

2019-2020

Bad Axe Public Schools

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Overview

Plan Name

2019-2020

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 Bad Axe Public Schools will show one years growth each year in Math.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$5000
2	All students at Bad Axe Public Schools will show one years growth each year in Reading.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$5000
3	All students at Bad Axe Public Schools will show one years growth each year in Writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$5000
4	All students at Bad Axe Public Schools will behave in a manner that promotes a positive atmosphere for academic learning and growth.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0

Goal 1: All students at Bad Axe Public Schools will show one years growth each year in Math.

Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 by meeting or exceeding in Mathematics by 06/30/2020 as measured by M-STEP and other district wide assessments..

Strategy 1:

Intervention - Highly Qualified Paraprofessionals and classroom teachers will use best practice math strategies, guided practice and Tiered interventions that will impact student achievement. Highly Qualified Teachers will be monitoring implementation of all interventions and instructional practices performed by para's.s These interventions may be done in the classroom or as part of an intensive multi-tier systems of support (MTSS) model. For those students who are not meeting the state achievement standards, the highly qualified personnel will use best practices for math instruction ensuring that the intervention is explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.

Category: Mathematics

Research Cited: Averill O. & Rinaldi C. "Research Brief: Multi-tier system of Supports (MTSS)". The Urban Special Education Leadership Collaborative. May 2011
The National Mathematics Advisory (2008). What works Clearing House. (ies.ed.gov)

Tier:

Activity - Activity - Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide highly qualified school counselor/Social Worker for Bad Axe Elementary, Bad Axe Middle School, and Bad Axe High School to meet the needs of students who are the lowest performing students and who are not meeting the state standards to engage students in skills such as educational goal setting, study skill development, placement in supplemental services, and social development that will allow them to meet their academic goals. Schools: All Schools	Other			07/01/2019	06/01/2020	\$0	Title I Part A	Counselor

Activity - Strategic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Qualified paraprofessionals and classroom teachers to provide intensive instructional support for students who are not meeting the state achievement requirements. Schools: All Schools	Academic Support Program			07/01/2019	07/01/2020	\$0	Title I Part A	staff

Activity - Young 5's Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bad Axe Elementary School will continue to provide a Young 5's Program for this school year. This will focus on students that are not ready developmentally, emotionally, or educationally for Kindergarten. This program will be full day and one full time highly qualified teacher will be providing the curriculum for these students. Schools: Bad Axe Elementary School	Academic Support Program, Behavioral Support Program, Direct Instruction			06/01/2019	07/01/2020	\$0	Title I Part A	Teacher and Principal

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bad Axe Elementary will be using Title I funds to continue to employ a teacher in order to keep class size small. This intervention will provide more one on one for our impoverished learners in the areas of reading, math, writing, science, and social studies. Schools: Bad Axe Elementary School	Class Size Reduction, Academic Support Program			07/01/2019	06/01/2020	\$0	Title I Part A	Teacher, Principal

Strategy 2:

Professional Development - This strategy will be providing professional development to support teachers professional learning will support student achievement.

Category: Mathematics

Research Cited: Teaching the Teachers . Center of Public Education. September 2013. <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf>

Why Professional Development for Teachers is Critical. The evollution. August, 26, 2012. <http://evollution.com/opinions/why-professional-development-for-teachers-is-critical/>

Tier:

Activity - Active Engagement/Kagan Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Professional Learning</p>			<p>07/01/2019</p>	<p>06/01/2020</p>	<p>\$5000</p>	<p>General Fund</p>	<p>Principals and Teachers</p>
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Activity - Using Technology to Enhance Instruction and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers in all content areas and in special classes will use technology in their instruction in order to ensure that all students in the classroom are given the opportunity to be successful with the content. Teachers will use different types of technology such as Smartboards, Mobies, and laptops to provide opportunities for the students to improve their achievement and skills by improving their motivation, engagement to the lesson, and their higher level thinking skills (WestEd, 2002).</p> <p>Schools: All Schools</p>	<p>Technology , Direct Instruction</p>			<p>07/01/2019</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers</p>

Activity - How Trauma and the Mental Health Affects our Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff have been provided with training on how trauma and mental health affects our students. They will continue to employ strategies and techniques to better engage these students and information on how to make education meaningful to students that have experienced trauma or are struggling with mental health issues themselves or are watching a caregiver struggle with mental health issues.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Direct Instruction, Professional Learning</p>			<p>06/01/2020</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>Other</p>	<p>Principals, Outside Agency, Teachers</p>

Goal 2: All students at Bad Axe Public Schools will show one years growth each year in Reading.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 by meeting or exceeding in Reading by 06/30/2020 as measured by M-STEP and other district wide assessments..

Strategy 1:

Highly Qualified Intervention - Highly Qualified Para professionals and classroom teachers will use researched based instructional programs for reading interventions. These interventions may be done in the classroom or as part of an intensive multi-tiered system of support (MTSS) model. for those students who are not meeting the state achievement standard the highly qualified personnel will use researched based interventions and will include science and social studies content to present reading opportunities and reading intervention.

Category:

Research Cited: averill, O. & Rinaldi, C. (2011). "Research Brief: Multi-tier System of Supports (MTSS): The Urban Special Education Leadership Collaborative.

Tier:

Activity - Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide highly qualified school counselor/Social Worker for Bad Axe Elementary, Bad Axe Middle School, and Bad Axe High School to meet the needs of students who are not meeting the state standards to engage students in skills such as educational goal setting, study skill development, placement in supplemental services, and social development that will allow them to meet their academic goals. Schools: All Schools	Other			07/01/2019	06/01/2020	\$0	Title I Part A	Counselor
Activity - Highly Qualified Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Qualified paraprofessionals and teachers to provide intensive instructional support for students who are not meeting the state achievement requirements. Schools: All Schools	Academic Support Program			07/01/2019	06/01/2020	\$0	Title I Part A	Staff
Activity - Young 5's Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Bad Axe Elementary School will continue to provide a Young 5's Program for this school year. This will focus on students that are not ready developmentally, emotionally, or educationally for Kindergarten. This program will be full day and one full time highly qualified teacher will be providing the curriculum for these students.	Academic Support Program, Behavioral Support Program, Direct Instruction			07/01/2019	06/01/2020	\$0	Title I Part A	Teacher & Principal
Schools: Bad Axe Elementary School								

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bad Axe Elementary will be using Title I funds to continue to employ a teacher in order to keep class size small. This intervention will provide more one on one for our impoverished learners in the areas of reading, math, writing, science, and social studies.	Class Size Reduction, Academic Support Program			07/01/2019	06/01/2020	\$0	Title I Part A	Principal, Teacher
Schools: Bad Axe Elementary School								

Strategy 2:

Professional Development - This strategy will be providing professional development to support teachers professional learning will support student achievement.

Category: English/Language Arts

Research Cited: Teaching the Teachers . Center of Public Education. September 2013. <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf>

Why Professional Development for Teachers is Critical. The evollution. August, 26, 2012. <http://evollution.com/opinions/why-professional-development-for-teachers-is-critical/>

Tier:

Activity - Active Engagement/Kagan Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

<p>This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Professional Learning</p>			<p>07/01/2019</p>	<p>06/01/2020</p>	<p>\$5000</p>	<p>General Fund</p>	<p>Teachers and Principals</p>
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Activity - Using Technology to Enhance Instruction and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers in all content areas and in special classes will use technology in their instruction in order to ensure that all students in the classroom are given the opportunity to be successful with the content. Teachers will use different types of technology such as Smartboards, Mobies, and laptops to provide opportunities for the students to improve their achievement and skills by improving their motivation, engagement to the lesson, and their higher level thinking skills (WestEd, 2002).</p> <p>Schools: All Schools</p>	<p>Technology, Direct Instruction</p>			<p>07/01/2019</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers</p>

Activity - How Trauma and the Mental Health Affects our Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff have been provided with training on how trauma and mental health affects our students. They will learn strategies and techniques to better engage these students and information on how to make education meaningful to students that have experienced trauma or are struggling with mental health issues themselves or are watching a caregiver struggle with mental health issues.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Direct Instruction, Professional Learning</p>			<p>07/01/2019</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>Other</p>	<p>Principals, Outside Agency, Teachers</p>

Goal 3: All students at Bad Axe Public Schools will show one years growth each year in Writing.

Measurable Objective 1:

55% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 by meeting or exceeding in Writing by 06/30/2020 as measured by M-STEP and other district wide assessments..

Strategy 1:

Step Up to Writing - Teachers across the content areas will use the Step-Up to Writing strategies that best meets the needs of their students in the classroom.

Category: English/Language Arts

Research Cited: Step Up to Writing provides research-validated, hands-on, multi-sensory writing strategies and writing activities that help students become proficient in the areas of informational/explanatory, narrative writing and personal narrative, and opinion pieces. the strategies also foster development of critical thinking, reading, comprehension, and listening and speaking skills and help establish writing as a process rather than as an end product.

Step Up strategies help students actively engage in reading materials for improved comprehension and demonstrate competent study and critical thinking skills. This comprehensive set of writing activities creates a common writing language throughout the grade levels and content areas. With multiple strategies for each phase of the writing process, Step Up can fill in the gaps in the core curriculum or acts as the core writing instruction.

Auman, Maureen. (2009). Step Up to Writing. Cambium Learning Group

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

<p>Teachers within the district have been trained by the Step Up to Writing trainers. These teachers completed a "train the trainer" model with the local ISD. These teachers along with support from the ISD will provide ongoing and sustainable professional development through after school trainings as well as embedded professional development in the classrooms. This will also include planning time to incorporate the Step Up to Writing Strategies throughout the content areas. It will also allow teachers time to coordinate activities among grade levels more uniformly.</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>			<p>07/01/2019</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>Trainers- Training staff on effective Step Up to Writing strategies to use in the classroom Teachers- Using strategies across the content. Administration- ensuring the Step Up to Writing strategies are being used across the content with fidelity.</p>
<p>Activity - Walkthrough Observations</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Principals will do occasional walkthroughs and will view lesson plans for Step Up to Writing Strategies. This will help ensure that the writing strategies are being used with fidelity throughout the district.</p> <p>Schools: All Schools</p>	<p>Walkthrough, Direct Instruction</p>			<p>07/01/2019</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers and Principals</p>

Strategy 2:

Professional Development - This strategy will be providing professional development to support teachers professional learning will support student achievement.

Category: English/Language Arts

Research Cited: Teaching the Teachers . Center of Public Education. September 2013. <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf>

Why Professional Development for Teachers is Critical. The evollution. August, 26, 2012. <http://evollution.com/opinions/why-professional-development-for-teachers->

is-critical/

Tier:

Activity - Active Engagement/Kagan Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations.</p> <p>Schools: All Schools</p>	Direct Instruction, Professional Learning			07/01/2019	06/01/2020	\$5000	General Fund	Teachers and Principals

Activity - Using Technology to Enhance Instruction and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers in all content areas and in special classes will use technology in their instruction in order to ensure that all students in the classroom are given the opportunity to be successful with the content. Teachers will use different types of technology such as Smartboards, Chromebooks, and laptops to provide opportunities for the students to improve their achievement and skills by improving their motivation, engagement to the lesson, and their higher level thinking skills (WestEd, 2002).</p> <p>Schools: All Schools</p>	Technology, Direct Instruction			07/01/2019	06/01/2020	\$0	No Funding Required	Teachers

Activity - How Trauma and the Mental Health Affects our Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

<p>Staff have been provided with training on how trauma and mental health affects our students. They will continue to use strategies and techniques to better engage these students and information on how to make education meaningful to students that have experienced trauma or are struggling with mental health issues themselves or are watching a caregiver struggle with mental health issues.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Direct Instruction, Professional Learning</p>			<p>07/01/2019</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>Other</p>	<p>Principals, Outside Agency, and Teachers</p>
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Goal 4: All students at Bad Axe Public Schools will behave in a manner that promotes a positive atmosphere for academic learning and growth.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior that promotes a positive atmosphere for academic learning and social growth in Practical Living by 06/30/2020 as measured by decreasing the number of behavior referrals throughout the district.

Strategy 1:

Active Engagement - Professional development will be provided to staff with regards to increasing student engagement. This will then increase appropriate behaviors in school. Principals will also make student engagement a focus when completing observations within the districts classrooms.

Category: Other - behavior

Research Cited: High motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success (Blank, 1997; Dev, 1997; Kushman, 2000; Woods, 1995). Yet, keeping students interested in school and motivating them to succeed are challenges that present themselves year after year to even the most seasoned teachers. In fact, numerous studies have shown that student engagement in school drops considerably as students get older (Anderman & Midgley, 1998). By the time students reach middle school, lack of interest in schoolwork becomes increasingly apparent in more and more students, and by high school, as dropout rates attest, too many students are not sufficiently motivated to succeed in school (Lumsden, 1994).

However, research has shown that teachers can influence student motivation; that certain practices do work to increase time spent on task; and that there are ways to make assigned

work more engaging and more effective for students at all levels (Anderman & Midgley, 1998; Dev, 1997; Skinner & Belmont, 1991).

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations. Schools: All Schools	Behavioral Support Program, Professional Learning			07/01/2019	06/01/2020	\$0	No Funding Required	Principals and teachers

Activity - Principal Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will make active engagement a focus when doing teacher observations. This will allow teachers to better manage the engagement level of their students. Schools: All Schools	Walkthrough			07/01/2019	06/01/2020	\$0	No Funding Required	Principals

Strategy 2:

PBIS Implementation - Staff will continue to promote positive school culture through advisory class, growth mindset activities, Kagan activities, and peer to peer relationship building.

Category: Learning Support Systems

Research Cited: Mindset is a powerful concept researched by Dr. Carol Dweck that impacts our interactions with each other and students. Individuals with a growth mindset are willing to take on new challenges and persevere when faced with difficult tasks. Individuals with a fixed mindset give up easily and don't know how to handle setbacks. Carol Dweck's research shows that students with a growth mindset are often able to achieve at a higher level and are able to handle setbacks with a better reaction.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff have been provided with professional development in order to continue to develop the school culture of a growth mindset. This will include how trauma and mental health issues affect students within the classroom. This training will help staff to understand how to better teach and promote the general welfare of all students.	Professional Learning			07/01/2019	06/01/2020	\$0	No Funding Required	Principals and teachers
Schools: All Schools								

Activity - Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide highly qualified school counselor/Social Worker for Bad Axe Elementary, Bad Axe Middle School, and Bad Axe High School to meet the social and emotional needs of students. This counselor will be able to help build the growth mindset throughout the building by working with students that are struggling both academically and behaviorally.	Behavioral Support Program			07/01/2019	06/01/2020	\$0	Title I Part A	Counselor
Schools: All Schools								

Activity - Implementation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each building will have an PBIS/PSC team that will plan and structure activities to meet the needs of students and increase the positive behavior in the school.	Behavioral Support Program			07/01/2018	06/01/2020	\$0	No Funding Required	Staff
Schools: All Schools								

Activity - Student Responsibility Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are sent to SRC room for additional supports when behavioral issues arise in a classroom. SRC monitor then makes a contact to the student's home to inform, discuss and develop a strategy to address the issue of concern. SRC monitor then mentors students by reviewing the behavior and planning for future success. In addition, the monitor meets with student identified with academic concerns (i.e. eligibility list) to discuss the importance of academics, current obstacles, and plans to address these deficiencies. The monitor supports student behavior, academics, and the mentoring of emotional needs.	Parent Involvement, Academic Support Program, Behavioral Support Program, Monitor	Tier 1	Implement	06/01/2020	06/30/2024	\$0	Title I Part A	Wayne Brady
Schools: All Schools								

Strategy 3:

Elementary Music - Students will be engaged in consistent Music instruction for 30 minutes for 2 to 3 times per week. Math, Reading, and Science, Social Studies topics will be included in the music selections. Music will provide the student with opportunities to express themselves and promote self-regulation of behavior.

Category: Elective Courses

Research Cited: Music and Learning by Chris Brewer, 1995.

Tier:

Activity - Dance/Movement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will dance, use motion(s) and move during each class period as a form of self expression and communication. Schools: All Schools	Behavioral Support Program, Communication	Tier 1	Implement	07/01/2019	06/01/2020	\$0	Title IV Part A	Lisa Keim

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
How Trauma and the Mental Health Affects our Students	Staff have been provided with training on how trauma and mental health affects our students. They will continue to employ strategies and techniques to better engage these students and information on how to make education meaningful to students that have experienced trauma or are struggling with mental health issues themselves or are watching a caregiver struggle with mental health issues.	Behavioral Support Program, Direct Instruction, Professional Learning			06/01/2020	06/01/2020	\$0	Principals, Outside Agency, Teachers
How Trauma and the Mental Health Affects our Students	Staff have been provided with training on how trauma and mental health affects our students. They will learn strategies and techniques to better engage these students and information on how to make education meaningful to students that have experienced trauma or are struggling with mental health issues themselves or are watching a caregiver struggle with mental health issues.	Behavioral Support Program, Direct Instruction, Professional Learning			07/01/2019	06/01/2020	\$0	Principals, Outside Agency, Teachers
How Trauma and the Mental Health Affects our Students	Staff have been provided with training on how trauma and mental health affects our students. They will continue to use strategies and techniques to better engage these students and information on how to make education meaningful to students that have experienced trauma or are struggling with mental health issues themselves or are watching a caregiver struggle with mental health issues.	Behavioral Support Program, Direct Instruction, Professional Learning			07/01/2019	06/01/2020	\$0	Principals, Outside Agency, and Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development	Teachers within the district have been trained by the Step Up to Writing trainers. These teachers completed a "train the trainer" model with the local ISD. These teachers along with support from the ISD will provide ongoing and sustainable professional development through after school trainings as well as embedded professional development in the classrooms. This will also include planning time to incorporate the Step Up to Writing Strategies throughout the content areas. It will also allow teachers time to coordinate activities among grade levels more uniformly.	Professional Learning			07/01/2019	06/01/2020	\$0	Trainers- Training staff on effective Step Up to Writing strategies to use in the classroom Teachers- Using strategies across the content. Administration- ensuring the Step Up to Writing strategies are being used across the content with fidelity.
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Using Technology to Enhance Instruction and Learning	All teachers in all content areas and in special classes will use technology in their instruction in order to ensure that all students in the classroom are given the opportunity to be successful with the content. Teachers will use different types of technology such as Smartboards, Mobies, and laptops to provide opportunities for the students to improve their achievement and skills by improving their motivation, engagement to the lesson, and their higher level thinking skills (WestEd, 2002).	Technology , Direct Instruction			07/01/2019	06/01/2020	\$0	Teachers

Using Technology to Enhance Instruction and Learning	All teachers in all content areas and in special classes will use technology in their instruction in order to ensure that all students in the classroom are given the opportunity to be successful with the content. Teachers will use different types of technology such as Smartboards, Mobies, and laptops to provide opportunities for the students to improve their achievement and skills by improving their motivation, engagement to the lesson, and their higher level thinking skills (WestEd, 2002).	Technology , Direct Instruction			07/01/2019	06/01/2020	\$0	Teachers
Principal Observations	Principals will make active engagement a focus when doing teacher observations. This will allow teachers to better manage the engagement level of their students.	Walkthrough			07/01/2019	06/01/2020	\$0	Principals
Walkthrough Observations	Principals will do occasional walkthroughs and will view lesson plans for Step Up to Writing Strategies. This will help ensure that the writing strategies are being used with fidelity throughout the district.	Walkthrough, Direct Instruction			07/01/2019	06/01/2020	\$0	Teachers and Principals
Implementation Teams	Each building will have an PBIS/PSC team that will plan and structure activities to meet the needs of students and increase the positive behavior in the school.	Behavioral Support Program			07/01/2018	06/01/2020	\$0	Staff
Professional Development	Staff have been provided with professional development in order to continue to develop the school culture of a growth mindset. This will include how trauma and mental health issues affect students within the classroom. This training will help staff to understand how to better teach and promote the general welfare of all students.	Professional Learning			07/01/2019	06/01/2020	\$0	Principals and teachers
Professional Development	This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations.	Behavioral Support Program, Professional Learning			07/01/2019	06/01/2020	\$0	Principals and teachers

Using Technology to Enhance Instruction and Learning	All teachers in all content areas and in special classes will use technology in their instruction in order to ensure that all students in the classroom are given the opportunity to be successful with the content. Teachers will use different types of technology such as Smartboards, Chromebooks, and laptops to provide opportunities for the students to improve their achievement and skills by improving their motivation, engagement to the lesson, and their higher level thinking skills (WestEd, 2002).	Technology , Direct Instruction			07/01/2019	06/01/2020	\$0	Teachers
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Responsibility Center	Students are sent to SRC room for additional supports when behavioral issues arise in a classroom. SRC monitor then makes a contact to the student's home to inform, discuss and develop a strategy to address the issue of concern. SRC monitor then mentors students by reviewing the behavior and planning for future success. In addition, the monitor meets with student identified with academic concerns (i.e. eligibility list) to discuss the importance of academics, current obstacles, and plans to address these deficiencies. The monitor supports student behavior, academics, and the mentoring of emotional needs.	Parent Involvement, Academic Support Program, Behavioral Support Program, Monitor	Tier 1	Implement	06/01/2020	06/30/2024	\$0	Wayne Brady
Young 5's Program	The Bad Axe Elementary School will continue to provide a Young 5's Program for this school year. This will focus on students that are not ready developmentally, emotionally, or educationally for Kindergarten. This program will be full day and one full time highly qualified teacher will be providing the curriculum for these students.	Academic Support Program, Behavioral Support Program, Direct Instruction			07/01/2019	06/01/2020	\$0	Teacher & Principal
Counselor	Provide highly qualified school counselor/Social Worker for Bad Axe Elementary, Bad Axe Middle School, and Bad Axe High School to meet the needs of students who are not meeting the state standards to engage students in skills such as educational goal setting, study skill development, placement in supplemental services, and social development that will allow them to meet their academic goals.	Other			07/01/2019	06/01/2020	\$0	Counselor

Class Size Reduction	Bad Axe Elementary will be using Title I funds to continue to employ a teacher in order to keep class size small. This intervention will provide more one on one for our impoverished learners in the areas of reading, math, writing, science, and social studies.	Class Size Reduction, Academic Support Program			07/01/2019	06/01/2020	\$0	Principal, Teacher
Counselor	District will provide highly qualified school counselor/Social Worker for Bad Axe Elementary, Bad Axe Middle School, and Bad Axe High School to meet the social and emotional needs of students. This counselor will be able to help build the growth mindset throughout the building by working with students that are struggling both academically and behaviorally.	Behavioral Support Program			07/01/2019	06/01/2020	\$0	Counselor
Strategic Intervention	Highly Qualified paraprofessionals and classroom teachers to provide intensive instructional support for students who are not meeting the state achievement requirements.	Academic Support Program			07/01/2019	07/01/2020	\$0	staff
Activity - Counselor	Provide highly qualified school counselor/Social Worker for Bad Axe Elementary, Bad Axe Middle School, and Bad Axe High School to meet the needs of students who are the lowest performing students and who are not meeting the state standards to engage students in skills such as educational goal setting, study skill development, placement in supplemental services, and social development that will allow them to meet their academic goals.	Other			07/01/2019	06/01/2020	\$0	Counselor
Class Size Reduction	Bad Axe Elementary will be using Title I funds to continue to employ a teacher in order to keep class size small. This intervention will provide more one on one for our impoverished learners in the areas of reading, math, writing, science, and social studies.	Class Size Reduction, Academic Support Program			07/01/2019	06/01/2020	\$0	Teacher, Principal
Highly Qualified Intervention	Highly Qualified paraprofessionals and teachers to provide intensive instructional support for students who are not meeting the state achievement requirements.	Academic Support Program			07/01/2019	06/01/2020	\$0	Staff
Young 5's Program	The Bad Axe Elementary School will continue to provide a Young 5's Program for this school year. This will focus on students that are not ready developmentally, emotionally, or educationally for Kindergarten. This program will be full day and one full time highly qualified teacher will be providing the curriculum for these students.	Academic Support Program, Behavioral Support Program, Direct Instruction			06/01/2019	07/01/2020	\$0	Teacher and Principal

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Dance/Movement	Students will dance, use motion(s) and move during each class period as a form of self expression and communication.	Behavioral Support Program, Communication	Tier 1	Implement	07/01/2019	06/01/2020	\$0	Lisa Keim

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Active Engagement/Kagan Strategies	This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations.	Direct Instruction, Professional Learning			07/01/2019	06/01/2020	\$5000	Teachers and Principals
Active Engagement/Kagan Strategies	This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations.	Direct Instruction, Professional Learning			07/01/2019	06/01/2020	\$5000	Teachers and Principals
Active Engagement/Kagan Strategies	This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations.	Direct Instruction, Professional Learning			07/01/2019	06/01/2020	\$5000	Principals and Teachers

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity - Counselor	Provide highly qualified school counselor/Social Worker for Bad Axe Elementary, Bad Axe Middle School, and Bad Axe High School to meet the needs of students who are the lowest performing students and who are not meeting the state standards to engage students in skills such as educational goal setting, study skill development, placement in supplemental services, and social development that will allow them to meet their academic goals.	Other			07/01/2019	06/01/2020	\$0	Counselor
Strategic Intervention	Highly Qualified paraprofessionals and classroom teachers to provide intensive instructional support for students who are not meeting the state achievement requirements.	Academic Support Program			07/01/2019	07/01/2020	\$0	staff
Counselor	Provide highly qualified school counselor/Social Worker for Bad Axe Elementary, Bad Axe Middle School, and Bad Axe High School to meet the needs of students who are not meeting the state standards to engage students in skills such as educational goal setting, study skill development, placement in supplemental services, and social development that will allow them to meet their academic goals.	Other			07/01/2019	06/01/2020	\$0	Counselor
Highly Qualified Intervention	Highly Qualified paraprofessionals and teachers to provide intensive instructional support for students who are not meeting the state achievement requirements.	Academic Support Program			07/01/2019	06/01/2020	\$0	Staff

Professional Development	Teachers within the district have been trained by the Step Up to Writing trainers. These teachers completed a "train the trainer" model with the local ISD. These teachers along with support from the ISD will provide ongoing and sustainable professional development through after school trainings as well as embedded professional development in the classrooms. This will also include planning time to incorporate the Step Up to Writing Strategies throughout the content areas. It will also allow teachers time to coordinate activities among grade levels more uniformly.	Professional Learning			07/01/2019	06/01/2020	\$0	Trainers-Training staff on effective Step Up to Writing strategies to use in the classroom Teachers-Using strategies across the content. Administration-ensuring the Step Up to Writing strategies are being used across the content with fidelity.
Professional Development	This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations.	Behavioral Support Program, Professional Learning			07/01/2019	06/01/2020	\$0	Principals and teachers
Principal Observations	Principals will make active engagement a focus when doing teacher observations. This will allow teachers to better manage the engagement level of their students.	Walkthrough			07/01/2019	06/01/2020	\$0	Principals
Professional Development	Staff have been provided with professional development in order to continue to develop the school culture of a growth mindset. This will include how trauma and mental health issues affect students within the classroom. This training will help staff to understand how to better teach and promote the general welfare of all students.	Professional Learning			07/01/2019	06/01/2020	\$0	Principals and teachers

Counselor	District will provide highly qualified school counselor/Social Worker for Bad Axe Elementary, Bad Axe Middle School, and Bad Axe High School to meet the social and emotional needs of students. This counselor will be able to help build the growth mindset throughout the building by working with students that are struggling both academically and behaviorally.	Behavioral Support Program			07/01/2019	06/01/2020	\$0	Counselor
Implementation Teams	Each building will have an PBIS/PSC team that will plan and structure activities to meet the needs of students and increase the positive behavior in the school.	Behavioral Support Program			07/01/2018	06/01/2020	\$0	Staff
Active Engagement/Kagan Strategies	This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations.	Direct Instruction, Professional Learning			07/01/2019	06/01/2020	\$5000	Principals and Teachers
Using Technology to Enhance Instruction and Learning	All teachers in all content areas and in special classes will use technology in their instruction in order to ensure that all students in the classroom are given the opportunity to be successful with the content. Teachers will use different types of technology such as Smartboards, Mobies, and laptops to provide opportunities for the students to improve their achievement and skills by improving their motivation, engagement to the lesson, and their higher level thinking skills (WestEd, 2002).	Technology, Direct Instruction			07/01/2019	06/01/2020	\$0	Teachers
How Trauma and the Mental Health Affects our Students	Staff have been provided with training on how trauma and mental health affects our students. They will continue to employ strategies and techniques to better engage these students and information on how to make education meaningful to students that have experienced trauma or are struggling with mental health issues themselves or are watching a caregiver struggle with mental health issues.	Behavioral Support Program, Direct Instruction, Professional Learning			06/01/2020	06/01/2020	\$0	Principals, Outside Agency, Teachers

Active Engagement/Kagan Strategies	This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations.	Direct Instruction, Professional Learning			07/01/2019	06/01/2020	\$5000	Teachers and Principals
Using Technology to Enhance Instruction and Learning	All teachers in all content areas and in special classes will use technology in their instruction in order to ensure that all students in the classroom are given the opportunity to be successful with the content. Teachers will use different types of technology such as Smartboards, Mobies, and laptops to provide opportunities for the students to improve their achievement and skills by improving their motivation, engagement to the lesson, and their higher level thinking skills (WestEd, 2002).	Technology, Direct Instruction			07/01/2019	06/01/2020	\$0	Teachers
How Trauma and the Mental Health Affects our Students	Staff have been provided with training on how trauma and mental health affects our students. They will learn strategies and techniques to better engage these students and information on how to make education meaningful to students that have experienced trauma or are struggling with mental health issues themselves or are watching a caregiver struggle with mental health issues.	Behavioral Support Program, Direct Instruction, Professional Learning			07/01/2019	06/01/2020	\$0	Principals, Outside Agency, Teachers
Walkthrough Observations	Principals will do occasional walkthroughs and will view lesson plans for Step Up to Writing Strategies. This will help ensure that the writing strategies are being used with fidelity throughout the district.	Walkthrough, Direct Instruction			07/01/2019	06/01/2020	\$0	Teachers and Principals
Active Engagement/Kagan Strategies	This activity will help to increase student performance by ensuring active engagement for all students. Staff will be expected to use strategies they have been trained in as well as incorporate new ones that they have learned. They will also have time to collaborate with each other to share strategies that have worked for them in the classroom. Also, principals will be specifically noting the active engagement strategy during walk through observations, lesson plans, and/or all other classroom observations.	Direct Instruction, Professional Learning			07/01/2019	06/01/2020	\$5000	Teachers and Principals

Using Technology to Enhance Instruction and Learning	All teachers in all content areas and in special classes will use technology in their instruction in order to ensure that all students in the classroom are given the opportunity to be successful with the content. Teachers will use different types of technology such as Smartboards, Chromebooks, and laptops to provide opportunities for the students to improve their achievement and skills by improving their motivation, engagement to the lesson, and their higher level thinking skills (WestEd, 2002).	Technology , Direct Instruction			07/01/2019	06/01/2020	\$0	Teachers
How Trauma and the Mental Health Affects our Students	Staff have been provided with training on how trauma and mental health affects our students. They will continue to use strategies and techniques to better engage these students and information on how to make education meaningful to students that have experienced trauma or are struggling with mental health issues themselves or are watching a caregiver struggle with mental health issues.	Behavioral Support Program, Direct Instruction, Professional Learning			07/01/2019	06/01/2020	\$0	Principals, Outside Agency, and Teachers
Student Responsibility Center	Students are sent to SRC room for additional supports when behavioral issues arise in a classroom. SRC monitor then makes a contact to the student's home to inform, discuss and develop a strategy to address the issue of concern. SRC monitor then mentors students by reviewing the behavior and planning for future success. In addition, the monitor meets with student identified with academic concerns (i.e. eligibility list) to discuss the importance of academics, current obstacles, and plans to address these deficiencies. The monitor supports student behavior, academics, and the mentoring of emotional needs.	Parent Involvement, Academic Support Program, Behavioral Support Program, Monitor	Tier 1	Implement	06/01/2020	06/30/2024	\$0	Wayne Brady
Dance/Movement	Students will dance, use motion(s) and move during each class period as a form of self expression and communication.	Behavioral Support Program, Communication	Tier 1	Implement	07/01/2019	06/01/2020	\$0	Lisa Keim

Bad Axe Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Young 5's Program	The Bad Axe Elementary School will continue to provide a Young 5's Program for this school year. This will focus on students that are not ready developmentally, emotionally, or educationally for Kindergarten. This program will be full day and one full time highly qualified teacher will be providing the curriculum for these students.	Academic Support Program, Behavioral Support Program, Direct Instruction			06/01/2019	07/01/2020	\$0	Teacher and Principal
Young 5's Program	The Bad Axe Elementary School will continue to provide a Young 5's Program for this school year. This will focus on students that are not ready developmentally, emotionally, or educationally for Kindergarten. This program will be full day and one full time highly qualified teacher will be providing the curriculum for these students.	Academic Support Program, Behavioral Support Program, Direct Instruction			07/01/2019	06/01/2020	\$0	Teacher & Principal
Class Size Reduction	Bad Axe Elementary will be using Title I funds to continue to employ a teacher in order to keep class size small. This intervention will provide more one on one for our impoverished learners in the areas of reading, math, writing, science, and social studies.	Class Size Reduction, Academic Support Program			07/01/2019	06/01/2020	\$0	Teacher, Principal
Class Size Reduction	Bad Axe Elementary will be using Title I funds to continue to employ a teacher in order to keep class size small. This intervention will provide more one on one for our impoverished learners in the areas of reading, math, writing, science, and social studies.	Class Size Reduction, Academic Support Program			07/01/2019	06/01/2020	\$0	Principal, Teacher