School Improvement Plan

Mt. Pleasant Senior High School

Mt. Pleasant City School District

Mr. Dennis Starnes, Principal
1155 SOUTH ELIZABETH ST
MOUNT PLEASANT, MI 48858-3221

TABLE OF CONTENTS

School Additional Requirements Diagnostic

2016 - 2017 Mt. Pleasant High School School Improvement Plan

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Mt. Pleasant High School is a Class A high school that serves approximately 1100 students. Mt. Pleasant is a mid size community located 65 miles north of the capitol city of Lansing. The city is home to Central Michigan University, the Saginaw Chippewa Tribal Headquarters, as well as an extensive suburban and rural population. MPHS has approximately 80 instructional faculty. The student population is 75% Caucasian, 10% Native American, 3% African American, 3% Asian, 4% Hispanic and 5% Two or More Races. MPHS has experienced an increase in our At-Risk Student population over the past few years.

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.

Mission: We are MPHS; a proud community where all learners feel welcome, necessary and engaged while challenged to achieve our personal best.

MPHS Core Values:

mutual respect

positive attitude

high expectations

safety

passion/spirit

equality/diversity/inclusive/unity

lifelong learning

open communication

critical thinking

creativity

Vision:

MPHS is THE area school of choice. To achieve this we:

-emply highly qualified, continually improving staff

-offer diverse curricular and extracurricular opportunities

-develop students academically, emotionally and socially

-help student find their path to the future

-foster stakeholder partnerships with

   -students

   -offer diverse curricular and extracurricular opportunities

   -develop students academically, emotionally and socially

   -help students find their path to the future

   -foster stakeholder partnerships with

     -students

     -parents/guardians

     -staff

     -community

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 sent numerous students to The Business Professionals of America (BPA) National Competition and several students place top ten. Our Marching Band made MCBA State Finals for the ninth straight year. Lisa Davis a Spanish Teacher was named Saginaw Valley League Teacher of the Year, representing MPHS. Sixty percent of MPHS students participate in at least one co- or extra-curricular activity with the creation of multiple new opportunities for involvement. Approximately 150 MPHS students earned SVL All-Academic Awards. MPHS had one national qualifier in the Chemistry Olympiad.

Areas of improvement past three years:
-Continued improving trend in MME reading scores
-Extended learning opportunities for at risk student
-Increased at risk supplemental support services for identified at risk student population (at risk graduation mentor, core academic support classes, transition counselor and at risk counselor)
-CMU Mentor/Tutors for at risk student support (during the day support)
-ASSIST (After School Student Information Support Time)
-Achieved over 95% participation of students in testing
-No longer a Focus School
-Increase number of students taking AP courses

Areas of improvement that we are striving to implement:
-Working toward consistent implementation of MTSS
-Strengthening embedded core subject content within CTE courses
-Working to improve relationships with all stakeholders including parents and families

Additional Information

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

MPHS continually works to maintain and extend educational opportunities for students. The Gratiot-Isabella Technical Education Center (GI-TEC) provides our students with a unique opportunity for students to gain real world experience in several skill based career fields. We have seen a 150% increase in articulation with CTE students to earn college credits. HOSA had 14 students participate in the state competition with one national qualifier. Much of the MPHS staff is working on incorporating technology as well as web based classroom tools to support students. Attendance continues to be an issue that correlates with the growing at-risk population.

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.

At MPHS, our School Improvement Team Members, parents, staff, students and community members are actively engaged in data analysis, professional development planning, and work to facilitate a common understanding of the MPHS SIP. The school improvement team meets monthly and is actively engaged in developing strategies and activities to implement the school improvement SMART goals and objectives.

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

All core subject areas as well as representation from our elective areas are present in the stakeholder group. Each person then is used as a "expert" on that particular subject area or issue. The team uses a consensus model with regards to decision making.

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 improvement plan is communicated regularly at the start of the year. As new data becomes available, updates are communicated to staff throughout the year. Stakeholders are given opportunities to provide input, make suggestions, or problem solve any school improvement plan issues.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

An increase in our at-risk population has created challenges for staff in the areas of engagement and support. An increase in our ELL population has dictated some staffing additions.

Student Demographic Data

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

While attendance challenges still exist with our students, our data suggests that we have remained constant at about 3.5% absenteeism. The majority of our attendance challenges exist with a minority of our students. These students have been identified and there are continuing efforts and supports to improve their attendance.

Student Demographic Data

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

Based on our data, student behavior incidents have remained fairly consistent or have slightly decreased. Our biggest challenges involve methods to support our students struggling with personal issues outside of school that manifest in behaviors of acting out in school. As a staff we have tried to provide counselors and alternative scheduling to accommodate students in these situations.

Student Demographic Data

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

ELL students:
ELL instructor was hired to teach language skills to our ELL students
ELL support in core subjects

At-risk students:
transitions task force
at-risk counselors
MTSS pyramid development
Mandatory after school tutoring program

Teacher/School Leader(s) Demographic Data

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

MPHS teaching staff has had a very low turnover rate in the previous three years which has a positive impact on student achievement. Staff has really worked to review student data, identify trends, and formulate potential solutions to areas of need. There has been stabilzation in the principal position during the last three years the other administrator positions have remained constant. Current administration has worked with the teaching staff to develop goals and a plan to move forward. The collaboration that is occurring will help to increase our student achievement.

Teacher/School Leader(s) Demographic Data

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

MPHS has seasoned staff with and average of approximately 15 years teaching experience which provides solid basis along with the ability to embrace new methods of best practice based on our current population. Student achievment is positively impacted by these characteristics and the continued collaborative efforts of our entire staff to achieve our common goal of student success.

Teacher/School Leader(s) Demographic Data

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

There is not data to suggest a significant number of absences for school leaders. A concentrated effort is made to not impact the classroom for school leader absences. Meeting times generally scheduled for outside of the school day. Administrators coordinate so that someone is always present in the building during school hours. On the occasion where meetings scheduled during the school day, the school leaders are professional enough to ensure learning continues. Absences that occur for professional learning focus on improving student achievement.

Teacher/School Leader(s) Demographic Data

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

Excessive teacher absences does negatively impact student achievement, however at MPHS our staff on average is at a 97% attendance rate based on teacher evaluation data. Professional learning days are carefully chosen to have the least impact possible on student achievement.

Teacher/School Leader(s) Demographic Data

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

We have not identified any challenges with teachers or school leaders. As a combined staff, we are committed to increasing student achievement and work collaboratively to create an environment where all students learn.

Process Data

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

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

Strand 1 is either fully implemented or sustained with the exception of one indicator
Strand 2 There are only 2 indicators that are not fully implemented

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

Strands 3 & 4 represent more of our challenges. Both categories are primarily at partial implementation.

12. How might these challenges impact student achievement?

Vertical alignment in core areas is a challenge that is now being addressed by a transitions group.
While professional development has improved, teachers still need more time for implementation.
Communication continues to be a challenge at MPHS. Administrators and some staff made a commitment to increase parent communication for the 2014-15 school year. This commitment should positively impact student achievement.
Community involvement continues to be a challenge as well. There has been more of an effort made to reach out to the Tribal community and the community as a whole.

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

Vertical alignment could be stressed and encouraged based on SIT goals in the core areas.
Data collection in the form of surveys for parents is something that started this school year and will continue to identify areas of improvement for the SIT.
Communication should be a part of each SIT goal. Building partnerships with the Tribal community, Mid Michigan Community College and Central Michigan University. Working with our ELL instructor to develop tools for teachers and staff to communicate with parents.

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

Our administration and special ed staff does an excellent job of supporting the needs of our students with disabilities. Support staff and general education teachers also work to identify the needs of struggling students and assist them with the process.

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

MPHS has the unique feature of having the Gratiot-Isabella Technical Education Center attached. Our students have the opportunity to take technical classes in 9 - 12 grades. In addition, our students can also dual enroll at Mid Michigan Community College or Central Michigan University in 11th and 12th grade. The Tribal College offers a dual enrollment course on our campus for students. Summer school is also offered for all students.

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

Any student can take technical classes, but only 11th and 12th graders have the option of taking two hour blocks of these classes. The parents are notified through the course offering guide.
Dual enrolled students are 11th and 12th graders who have maintained a high GPA. Parents are notified through a letter home and the student handbook.
Summer school is offered to all students, but often students who need to recover credits are identified by the counseling staff and referred to summer school. Other students/parents are notified by a letter and the student handbook.

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

pacing guides, common assessments, curriculum maps, teacher evaluations, syllabi

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Reading scores have improved and remained steady for the past three years. The implementation of Silent Sustained Reading helped to increase reading.

19b. Reading- Challenges

Economically disadvantaged students are among the lower performing students.

19c. Reading- Trends

reading scores have remained pretty constant over the past three years.
Economically disadvantaged student scores also remain below average.

19d. Reading- Summary

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

MPHS is a focus school and is committed to addressing the gap between the lower performing students and the rest of our students. We continue to look for solutions to support these students by having more professional development for the upcoming school year that addresses these issues.

20a. Writing- Strengths

All teachers in the English/Language Arts department do extensive writing in their classes.

20b. Writing- Challenges

The writing curriculum shouldn't be isolated into one core area. We need to continue to work on the idea of Writing Across the Curriculum for the benefit of the students to use writing in multiple ways.

20c. Writing- Trends

Writing was on a downward trend, but has gone up in the last year by 10%.

20d. Writing- Summary

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

Writing will be incorporated into all the core areas for goals in the School Improvement Plan

21a. Math- Strengths

Math scores have remained constant with a slight increase in the last year.

21b. Math- Challenges

Economically disadvantaged students are among the lower performing students.   Finding ways to increase student engagement in class.

21c. Math- Trends

Although the average scores for all students have increased slightly over the last three years, when looking at just our Economically Disadvantaged Students there has been a sharp decline especially in the last year.

21d. Math- Summary

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

MPHS is a focus school and is committed to addressing the gap between the lower performing students and the rest of our students. We continue to look for solutions to support these students by having more professional development for the upcoming school year that addresses these issues.

22a. Science- Strengths

Science scores have increased over the last three years for all students.

22b. Science- Challenges

Continue the significant upward trend for all students in science scores.

22c. Science- Trends

Over the last three years there has been a steady but slight increase for Economically Disadvantaged Students in science. There has been a significant increase in the last year in our average for all students.

22d. Science- Summary

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

MPHS is a focus school and is committed to addressing the gap between the lower performing students and the rest of our students. We continue to look for solutions to support these students by having more professional development for the upcoming school year that addresses these issues.

23a. Social Studies- Strengths

N/A

23b. Social Studies- Challenges

N/A

23c. Social Studies- Trends

N/A

23d. Social Studies- Summary

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

N/A

Perception Data

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

24a. Student Perception Data

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

Students view our programs as high quality. Overall, they believe there is a large amount of support available.

24b. Student Perception Data

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

In general, students feel as though this is a supportive environment. There are some that believe that there is some racial tension and bullying. We are always working to improve the school climate and address the needs of our students.

24c. Student Perception Data

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

More clubs and activities that engage students and address a variety of interests (Fashion Club, Math Club, Culinary Club). A Transitions Committee was formed in the 2014-15 school year to work on how to make in coming students more welcoming and how to improve the school climate and culture.

25a. Parent/Guardian Perception Data

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

High quality instructional programs, athletics and extra-curricular activities
Strong teacher/parent relationships

25b. Parent/Guardian Perception Data

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

Communication

school climate

25c. Parent/Guardian Perception Data

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

Better communication, the 2014-15 school year was a commitment to have better parent/teacher communication. Many teachers made an effort to call/email home and let parents know about student progress. The administration sends home communication 4 times a year regarding attendance. An new website fostered improved communication as well.
A commitment by teachers to be in the halls during passing time will help to improve school climate. A conscious effort by teachers to build relationships with students should also improve school climate.

26a. Teacher/Staff Perception Data

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

High quality programs, athletics & extra curriculars
Increase in honors & AP classes for high achieving students

26b. Teacher/Staff Perception Data

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

Stability in leadership
school climate

26c. Teacher/Staff Perception Data

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

Consistency in administration and policies
more collaboration in professional development

27a. Stakeholder/Community Perception Data

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

High quality programs, athletics, and extra curricular offerings

27b. Stakeholder/Community Perception Data

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

student behaviors

career skills

27c. Stakeholder/Community Perception Data

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

a commitment to correcting behavior and communicating expectations through an MTSS pyramid

Career and College Readiness ratings on progress reports

Summary

28a. Summary

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

MPHS has many strengths. We are very proud of the academic achievements of our students and their successes in athletics. Our Fine Arts programs are known throughout the Central Michigan area. Our challenges stem from the areas that many other schools in Michigan are experiencing - lack of funding and an increase in economically disadvantaged students. Our staff is committed to helping bridge the gap with these students by raising awareness, building relationships and supporting their academic needs.

28b. Summary

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

The biggest challenge we face as a school is the impact of the economically disadvantaged students. These students are predominately the "bottom 30%". This affects student achievement in many ways. The delivery of curriculum, best practices for students of poverty, brain research, and professional development. Increasing our knowledge through professional development will help us better instruct and support these students.

28c. Summary

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

professional development opportunities
research
data collection
best practices

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	The school does not house grades 1-5	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	See Link to AER on Website @www.mtpleasant.edzone.net	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A We do not have 8th grade in our school	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	same counselor from 8th Grade to 9th grade ensures continuity.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Brian S. DeRath, Principal Mt. Pleasant High School Mt. Pleasant, MI 48858 (989) 775-2201	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	MPHS is not identified as a Title 1 School.	

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

2016 - 2017 Mt. Pleasant High School School Improvement Plan

Overview

Plan Name

2016 - 2017 Mt. Pleasant High School School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	*All students at Mt. Pleasant High School will become career and college ready readers and writers.	Objectives: 2 Strategies: 1 Activities: 13	Academic	$315271
2	*All students at Mt. Pleasant High School will become career and college ready in the area of mathematics.	Objectives: 2 Strategies: 1 Activities: 10	Academic	$317669
3	*All students at Mt. Pleasant High School feel welcome and safe and educationally successful in our school environment.	Objectives: 2 Strategies: 1 Activities: 5	Organizational	$17547

Goal 1: *All students at Mt. Pleasant High School will become career and college ready readers and writers.

Measurable Objective 1:

A 6% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 2% per year in English Language Arts by 06/14/2019 as measured by state assessment and district assessment.

Status	Progress Notes	Created On	Created By
Not Met	2013-14 65% met or exceeded the benchmark ACT English; 2014-15 60.6% met or exceeded the benchmark ACT English; 2014-15 MSTEP 40% were Advance & Proficient categories for ELA Will include NWEA results in addition to state assessments as data is gathered.	March 01, 2016	Mr. Dennis Starnes

(shared) Strategy 1:

Multi-Tiered Systems of Support - The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant High School provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as at risk mentoring and support classes, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular

diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to

Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide. School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

• gains in reading and math assessment scores for all students;

• a decrease in inappropriate referrals to special education, particularly for minority students and

• boys;

• a decrease in suspensions and expulsions;

• improved collaboration between general and special education; and

• Corresponding cost benefits.

http://ncld.org/images/content/files/hill-briefs/mtss-brief-template.pdf

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress in not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).

Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. American Educational Research Journal, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. Exceptional Children, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. Language, Speech and Hearing Services in Schools, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. Journal of Special Education,

36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69(4), 391-409.

Tier: Tier 1

Activity - SAT Prep Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep Class provides students with support in preparation for the SAT examination.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/09/2017	$0	General Fund	SAT Prep Class Instructors

Status	Progress Notes	Created On	Created By
In Progress	SAT Prep Course scheduled for students based on previous test scores. There are both Gen Ed and Spec Ed sections.	February 16, 2016	Mr. Dennis Starnes

Activity - Illuminate Ed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn to use the data warehouse to analyze data and administer assessments in order to make data driven instructional decisions that meet the needs of all students.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/09/2016	06/09/2017	$1000	Title II Part A	Teachers that currently utilize Scantron will transition to Illuminate. IT support is needed to update technology.

School Improvement Plan

Mt. Pleasant Senior High School

Activity - English Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Support is a course that provides students with supplementary instruction to aid in understanding of their current English course.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$0	General Fund	English Language Arts Teachers

Activity - At Risk Graduation Mentor-Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The At Risk Graduation Mentor - Student Support, works with identified at risk students mainly in grades 9 and 10 who are at risk of not graduating from high school. This person works closely with the transition counselor from West Intermediate in order to have an established caseload of students to support as 9th grade students. This person works with at risk students on a daily basis to establish relationships and trouble shoot problems related to attendance and poor academics. The At Risk Grad. Mentor also works closely with high school at risk counselors when a student is in need of social and emotional supports.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$40000	General Fund, Section 31a	High School Administrator and State and Federal Programs Coordinator

Activity - At Risk Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk summer camp is offered to students at MPHS who are at risk of not graduating on time. Students have the opportunity to earn credits lost by working and completing credits via the Odyssey Ware an online credit recovery program. Highly qualified staff provide instructional support in addition to the online supports.	Technology, Academic Support Program	Tier 2	Monitor	07/01/2017	07/31/2017	$8000	Section 31a	State and Federal Programs Coordinator and High School Administrators

Status	Progress Notes		Created On	Created By
In Progress	2015 Summer School 98 Students; 80 passed at least one class; 146 total courses passed		March 01, 2016	Mr. Dennis Starnes

Activity - MDE - Fall School Improvment Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the HS school improvement team will attend the fall MDE school improvement conference in Lansing. Participants will have the opportunity to learn first hand State updates to the school improvement process along with collaboration with professionals about student achievement and student success models.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	11/01/2016	11/30/2016	$1650	Title II Part A	School Improvement Team and Building Administrators

Activity - GIRESD Guided SIP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GIRESD staff will guide MPHS SIT Members through the SIP process	Professional Learning	Tier 1		10/01/2016	06/16/2017	$525	Title II Part A	School Improvement Team and Building Administrators

Activity - COMMIT Prep Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MPHS/GITEC Book Study based on 2017 COMMIT conference keynote speaker	Professional Learning	Tier 1	Getting Ready	01/02/2017	06/16/2017	$2700	Title II Part A	MPHS/GITEC Staff

Activity - 2017 COMMIT SLA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| School and district leaders will attend Leadership Conferences that include COMMIT Summer Leadership Academy, June 2017. Participants will learn to lead and facilitate academic improvement in their districts/schools through building a positive district/school culture. | Professional Learning | Tier 1 | Getting Ready | 06/21/2017 | 06/23/2017 | $9096 | Title II Part A | MPHS SIT Members |

Activity - After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring for our homeless students based upon academic need.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	05/31/2017	$300	Other	After School Tutoring Staff

Activity - NWEA Data to Guide Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn to analyze the NWEA results to make data based decisions in order to increase student achievement.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	08/01/2016	06/16/2017	$1000	Title II Part A	Teaching staff and Administrators

Activity - Google Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Provide training in all aspects of the Google Apps for Education for all levels of learners.	Technology, Professional Learning	Tier 1	Getting Ready	08/15/2016	06/16/2017	$1000	Title II Part A	Teaching Staff and Administrators

Measurable Objective 2:

A 6% increase of Bottom 30%, Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency increase of 2% per year in English Language Arts by 06/14/2019 as measured by state or local assessment.

(shared) Strategy 1:

Multi-Tiered Systems of Support - The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant High School provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as at risk mentoring and support classes, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Mt. Pleasant Public School district provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as Title I support, at risk mentoring, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to

Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide. School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally

leads to:

• gains in reading and math assessment scores for all students;

• a decrease in inappropriate referrals to special education, particularly for minority students and

• boys;

• a decrease in suspensions and expulsions;

• improved collaboration between general and special education; and

• Corresponding cost benefits.

http://ncld.org/images/content/files/hill-briefs/mtss-brief-template.pdf

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress in not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).

Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. American Educational Research Journal, 21(2), 449-450

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. Exceptional Children, 71(1), 7-21

Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. Language, Speech and Hearing Services in Schools, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. Journal of Special Education, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69(4), 391-409.

Tier: Tier 1

School Improvement Plan

Mt. Pleasant Senior High School

Activity - SAT Prep Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep Class provides students with support in preparation for the SAT examination.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/09/2017	$0	General Fund	SAT Prep Class Instructors

Status	Progress Notes		Created On	Created By
In Progress	SAT Prep Course scheduled for students based on previous test scores. There are both Gen Ed and Spec Ed sections.		February 16, 2016	Mr. Dennis Starnes

Activity - Illuminate Ed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn to use the data warehouse to analyze data and administer assessments in order to make data driven instructional decisions that meet the needs of all students.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/09/2016	06/09/2017	$1000	Title II Part A	Teachers that currently utilize Scantron will transition to Illuminate. IT support is needed to update technology.

Activity - English Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Support is a course that provides students with supplementary instruction to aid in understanding of their current English course.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$0	General Fund	English Language Arts Teachers

Activity - At Risk Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk summer camp is offered to students at MPHS who are at risk of not graduating on time. Students have the opportunity to earn credits lost by working and completing credits via the Odyssey Ware an online credit recovery program. Highly qualified staff provide instructional support in addition to the online supports.	Technology, Academic Support Program	Tier 2	Monitor	07/01/2017	07/31/2017	$8000	Section 31a	State and Federal Programs Coordinator and High School Administrators

Status	Progress Notes	Created On	Created By
In Progress	2015 Summer School 98 Students; 80 passed at least one class; 146 total courses passed	March 01, 2016	Mr. Dennis Starnes

Activity - At Risk Student Counselors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School At Risk counselors provide social and emotional support to students who have been identified as at risk of failure. Counselors provide individual and small group supports depending on student need. During the spring and fall, counselors work closely with West Intermediate school to provide transitional supports to at risk students who are leaving 8th grade and will begin 9th grade in the fall. In addition, at risk counselors work with local agencies to provide supports that are not offered by the school but by other local community support agencies.	Behavioral Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	$250000	Section 31a, General Fund	High School Administrators and State and Federal Programs Coordinator

Activity - MDE - Fall School Improvment Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the HS school improvement team will attend the fall MDE school improvement conference in Lansing. Participants will have the opportunity to learn first hand State updates to the school improvement process along with collaboration with professionals about student achievement and student success models.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	11/01/2016	11/30/2016	$1650	Title II Part A	School Improvement Team and Building Administrators

Activity - GIRESD Guided SIP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GIRESD staff will guide MPHS SIT Members through the SIP process	Professional Learning	Tier 1		10/01/2016	06/16/2017	$525	Title II Part A	School Improvement Team and Building Administrators

Activity - COMMIT Prep Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MPHS/GITEC Book Study based on 2017 COMMIT conference keynote speaker	Professional Learning	Tier 1	Getting Ready	01/02/2017	06/16/2017	$2700	Title II Part A	MPHS/GITEC Staff

Activity - 2017 COMMIT SLA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district leaders will attend Leadership Conferences that include COMMIT Summer Leadership Academy, June 2017. Participants will learn to lead and facilitate academic improvement in their districts/schools through building a positive district/school culture.	Professional Learning	Tier 1	Getting Ready	06/21/2017	06/23/2017	$9096	Title II Part A	MPHS SIT Members

Activity - After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

After school tutoring for our homeless students based upon academic need.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	05/31/2017	$300	Other	After School Tutoring Staff

Activity - NWEA Data to Guide Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn to analyze the NWEA results to make data based decisions in order to increase student achievement.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	08/01/2016	06/16/2017	$1000	Title II Part A	Teaching staff and Administrators

Activity - Google Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training in all aspects of the Google Apps for Education for all levels of learners.	Technology, Professional Learning	Tier 1	Getting Ready	08/15/2016	06/16/2017	$1000	Title II Part A	Teaching Staff and Administrators

Goal 2: *All students at Mt. Pleasant High School will become career and college ready in the area of mathematics.

Measurable Objective 1:

A 6% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 2% per year in Mathematics by 06/14/2019 as measured by state assessment and local assessment.

Status	Progress Notes	Created On	Created By
Not Met	2013-14 48.4% met or exceeded the benchmark ACT Math; 2014-15 40.7% met or exceeded the benchmark ACT Math; 2014-15 33% were Advance & Proficient categories Will include NWEA results in addition to state assessments as data is gathered.	March 01, 2016	Mr. Dennis Starnes

(shared) Strategy 1:

Multi-Tiered System of Supports - The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant High School provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as at risk mentoring and support classes, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to

Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide. School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally

leads to:

• gains in reading and math assessment scores for all students;

• a decrease in inappropriate referrals to special education, particularly for minority students and

• boys;

• a decrease in suspensions and expulsions;

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• Corresponding cost benefits.

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"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress in not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).

Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

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Tier: Tier 1

Activity - SAT Prep Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep Class provides students with support in preparation for the SAT examination.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/09/2017	$0	General Fund	SAT Prep Class Instructors

Status	Progress Notes	Created On	Created By
In Progress	SAT Prep Course scheduled for students based on previous test scores. There are both Gen Ed and Spec Ed sections.	February 16, 2016	Mr. Dennis Starnes

Activity - Illuminate Ed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn to use the data warehouse to analyze data and administer assessments in order to make data driven instructional decisions that meet the needs of all students.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	$4437	Title II Part A	Teachers that currently utilize Scantron will transition to Illuminate. IT support is needed to update technology.

Activity - Math Support Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Support is a course that provides students with supplementary instruction to aid in understanding of their current math course.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$0	General Fund	Mathematics Teachers

Status	Progress Notes	Created On	Created By

In Progress	3 sections each trimester required for struggling math learners as recommended by 8th grade teachers, M-STEP results, NWEA scores, math course failures, attendance	February 16, 2016	Mr. Dennis Starnes

Activity - At Risk Graduation Mentor-Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The At Risk Graduation Mentor - Student Support, works with identified at risk students mainly in grades 9 and 10 who are at risk of not graduating from high school. This person works closely with the transition counselor from West Intermediate in order to have an established caseload of students to support as 9th grade students. This person works with at risk students on a daily basis to establish relationships and trouble shoot problems related to attendance and poor academics. The At Risk Grad. Mentor also works closely with high school at risk counselors when a student is in need of social and emotional supports.	Behavioral Support Program	Tier 2	Monitor	09/05/2016	06/16/2017	$40000	Section 31a, General Fund	High School Administrator and State and Federal Programs Coordinator

Activity - At Risk Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk summer camp is offered to students at MPHS who are at risk of not graduating on time. Students have the opportunity to earn credits lost by working and completing credits via the Odyssey Ware an online credit recovery program. Highly qualified staff provide instructional support in addition to the online supports.	Academic Support Program	Tier 2	Monitor	07/01/2017	07/31/2017	$8000	Section 31a	State and Federal Programs Coordinator and High School Administrators

Status	Progress Notes	Created On	Created By
In Progress	2015 Summer School 98 Students; 80 passed at least one class; 146 total courses passed	March 01, 2016	Mr. Dennis Starnes

Activity - At Risk Student Counselors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| High School At Risk counselors provide social and emotional support to students who have been identified as at risk of failure. Counselors provide individual and small group supports depending on student need. During the spring and fall, counselors work closely with West Intermediate school to provide transitional supports to at risk students who are leaving 8th grade and will begin 9th grade in the fall. In addition, at risk counselors work with local agencies to provide supports that are not offered by the school but by other local community support agencies. | Behavioral Support Program | Tier 2 | Monitor | 09/01/2016 | 06/16/2017 | $250000 | General Fund, Section 31a | High School Administrators and State and Federal Programs Coordinator |

Activity - Credit Recovery Focused Math Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students will be placed in credit recovery sections focused on earning credit in courses.	Technology, Class Size Reduction, Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$0	No Funding Required	Building Administrators and Math Teachers

Activity - COMMIT Prep Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MPHS/GITEC Book Study based on 2017 COMMIT conference keynote speaker	Professional Learning	Tier 1	Getting Ready	01/02/2017	06/16/2017	$2700	Title II Part A	MPHS/GITEC Staff

Activity - 2017 COMMIT SLA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district leaders will attend Leadership Conferences that include COMMIT Summer Leadership Academy, June 2017. Participants will learn to lead and facilitate academic improvement in their districts/schools through building a positive district/school culture.	Professional Learning	Tier 1	Getting Ready	06/21/2017	06/23/2017	$12332	Title II Part A	MPHS SIT Members that attend the conference

Activity - After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring for our homeless students based upon academic need.	Technology, Direct Instruction, Academic Support Program	Tier 2		09/06/2016	05/31/2017	$200	Other	After school tutoring staff

Measurable Objective 2:

A 6% increase of Bottom 30%, Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency increase of 2% per year in Mathematics by 06/14/2019 as measured by state assessment and local assessment.

(shared) Strategy 1:

Multi-Tiered System of Supports - The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant High School provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as at risk mentoring and support classes, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:

Research Cited: Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to

Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide. School districts are seeing valuable

outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

• gains in reading and math assessment scores for all students;

• a decrease in inappropriate referrals to special education, particularly for minority students and

• boys;

• a decrease in suspensions and expulsions;

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• Corresponding cost benefits.

http://ncld.org/images/content/files/hill-briefs/mtss-brief-template.pdf

"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress in not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).

Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. American Educational Research Journal, 21(2), 449-450

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Gillon, G.T. (200). The efficacy of phonological awareness intervention for children with spoken language impairment. Language, Speech and Hearing Services in Schools, 31(2), 126-141.

Speece, D., Mills, C., Ritchey, K., & Hillman, E. (2003b). Initial evidence that letter fluency tasks are valid indicators of early reading skill. Journal of Special Education, 36(4), 223-233.

Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69(4), 391-409.

Tier: Tier 1

Activity - SAT Prep Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep Class provides students with support in preparation for the SAT examination.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/09/2017	$0	General Fund	SAT Prep Class Instructors

Status	Progress Notes	Created On	Created By
In Progress	SAT Prep Course scheduled for students based on previous test scores. There are both Gen Ed and Spec Ed sections.	February 16, 2016	Mr. Dennis Starnes

Activity - Illuminate Ed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn to use the data warehouse to analyze data and administer assessments in order to make data driven instructional decisions that meet the needs of all students.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	$4437	Title II Part A	Teachers that currently utilize Scantron will transition to Illuminate. IT support is needed to update technology.

Activity - Math Support Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Support is a course that provides students with supplementary instruction to aid in understanding of their current math course.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$0	General Fund	Mathematics Teachers

Status	Progress Notes	Created On	Created By
In Progress	3 sections each trimester required for struggling math learners as recommended by 8th grade teachers, M-STEP results, NWEA scores, math course failures, attendance	February 16, 2016	Mr. Dennis Starnes

Activity - At Risk Graduation Mentor-Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The At Risk Graduation Mentor - Student Support, works with identified at risk students mainly in grades 9 and 10 who are at risk of not graduating from high school. This person works closely with the transition counselor from West Intermediate in order to have an established caseload of students to support as 9th grade students. This person works with at risk students on a daily basis to establish relationships and trouble shoot problems related to attendance and poor academics. The At Risk Grad. Mentor also works closely with high school at risk counselors when a student is in need of social and emotional supports.	Behavioral Support Program	Tier 2	Monitor	09/05/2016	06/16/2017	$40000	General Fund, Section 31a	High School Administrator and State and Federal Programs Coordinator

Activity - At Risk Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk summer camp is offered to students at MPHS who are at risk of not graduating on time. Students have the opportunity to earn credits lost by working and completing credits via the Odyssey Ware an online credit recovery program. Highly qualified staff provide instructional support in addition to the online supports.	Academic Support Program	Tier 2	Monitor	07/01/2017	07/31/2017	$8000	Section 31a	State and Federal Programs Coordinator and High School Administrators

Status	Progress Notes	Created On	Created By
In Progress	2015 Summer School 98 Students; 80 passed at least one class; 146 total courses passed	March 01, 2016	Mr. Dennis Starnes

Activity - At Risk Student Counselors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School At Risk counselors provide social and emotional support to students who have been identified as at risk of failure. Counselors provide individual and small group supports depending on student need. During the spring and fall, counselors work closely with West Intermediate school to provide transitional supports to at risk students who are leaving 8th grade and will begin 9th grade in the fall. In addition, at risk counselors work with local agencies to provide supports that are not offered by the school but by other local community support agencies.	Behavioral Support Program	Tier 2	Monitor	09/01/2016	06/16/2017	$250000	Section 31a, General Fund	High School Administrators and State and Federal Programs Coordinator

Activity - Credit Recovery Focused Math Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students will be placed in credit recovery sections focused on earning credit in courses.	Technology, Class Size Reduction, Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$0	No Funding Required	Building Administrators and Math Teachers

Activity - COMMIT Prep Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MPHS/GITEC Book Study based on 2017 COMMIT conference keynote speaker	Professional Learning	Tier 1	Getting Ready	01/02/2017	06/16/2017	$2700	Title II Part A	MPHS/GITEC Staff

Activity - 2017 COMMIT SLA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| School and district leaders will attend Leadership Conferences that include COMMIT Summer Leadership Academy, June 2017. Participants will learn to lead and facilitate academic improvement in their districts/schools through building a positive district/school culture. | Professional Learning | Tier 1 | Getting Ready | 06/21/2017 | 06/23/2017 | $12332 | Title II Part A | MPHS SIT Members that attend the conference |

Activity - After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring for our homeless students based upon academic need.	Technology, Direct Instruction, Academic Support Program	Tier 2		09/06/2016	05/31/2017	$200	Other	After school tutoring staff

Goal 3: *All students at Mt. Pleasant High School feel welcome and safe and educationally successful in our school environment.

Status	Progress Notes	Created On	Created By
N/A	Continue PD on areas of poverty, building relationships with students to support our No Oiler Left Behind	March 01, 2016	Mr. Dennis Starnes

Measurable Objective 1:

collaborate to reduce the number of students with more than 10 absences by 10% by 06/14/2019 as measured by attendance data.

(shared) Strategy 1:

Multi-Tiered Systems of Support - The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The

MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant High School provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as at risk mentoring and support classes, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:
Research Cited: Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to
Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide. School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:
• gains in reading and math assessment scores for all students;
• a decrease in inappropriate referrals to special education, particularly for minority students and
• boys;
• a decrease in suspensions and expulsions;
• improved collaboration between general and special education; and
• Corresponding cost benefits.
http://ncld.org/images/content/files/hill-briefs/mtss-brief-template.pdf
"The multi-level prevention system uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions for students who do not respond to core instruction (Vaughn et al., 2010). RTI Tier 1 involves core academic instruction for all students in the school (Agodini et al., 2009). The foundation of an RtI framework is the provision of quality core instruction at their tier. The curriculum should incorporate concepts of universal design for learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress in not sufficient, those students should receive Tier 2 supplemental interventions. Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly students can receive appropriate instruction (Compton, Fuchs, Fuchs, & Bryant, 2006).
Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

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Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69(4), 391-409.

Tier: Tier 1

Activity - Absence Notification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are absent from classes receive an automated call from Power Announcements to notify parent/guardians of the absence.	Behavioral Support Program	Tier 1	Implement	09/05/2016	06/16/2017	$0	No Funding Required	Technology Department, MPHS Teachers, Administrative Assistants

Activity - Attendance Letter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with 5 or more absences in a three week period will receive a letter from the Associate Principal for Academic Supports' office to inform the parents/guardians of the absences.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	$0	No Funding Required	MPHS Teachers, Administrative Assistants, At Risk Student/Graduation Mentor

Activity - After School Student Support Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide support after school to students for a variety of academic courses, students both self select and/or are administratively required to attend.	Extra Curricular, Direct Instruction, Behavioral Support Program, Other, Academic Support Program, Supplemental Materials	Tier 2	Implement	09/12/2016	06/02/2017	$11000	Other	Teachers who apply, Counselors, other Building Staff as needed

Activity - At Risk Student Supports Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk Counselors will provide staff with training in Tier 2 Supports for our at risk student population through after school training opportunities	Behavioral Support Program, Professional Learning, Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	$1675	Title II Part A	At Risk Counselors, Teachers, Administrators

Activity - Tier 1 Classroom Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Core Instructional Coach will provide training to teachers regarding Tier 1 best classroom practices for students on topics relevant to current teaching position.	Technology, Teacher Collaboration, Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	$4872	Title II Part A	Core Instructional Coaches, Teachers, Administrators

Measurable Objective 2:

demonstrate student proficiency (pass rate) in courses by 06/14/2019 as measured by a 2% reduction in the number of failures per year.

(shared) Strategy 1:

Multi-Tiered Systems of Support - The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Mt. Pleasant High School provides a rigorous Tier I instruction to all students, targeted instruction guided by data decisions to students whose needs are not met with Tier I instruction such as at risk mentoring and support classes, counseling, behavioral supports, English Language supports, and in addition to sound Tier II instruction, some students need more instruction and practice at a Tier III level that is offered during extended day and year learning opportunities.

Category:
Research Cited: Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to
Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide. School districts are seeing valuable outcomes where MTSS is being implemented in Title I schools with rigor and fidelity. Research and current practices show that schools and districts engaging in

aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS when they first struggle academically and behaviorally leads to:

• gains in reading and math assessment scores for all students;

• a decrease in inappropriate referrals to special education, particularly for minority students and

• boys;

• a decrease in suspensions and expulsions;

• improved collaboration between general and special education; and

• Corresponding cost benefits.

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Rigorous research clearly shows that implementing the four essential RtI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009)

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Tier: Tier 1

Activity - Absence Notification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are absent from classes receive an automated call from Power Announcements to notify parent/guardians of the absence.	Behavioral Support Program	Tier 1	Implement	09/05/2016	06/16/2017	$0	No Funding Required	Technology Department, MPHS Teachers, Administrative Assistants

Activity - Attendance Letter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with 5 or more absences in a three week period will receive a letter from the Associate Principal for Academic Supports' office to inform the parents/guardians of the absences.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	$0	No Funding Required	MPHS Teachers, Administrative Assistants, At Risk Student/Graduation Mentor

Activity - After School Student Support Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers provide support after school to students for a variety of academic courses, students both self select and/or are administratively required to attend. | Extra Curricular, Direct Instruction, Behavioral Support Program, Other, Academic Support Program, Supplemental Materials | Tier 2 | Implement | 09/12/2016 | 06/02/2017 | $11000 | Other | Teachers who apply, Counselors, other Building Staff as needed |

Activity - At Risk Student Supports Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk Counselors will provide staff with training in Tier 2 Supports for our at risk student population through after school training opportunities	Behavioral Support Program, Professional Learning, Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	$1675	Title II Part A	At Risk Counselors, Teachers, Administrators

Activity - Tier 1 Classroom Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Core Instructional Coach will provide training to teachers regarding Tier 1 best classroom practices for students on topics relevant to current teaching position.	Technology, Teacher Collaboration, Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	$4872	Title II Part A	Core Instructional Coaches, Teachers, Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After school tutoring	After school tutoring for our homeless students based upon academic need.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/06/2016	05/31/2017	$300	After School Tutoring Staff
After School Student Support Systems	Teachers provide support after school to students for a variety of academic courses, students both self select and/or are administratively required to attend.	Extra Curricular, Direct Instruction, Behavioral Support Program, Other, Academic Support Program, Supplemental Materials	Tier 2	Implement	09/12/2016	06/02/2017	$11000	Teachers who apply, Counselors, other Building Staff as needed
After school tutoring	After school tutoring for our homeless students based upon academic need.	Technology, Direct Instruction, Academic Support Program	Tier 2		09/06/2016	05/31/2017	$200	After school tutoring staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

At Risk Summer Camp	At Risk summer camp is offered to students at MPHS who are at risk of not graduating on time. Students have the opportunity to earn credits lost by working and completing credits via the Odyssey Ware an online credit recovery program. Highly qualified staff provide instructional support in addition to the online supports.	Academic Support Program	Tier 2	Monitor	07/01/2017	07/31/2017	$8000	State and Federal Programs Coordinator and High School Administrators
At Risk Summer Camp	At Risk summer camp is offered to students at MPHS who are at risk of not graduating on time. Students have the opportunity to earn credits lost by working and completing credits via the Odyssey Ware an online credit recovery program. Highly qualified staff provide instructional support in addition to the online supports.	Technology, Academic Support Program	Tier 2	Monitor	07/01/2017	07/31/2017	$8000	State and Federal Programs Coordinator and High School Administrators
At Risk Student Counselors	High School At Risk counselors provide social and emotional support to students who have been identified as at risk of failure. Counselors provide individual and small group supports depending on student need. During the spring and fall, counselors work closely with West Intermediate school to provide transitional supports to at risk students who are leaving 8th grade and will begin 9th grade in the fall. In addition, at risk counselors work with local agencies to provide supports that are not offered by the school but by other local community support agencies.	Behavioral Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	$200000	High School Administrators and State and Federal Programs Coordinator
At Risk Graduation Mentor-Student Support	The At Risk Graduation Mentor - Student Support, works with identified at risk students mainly in grades 9 and 10 who are at risk of not graduating from high school. This person works closely with the transition counselor from West Intermediate in order to have an established caseload of students to support as 9th grade students. This person works with at risk students on a daily basis to establish relationships and trouble shoot problems related to attendance and poor academics. The At Risk Grad. Mentor also works closely with high school at risk counselors when a student is in need of social and emotional supports.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$30000	High School Administrator and State and Federal Programs Coordinator

At Risk Graduation Mentor-Student Support	The At Risk Graduation Mentor - Student Support, works with identified at risk students mainly in grades 9 and 10 who are at risk of not graduating from high school. This person works closely with the transition counselor from West Intermediate in order to have an established caseload of students to support as 9th grade students. This person works with at risk students on a daily basis to establish relationships and trouble shoot problems related to attendance and poor academics. The At Risk Grad. Mentor also works closely with high school at risk counselors when a student is in need of social and emotional supports.	Behavioral Support Program	Tier 2	Monitor	09/05/2016	06/16/2017	$30000	High School Administrator and State and Federal Programs Coordinator
At Risk Student Counselors	High School At Risk counselors provide social and emotional support to students who have been identified as at risk of failure. Counselors provide individual and small group supports depending on student need. During the spring and fall, counselors work closely with West Intermediate school to provide transitional supports to at risk students who are leaving 8th grade and will begin 9th grade in the fall. In addition, at risk counselors work with local agencies to provide supports that are not offered by the school but by other local community support agencies.	Behavioral Support Program	Tier 2	Monitor	09/01/2016	06/16/2017	$200000	High School Administrators and State and Federal Programs Coordinator

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
COMMIT Prep Book Study	MPHS/GITEC Book Study based on 2017 COMMIT conference keynote speaker	Professional Learning	Tier 1	Getting Ready	01/02/2017	06/16/2017	$2700	MPHS/GITEC Staff
2017 COMMIT SLA Conference	School and district leaders will attend Leadership Conferences that include COMMIT Summer Leadership Academy, June 2017. Participants will learn to lead and facilitate academic improvement in their districts/schools through building a positive district/school culture.	Professional Learning	Tier 1	Getting Ready	06/21/2017	06/23/2017	$12332	MPHS SIT Members that attend the conference
COMMIT Prep Book Study	MPHS/GITEC Book Study based on 2017 COMMIT conference keynote speaker	Professional Learning	Tier 1	Getting Ready	01/02/2017	06/16/2017	$2700	MPHS/GITEC Staff

At Risk Student Supports Training	At Risk Counselors will provide staff with training in Tier 2 Supports for our at risk student population through after school training opportunities	Behavioral Support Program, Professional Learning, Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	$1675	At Risk Counselors, Teachers, Administrators
Google Training	Provide training in all aspects of the Google Apps for Education for all levels of learners.	Technology, Professional Learning	Tier 1	Getting Ready	08/15/2016	06/16/2017	$1000	Teaching Staff and Administrators
Illuminate Ed	Participants will learn to use the data warehouse to analyze data and administer assessments in order to make data driven instructional decisions that meet the needs of all students.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/01/2016	06/09/2017	$4437	Teachers that currently utilize Scantron will transition to Illuminate. IT support is needed to update technology.
Illuminate Ed	Participants will learn to use the data warehouse to analyze data and administer assessments in order to make data driven instructional decisions that meet the needs of all students.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/09/2016	06/09/2017	$1000	Teachers that currently utilize Scantron will transition to Illuminate. IT support is needed to update technology.
MDE - Fall School Improvment Conference	Members of the HS school improvement team will attend the fall MDE school improvement conference in Lansing. Participants will have the opportunity to learn first hand State updates to the school improvement process along with collaboration with professionals about student achievement and student success models.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	11/01/2016	11/30/2016	$1650	School Improvement Team and Building Administrators
GIRESD Guided SIP Training	GIRESD staff will guide MPHS SIT Members through the SIP process	Professional Learning	Tier 1		10/01/2016	06/16/2017	$525	School Improvement Team and Building Administrators

Tier 1 Classroom Best Practices	Core Instructional Coach will provide training to teachers regarding Tier 1 best classroom practices for students on topics relevant to current teaching position.	Technology, Teacher Collaboration, Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	$4872	Core Instructional Coaches, Teachers, Administrators
NWEA Data to Guide Instruction	Participants will learn to analyze the NWEA results to make data based decisions in order to increase student achievement.	Technology, Teacher Collaboration, Direct Instruction, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	08/01/2016	06/16/2017	$1000	Teaching staff and Administrators
2017 COMMIT SLA Conference	School and district leaders will attend Leadership Conferences that include COMMIT Summer Leadership Academy, June 2017. Participants will learn to lead and facilitate academic improvement in their districts/schools through building a positive district/school culture.	Professional Learning	Tier 1	Getting Ready	06/21/2017	06/23/2017	$9096	MPHS SIT Members

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Letter	Students with 5 or more absences in a three week period will receive a letter from the Associate Principal for Academic Supports' office to inform the parents/guardians of the absences.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	$0	MPHS Teachers, Administrative Assistants, At Risk Student/Graduation Mentor

Absence Notification	Students that are absent from classes receive an automated call from Power Announcements to notify parent/guardians of the absence.	Behavioral Support Program	Tier 1	Implement	09/05/2016	06/16/2017	$0	Technology Department, MPHS Teachers, Administrative Assistants
Credit Recovery Focused Math Classes	At risk students will be placed in credit recovery sections focused on earning credit in courses.	Technology, Class Size Reduction, Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$0	Building Administrators and Math Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
At Risk Graduation Mentor-Student Support	The At Risk Graduation Mentor - Student Support, works with identified at risk students mainly in grades 9 and 10 who are at risk of not graduating from high school. This person works closely with the transition counselor from West Intermediate in order to have an established caseload of students to support as 9th grade students. This person works with at risk students on a daily basis to establish relationships and trouble shoot problems related to attendance and poor academics. The At Risk Grad. Mentor also works closely with high school at risk counselors when a student is in need of social and emotional supports.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$10000	High School Administrator and State and Federal Programs Coordinator
SAT Prep Class	SAT Prep Class provides students with support in preparation for the SAT examination.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/09/2017	$0	SAT Prep Class Instructors
At Risk Student Counselors	High School At Risk counselors provide social and emotional support to students who have been identified as at risk of failure. Counselors provide individual and small group supports depending on student need. During the spring and fall, counselors work closely with West Intermediate school to provide transitional supports to at risk students who are leaving 8th grade and will begin 9th grade in the fall. In addition, at risk counselors work with local agencies to provide supports that are not offered by the school but by other local community support agencies.	Behavioral Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	$50000	High School Administrators and State and Federal Programs Coordinator

SAT Prep Class	SAT Prep Class provides students with support in preparation for the SAT examination.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/09/2017	$0	SAT Prep Class Instructors
At Risk Student Counselors	High School At Risk counselors provide social and emotional support to students who have been identified as at risk of failure. Counselors provide individual and small group supports depending on student need. During the spring and fall, counselors work closely with West Intermediate school to provide transitional supports to at risk students who are leaving 8th grade and will begin 9th grade in the fall. In addition, at risk counselors work with local agencies to provide supports that are not offered by the school but by other local community support agencies.	Behavioral Support Program	Tier 2	Monitor	09/01/2016	06/16/2017	$50000	High School Administrators and State and Federal Programs Coordinator
Math Support Course	Math Support is a course that provides students with supplementary instruction to aid in understanding of their current math course.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$0	Mathematics Teachers
At Risk Graduation Mentor-Student Support	The At Risk Graduation Mentor - Student Support, works with identified at risk students mainly in grades 9 and 10 who are at risk of not graduating from high school. This person works closely with the transition counselor from West Intermediate in order to have an established caseload of students to support as 9th grade students. This person works with at risk students on a daily basis to establish relationships and trouble shoot problems related to attendance and poor academics. The At Risk Grad. Mentor also works closely with high school at risk counselors when a student is in need of social and emotional supports.	Behavioral Support Program	Tier 2	Monitor	09/05/2016	06/16/2017	$10000	High School Administrator and State and Federal Programs Coordinator
English Support	English Support is a course that provides students with supplementary instruction to aid in understanding of their current English course.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	$0	English Language Arts Teachers