebooks, study skills, vocabulary, and writing.

Research Cited: Marzano, Robert J. et.al. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. Alexandria: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Thinking Maps trainer will introduce and review the eight different thinking maps at the beginning of the school year. Teachers will use within classrooms.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	No Funding Required	Building Administration, Classroom Teacher, Thinking Maps Trainer
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Activity - Explicit Vocabulary List Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will collaborate on the creation of subject area academic vocabulary lists. These lists will be shared with students, and students will receive direct instruction from teachers. Students will be assessed on these vocabulary lists. Work time will be provided monthly by building administrators during release time.	Teacher Collaboration	Tier 1	Implement	08/25/2014	06/12/2015	\$0	No Funding Required	Building Administration and Classroom Teachers

Measurable Objective 2:

A 9% increase of Ninth, Tenth and Eleventh grade Bottom 30%, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency of math skills in Mathematics by 06/12/2015 as measured by the new state assessment..

Strategy 1:

Provide students with additional time in core instruction. - By increasing the amount of time that students get in core instruction, we will close many gaps in student learning. Intervention Specialists will work with identified students in small groups during school, after school, and in summer school to improve core skills.

Research Cited: 90/90/90 Doug Reeves

Mirra, A. J. Administrator's Guide; How to support and improve mathematics education in your school. Reston, VA; National Council of Teachers of Mathematics. (2003)

National Association of Secondary Principals. Creating a culture of literacy; A guide for middle and high school principals. Reston, VA; (2005)

Perie, M., Grigg, W., & Dion, G. The nation's report card; Mathematics 2005. U.S. Department of Education, National Center for Education Statistics. Washington, DC; (2005)

Bednar, William N. (2010). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN

Tier: Tier 2

Activity - Connections Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be assigned into an additional class in the core subject to provide an extension opportunity. This will be in addition to their regularly scheduled core class. This will serve for second instruction and intervention opportunities.	Direct Instruction	Tier 2	Monitor	08/25/2014	06/12/2015	\$60000	Section 31a	Building Administration and Intervention Specialist.

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Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to a highly qualified teacher in a small class setting in order to receive additional support in their core class.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/12/2015	\$30000	Section 31a	Building Administration and Intervention Specialies
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will meet with intervention specialist from 3-4:15 up to four days a week for small group or 1:1 interventions. Transportation provided.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/22/2015	\$55000	Section 31a	Building Administration and Intervention Specialists.
Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team will use state and local assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 2	Getting Ready	06/01/2015	06/12/2015	\$0	No Funding Required	Building Administration and Intervention Specialist
Activity - Assistance for English Language Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified ELL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/02/2015	\$0	Other	Building Administration and ISD Consortium Staff
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in ten half days of summer school for the purpose of credit recovery.	Academic Support Program	Tier 2	Monitor	05/01/2015	06/30/2015	\$5000	Section 31a	Summer School Staff and Building Administration

Goal 3: Positive Parent and Community Involvement will increase at Carson City-Crystal High School

Measurable Objective 1:

collaborate to Increase parent/community involvement and improve student performance by 06/04/2014 as measured by Increase in parental meetings and contacts.

Strategy 1:

Increase Parent Involvement and Communication - Increasing of the involvement of parents, we will increase student achievement and increase student and parent awareness of student opportunities available.

Research Cited: "What research Says About Parent Involvement in Childrens Education", retrieved March 14th, 2011 from

http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

"What Research Says About Parent Involvement in Children's Education." michigan.gov 14 March 2011. Web. 22 Feb 2013.

"How to Start a PTO." ptotoday.com 14 March 2011. Web. 22 Feb. 2013.

Edster, J.L. "School/Family/Community Partnerships: Caring for the Children We Share." Phi Delta Kappa, 1995.

"My Child's Academic Success: Parents and Families." ed.gov. 18 April 2012. Web. 22 Feb. 2013.

Tier:

Activity - Monthly PTO Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Parent/Teacher Organization was started last year and is growing. We will continue to grow this program. By involving parents and teachers in monthly meetings (PTO) to showcase activities and opportunities with and for our students, we will open avenues of communication to parents of all high school students. Our goal is to maintain monthly meetings with no fewer than 10 attendees per meeting, increase the visibility of communications, and involve both parent and teachers in conversations about the high school program as a whole.	Parent Involvement			08/27/2013	06/04/2014	\$500	Title I Part A	High School Teachers and Building Principal

Activity - Bi-Weekly Newspaper Publications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will produce articles for publication in the local newspaper. Partnering with editors of The Gazette, articles and photos will be published bi-weekly to showcase what is happening in the high school, opportunities available to all as well as suggested readings and strategies for parenting high school students.	Community Engagement			08/27/2013	06/04/2014	\$500	Title I Part A	High school teaching staff and parents of high school students.

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Activity - High School Showcase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The high school will host an open house for all students, parents, and community members. During this event teachers will have an opportunity to share their curriculum and expectations. Students will have an opportunity to display and share their learning with participants.	Community Engagement			09/03/2013	06/02/2014	\$200	General Fund	High school administration and teaching staff

Goal 4: All Students at Carson City-Crystal High School will become proficient writers.

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency of writing skills in Writing by 06/12/2015 as measured by state writing assessment.

Strategy 1:

Research Writing - Students will be exposed to more research-based writing. They will be expected to document properly as well as draw conclusions from the data they collect. Teachers will receive training in an online research support program.

Research Cited: Heckenlaible, Cindy. The Research Paper: Engaging Students in Academic Writing.

The National Writing Project. http://www.nwp.org/cs/public/download/nwp_file/115/OP31.pdf?x-r=pcfile_d

Tier: Tier 1

Activity - Turn-It-In	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and train teachers on Turn-It-In, an online tool for research writing. Students will then use research writing in ELA and Social Studies classes.	Technology	Tier 1	Implement	09/01/2014	06/12/2015	\$2000	Section 31a	Building Administration, ELA Teachers, Social Studies Teachers

Activity - Source Reliability	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will add direct instruction in source reliability as part of research-based writing.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/12/2015	\$0	No Funding Required	Building Administration and ELA Teaching Staff

Strategy 2:

Argumentative Writing - Students will complete argumentative writing in both ELA and Social Studies classes once a semester. This will prepare them for forming arguments and completing writing prompts on state assessment.

Research Cited: Hillocks, George Jr. Teaching Argument Writing, Grades 6-12.

Tier: Tier 1

Activity - Social Studies Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA staff will train Social Studies teachers on argument writing. Including providing stems and rubrics to guide the students through content writing experiences.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$500	Section 31a	Building Administration, ELA teachers, Social Studies Teachers

(shared) Strategy 3:

Program Evaluation - The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.

Research Cited: Bednar, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN

Tier: Tier 1

Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Building Admin and SIP Team

Measurable Objective 2:

9% of Economically Disadvantaged and English Learners students will demonstrate a proficiency of skills and concepts in Writing by 06/30/2015 as measured by state writing assessment.

(shared) Strategy 1:

Program Evaluation - The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program

effectiveness.

Research Cited: Bednar, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN

Tier: Tier 1

Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Building Admin and SIP Team

Strategy 2:

Connections Classes - An increase in the amount of time spent in core subject matter has had an enormous impact in improving scores in high poverty districts. By doubling the

amount of time students struggling with English Language Arts spend in their core classes with highly qualified teachers we will be able to improve the students' skills and impact their testing scores. Additionally, utilization of a parapro working with the guidance of our highly qualified reading specialist will provide a wide range of intervention for a large portion of struggling learners throughout the day.

Research Cited: Reeves, Douglas. "High Performance in High Poverty Schools: 90/90/90 and Beyond." Center for Performance Assessment, 2003.

Fawcett, Susan. Evergreen: A Guide to Writing and Reading. Wadsworth, 2013.

Buffum, Austin et al. Pyramid Response to Intervention: RTI, Professional Learning COmmunities, and How to Respond When Students Don't Learn. Bloomington: Solution Tree, 2009

Tier: Tier 2

Activity - Connections Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teacher meet weekly in a one-on-one situation to practice fluency, comprehension, and reading and writing strategies to further enhance their learning. Additionally, small group instruction promotes non-fiction reading and writing, with an emphasis on individual needs and goals. Instruction to be delivered by highly qualified teacher instructor and/or parapro under the direct supervision and guidance of the highly qualified teacher.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/05/2015	\$2500	Section 31a	ELA Connections Literacy instructor parapro

Activity - Assistance for English Language Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified ELL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	Building Administration and ISD Consortium Staff
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will meet with intervention specialist from 3-4:15 up to four days a week for small group or 1:1 interventions. Transportation provided.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$55000	Section 31a	Building Administration and Intervention Specialists.
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in ten half days of summer school for the purpose of credit recovery.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/05/2015	\$5000	Section 31a	Building Administration and Summer School Staff

Goal 5: All Students at Carson City-Crystal High School will become proficient in science

Measurable Objective 1:

7% of All Students will demonstrate a proficiency of skills and concepts in Science by 06/05/2015 as measured by state science assessment.

Strategy 1:

Reading Instruction Professional Development - Science department will send a representative to RAISE reading training, which will be implemented in the science classrooms.

Research Cited: Research Cited: Tovani, Cris. I Read it, but I don't get it. Portland: Stenhouse Publishers, 2000.

<http://www.wested.org/project/reading-apprenticeshipreg-improving-secondary-education-raise/>

Tier: Tier 1

Activity - RAISE Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Science will have representation at RAISE training. A core content area leadership team will attend RAISE reading training to bring back to all staff as professional learning. This includes stipend for summer training and 4 days of work time during the school year to implement.	Professional Learning	Tier 1	Implement	08/11/2014	06/05/2015	\$4000	Section 31a	RAISE team, building administration, and certified staff
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Strategy 2:

Alignment to Common Core - Alignment of math curriculum to the CCSS-members of the math department will collaborate with educators from Ionia and Montcalm counties through participation in MAISD "Hair on Fire" program, which focuses on training in the CCSS. These teachers will then train and facilitate the implementation of the CCSS in Carson City-Crystal High School to ensure consistency and fidelity across the math curriculum.

Research Cited: Esquith, Rafe. (2001). Teach Like Your Hair Is On Fire. New York, New York. Penguin Publishing.

Tier: Tier 1

Activity - Hair on Fire Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who participated in the Hair on Fire program will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from HSCEs to CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Building Admin and Hair on Fire Participants

Strategy 3:

Benchmark Assessing - h teachers will conduct a variety of assessments to measure students' strengths and weaknesses in mathematics through the year.

Assessments will include NWEA testing two times and year and ACT Assist testing once a year as well as other district math assessments. Teachers will use data to adjust instruction and support student learning at all levels. This data will also be shared with all staff and used to identify students for appropriate math interventions.

Research Cited: Bednar, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN

Tier: Tier 1

Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention as well as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/05/2015	\$5000	General Fund	Building Administration and Classroom Teachers

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Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Building Admin and SIP Team

Activity - ASPIRE Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 9 and 10 will be assessed using Aspire Testing from ACT. This will identify students needing intervention before the ACT test in 11th grade. It will allow teachers to adjust instruction to fill gaps. It will also measure growth from year to year.	Policy and Process	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$4400	General Fund	Building Administration and Classroom Teachers

Measurable Objective 2:

9% of Economically Disadvantaged and English Learners students will demonstrate a proficiency of skills and concepts in Science by 06/05/2015 as measured by state science assessment.

Strategy 1:

Interventions - By increasing the amount of time that students get in core instruction, we will close many gaps in student learning. Intervention Specialists will work with identified students in small groups during school, after school, and in summer school to improve core skills.

Research Cited: 90/90/90 Doug Reeves

Mirra, A. J. Administrator's Guide; How to support and improve mathematics education in your school. Reston, VA; National Council of Teachers of Mathematics. (2003)

National Association of Secondary Principals. Creating a culture of literacy; A guide for middle and high school principals. Reston, VA; (2005)

Perie, M., Grigg, W., & Dion, G. The nation's report card; Mathematics 2005. U.S. Department of Education, National Center for Education Statistics. Washington, DC; (2005)

Bednar, William N. (2010). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN

Tier: Tier 2

Activity - Assessment Science Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be assigned into an additional class in the core subject to provide an extension opportunity. This will be in addition to their regularly scheduled core class. This will serve for second instruction and intervention opportunities	Direct Instruction	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	a Building Administration and Intervention Specialist.

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Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will meet with intervention specialist from 3-4:15 up to four days a week for small group or 1:1 interventions. Transportation provided.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$55000	Section 31a	Building Administration and Intervention Specialists
Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team will use state and local assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 2	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Administration and SIP Team
Activity - Assistance for English Language Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified ELL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	Building Administration and ISD Consortium Staff
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in ten half days of summer school for the purpose of credit recovery.	Academic Support Program	Tier 2	Monitor	05/01/2015	07/01/2015	\$5000	Section 31a	Summer School Staff and Building Administration

Goal 6: All Students at Carson City-Crystal High School will become proficient in social studies.

Measurable Objective 1:

7% of All Students will demonstrate a proficiency of skills and concepts in Social Studies by 06/05/2015 as measured by the new state assessment..

Strategy 1:

Reading Instruction Professional Development - department will send a representative to RAISE reading training, which will be implemented in the science classrooms

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Research Cited: Cited: Tovani, Cris. I Read it, but I don't get it. Portland: Stenhouse Publishers, 2000.

<http://www.wested.org/project/reading-apprenticeshipreg-improving-secondary-education-raise/>

Tier: Tier 1

Activity - RAISE Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
representation at RAISE training. A core content area leadership team will attend RAISE reading training to bring back to all staff as professional learning. This includes stipend for summer training and 4 days of work time during the school year to implement.	Professional Learning	Tier 1	Getting Ready	08/04/2014	06/05/2015	\$4000	Section 31a	Building Administration and Raise Team

Strategy 2:

Alignment to Common Core - Alignment of math curriculum to the CCSS-members of the math department will collaborate with educators from Ionia and Montcalm counties through participation in MAISD "Hair on Fire" program, which focuses on training in the CCSS. These teachers will then train and facilitate the implementation of the CCSS in Carson City-Crystal High School to ensure consistency and fidelity across the math curriculum

Research Cited: Esquith,Rafe. (2001). Teach Like Your Hair Is On Fire. New York, New York. Penguin Publishing.

Tier: Tier 1

Activity - Hair on Fire Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who participated in the Hair on Fire program will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from HSCEs to CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Building Administration and Hair on Fire Team

(shared) Strategy 3:

Program Evaluation - The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.

Research Cited: Bednar, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN

Tier: Tier 1

Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Building Administration and SIP Team
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Measurable Objective 2:

9% of Economically Disadvantaged and English Learners students will demonstrate a proficiency of skills and concepts in Social Studies by 06/05/2015 as measured by the new state assessment..

(shared) Strategy 1:

Program Evaluation - The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.

Research Cited: Bednar, William N. (2012). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN

Tier: Tier 1

Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Building Administration and SIP Team

Strategy 2:

Interventions - By increasing the amount of time that students get in core instruction, we will close many gaps in student learning. Intervention Specialists will work with identified students in small groups during school, after school, and in summer school to improve core skills.

Research Cited: 90/90/90 Doug Reeves

Mirra, A. J. Administrator's Guide; How to support and improve mathematics education in your school. Reston, VA; National Council of Teachers of Mathematics. (2003)

National Association of Secondary Principals. Creating a culture of literacy; A guide for middle and high school principals. Reston, VA; (2005)

Perie, M., Grigg, W., & Dion, G. The nation's report card; Mathematics 2005. U.S. Department of Education, National Center for Education Statistics. Washington, DC; (2005)

Bednar, William N. (2010). RTI in Middle and High Schools. Solution Tree Press. Bloomington, IN

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identified students will meet with intervention specialist from 3-4:15 up to four days a week for small group or 1:1 interventions. Transportation provided.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/05/2015	\$55000	Section 31a	Building Administration and Intervention Specialists
Activity - Assistance for English Language Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified ELL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	Building Administration and ISD Consortium Staff
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in ten half days of summer school for the purpose of credit recovery.	Academic Support Program	Tier 2	Monitor	05/01/2015	06/30/2015	\$5000	Section 31a	Building Administration and Summer School Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct One-on-One/Small Group instruction	Students and teacher meet weekly in a one-on-one situation to practice fluency, comprehension, and reading and writing strategies to further enhance their learning. Additionally, small group instruction promotes non-fiction reading and writing, with an emphasis on individual needs and goals. Instruction to be delivered by highly qualified teacher instructor and/or parapro under the direct supervision and guidance of the highly qualified teacher.	Direct Instruction			08/27/2013	06/04/2014	\$25000	ELA Connections Literacy instructor parapro
Monthly PTO Meetings	A Parent/Teacher Organization was started last year and is growing. We will continue to grow this program. By involving parents and teachers in monthly meetings (PTO) to showcase activities and opportunities with and for our students, we will open avenues of communication to parents of all high school students. Our goal is to maintain monthly meetings with no fewer than 10 attendees per meeting, increase the visibility of communications, and involve both parent and teachers in conversations about the high school program as a whole.	Parent Involvement			08/27/2013	06/04/2014	\$500	High School Teachers and Building Principal
Bi-Weekly Newspaper Publications	Teachers and students will produce articles for publication in the local newspaper. Partnering with editors of The Gazette, articles and photos will be published bi-weekly to showcase what is happening in the high school, opportunities available to all as well as suggested readings and strategies for parenting high school students.	Community Engagement			08/27/2013	06/04/2014	\$500	High school teaching staff and parents of high school students.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Assistance for English Language Learners	The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified ELL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/02/2015	\$0	Building Administration and ISD Consortium Staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Training	RAISE team will bring strategies for reading back and train the complete staff on direct reading instruction, specifically in science and social studies.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	Certified Staff, RAISE Team, and building administration
Explicit Vocabulary List Development	All staff will collaborate on the creation of subject area academic vocabulary lists. These lists will be shared with students, and students will receive direct instruction from teachers. Students will be assessed on these vocabulary lists. Work time will be provided monthly by building administrators during release time.	Teacher Collaboration	Tier 1	Implement	08/25/2014	06/12/2015	\$0	Building Administration and Classroom Teachers
Assistance for English Language Learners	The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified ELL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$0	Building Administration and ISD Consortium Staff
Source Reliability	All ELA teachers will add direct instruction in source reliability as part of research-based writing.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/12/2015	\$0	Building Administration and ELA Teaching Staff
Assistance for English Language Learners	The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified ELL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$0	Building Administration and ISD Consortium Staff
Hair on Fire Training	Teachers who participated in the Hair on Fire program will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from HSCEs to CCSS.	Professional Learning	Tier 1	Implement	09/02/2013	06/12/2015	\$0	Building Admin and Hair on Fire Participants

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Program Evaluation	The SIP team will use state and local assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 2	Implement	09/02/2014	06/05/2015	\$0	Administration and SIP Team
Thinking Maps	Thinking Maps trainer will introduce and review the eight different thinking maps at the beginning of the school year. Teachers will use within classrooms.	Direct Instruction	Tier 1	Implement	08/25/2014	06/12/2015	\$0	Building Administration, Classroom Teacher, Thinking Maps Trainer
Assistance for English Language Learners	The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified ELL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$0	Building Administration and ISD Consortium Staff
Program Evaluation	The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Building Admin and SIP Team
Hair on Fire Training	Teachers who participated in the Hair on Fire program will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from HSCEs to CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Building Administration and Hair on Fire Team
Hair on Fire Training	Teachers who participated in the Hair on Fire program will lead staff in professional development focused on changes in curriculum scope and sequence due to the switch from HSCEs to CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Building Admin and Hair on Fire Participants
Program Evaluation	The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Building Admin and SIP Team

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Assessment Science Classes	Identified students will be assigned into an additional class in the core subject to provide an extension opportunity. This will be in addition to their regularly scheduled core class. This will serve for second instruction and intervention opportunities	Direct Instruction	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$0	a Building Administrator and Intervention Specialist.
Program Evaluation	The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Getting Ready	06/01/2015	06/12/2015	\$0	Building Administrator and SIP Team
Math Coherence Training	With the help of the ISD personnel (Math Coherence Team), the staff will align math instruction across all grade levels. In addition, teachers will branch out into the use of many new instruction approaches emphasizing collaborative problem solving and technology. Training and collaboration are scheduled monthly.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Superintendent and Math Coherence Team Members
Assistance for English Language Learners	The district participates in the Mid Michigan Migrant and EL Consortium to provide summer school, teacher training, translation services, and supplemental support during the school day for identified ELL students.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$0	Building Administrator and ISD Consortium Staff
Program Evaluation	The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Building Admin and SIP Team
Program Evaluation	The SIP team will use state and local assessment data to determine if the State proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 2	Getting Ready	06/01/2015	06/12/2015	\$0	Building Administrator and Intervention Specialist
Program Evaluation	The SIP team will use state and local assessment data to determine if the proficiency target was met. The MDE program evaluation tool will be used to determine program effectiveness.	Policy and Process	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Building Administrator and SIP Team

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Teacher training on teaching vocabulary	Teachers will engage in critical vocabulary training and receive resources.	Professional Learning			08/27/2013	06/04/2014	\$3000	A consultant will take a lead in structuring and delivering this training; PLC time will be used to further staff readiness.
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Students will be assigned to a highly qualified teacher in a small class setting in order to receive additional support in their core class.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/12/2015	\$30000	Building Administration and Intervention Specialies
Turn-It-In	Purchase and train teachers on Turn-It-In, an online tool for research writing. Students will then use research writing in ELA and Social Studies classes.	Technology	Tier 1	Implement	09/01/2014	06/12/2015	\$2000	Building Administration, ELA Teachers, Social Studies Teachers
Social Studies Staff Training	ELA staff will train Social Studies teachers on argument writing. Including providing stems and rubrics to guide the students through content writing experiences.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$500	Building Administration, ELA teachers, Social Studies Teachers
Connections Classes	Identified students will be assigned into an additional class in the core subject to provide an extension opportunity. This will be in addition to their regularly scheduled core class. This will serve for second instruction and intervention opportunities.	Direct Instruction	Tier 2	Monitor	08/25/2014	06/12/2015	\$60000	Building Administration and Intervention Specialist.

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One Book, One School	Using a cross-curricular text, establish a One Book, One School study. Implement in science, social studies, and ELA classrooms.	Supplemental Materials	Tier 1	Implement	09/02/2014	06/12/2015	\$4000	Certified Staff and Building Administration
Reading Challenge	Organize a reading challenge for students to increase their personal reading. Have students set and work towards individual reading goals.	Extra Curricular	Tier 1	Getting Ready	08/11/2014	06/12/2015	\$2000	ELA certified staff and building administration
After School Tutoring	Identified students will meet with intervention specialist from 3-4:15 up to four days a week for small group or 1:1 interventions. Transportation provided.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$55000	Building Administration and Intervention Specialists.
RAISE Training	Science will have representation at RAISE training. A core content area leadership team will attend RAISE reading training to bring back to all staff as professional learning. This includes stipend for summer training and 4 days of work time during the school year to implement.	Professional Learning	Tier 1	Implement	08/11/2014	06/05/2015	\$4000	RAISE team, building administration, and certified staff
After School Tutoring	Identified students will meet with intervention specialist from 3-4:15 up to four days a week for small group or 1:1 interventions. Transportation provided.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/22/2015	\$55000	Building Administration and Intervention Specialists.
After School Tutoring	Identified students will meet with intervention specialist from 3-4:15 up to four days a week for small group or 1:1 interventions. Transportation provided.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$55000	Building Administration and Intervention Specialists.
After School Tutoring	Identified students will meet with intervention specialist from 3-4:15 up to four days a week for small group or 1:1 interventions. Transportation provided.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/05/2015	\$55000	Building Administration and Intervention Specialists
Summer School	Identified students will participate in ten half days of summer school for the purpose of credit recovery.	Academic Support Program	Tier 2	Monitor	05/01/2015	06/30/2015	\$5000	Summer School Staff and Building Administration

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Summer School	Identified students will participate in ten half days of summer school for the purpose of credit recovery.	Academic Support Program	Tier 2	Monitor	05/01/2015	07/01/2015	\$5000	Building Administration and Intervention Specialists.
Summer School	Identified students will participate in ten half days of summer school for the purpose of credit recovery.	Academic Support Program	Tier 2	Monitor	05/01/2015	07/01/2015	\$5000	Summer School Staff and Building Administration
RAISE Training	A core content area leadership team will attend RAISE reading training to bring back to all staff as professional learning. This includes stipend for summer training and 4 days of work time during the school year to implement.	Professional Learning	Tier 1	Implement	08/01/2014	06/12/2015	\$4000	RAISE team, building administration, and certified staff
After School Tutoring	Identified students will meet with intervention specialist from 3-4:15 up to four days a week for small group or 1:1 interventions. Transportation provided.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/05/2015	\$55000	Building Administration and Intervention Specialists
RAISE Training	representation at RAISE training. A core content area leadership team will attend RAISE reading training to bring back to all staff as professional learning. This includes stipend for summer training and 4 days of work time during the school year to implement.	Professional Learning	Tier 1	Getting Ready	08/04/2014	06/05/2015	\$4000	Building Administration and Raise Team
Summer School	Identified students will participate in ten half days of summer school for the purpose of credit recovery.	Academic Support Program	Tier 2	Monitor	05/01/2015	06/30/2015	\$5000	Building Administration and Summer School Staff
Summer School	Identified students will participate in ten half days of summer school for the purpose of credit recovery.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/05/2015	\$5000	Building Administration and Summer School Staff

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Connections Classes	Students and teacher meet weekly in a one-on-one situation to practice fluency, comprehension, and reading and writing strategies to further enhance their learning. Additionally, small group instruction promotes non-fiction reading and writing, with an emphasis on individual needs and goals. Instruction to be delivered by highly qualified teacher instructor and/or parapro under the direct supervision and guidance of the highly qualified teacher.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/05/2015	\$2500	ELA Connections Literacy instructor parapro
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ASPIRE Testing	All students in grades 9 and 10 will be assessed using Aspire Testing from ACT. This will identify students needing intervention before the ACT test in 11th grade. It will allow teachers to adjust instruction to fill gaps. It will also measure growth from year to year.	Policy and Process	Tier 1	Getting Ready	02/01/2015	05/01/2015	\$4400	Building Admin and Classroom Teachers
ASPIRE Testing	All students in grades 9 and 10 will be assessed using Aspire Testing from ACT. This will identify students needing intervention before the ACT test in 11th grade. It will allow teachers to adjust instruction to fill gaps. It will also measure growth from year to year.	Policy and Process	Tier 1	Getting Ready	02/01/2015	06/12/2015	\$4400	Building Administration and Classroom Teachers
NWEA Testing	All students will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention as well as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/05/2015	\$5000	Building Administration and Classroom Teachers

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Carson City-Crystal High School

High School Showcase	The high school will host an open house for all students, parents, and community members. During this event teachers will have an opportunity to share their curriculum and expectations. Students will have an opportunity to display and share their learning with participants.	Community Engagement			09/03/2013	06/02/2014	\$200	High school administration and teaching staff
NWEA Testing	All students will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$5000	Building Administration and Classroom Teachers
ASPIRE Testing	All students in grades 9 and 10 will be assessed using Aspire Testing from ACT. This will identify students needing intervention before the ACT test in 11th grade. It will allow teachers to adjust instruction to fill gaps. It will also measure growth from year to year.	Policy and Process	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$4400	Building Administration and Classroom Teachers
Informational Text Offerings	Purchase informational text offerings for science, social studies, and ELA classrooms, so students have grade level informational texts to use within the content areas.	Materials	Tier 1	Implement	09/02/2014	06/12/2015	\$800	Certified Staff and Building Administration
NWEA Testing	All students will be assessed using the NWEA online testing system. This assessment will identify students in need of intervention as well as measure growth over time. It will allow teachers to adjust their instruction to meet student needs throughout the year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/02/2015	\$5000	Building Admin and Classroom Teachers