



District Improvement Plan

Morrice Area Schools

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

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.

The majority of the work on the District Improvement Plan occurred during individual and combined school improvement team meetings. Each school improvement team includes several teachers, School Counselor and administrators. Each of these meetings is open to the public; parents and community members are invited to attend, though this is an area of improvement needed moving forward. The focus this year will be to reach out and identify community members, parents, and students who would commit to the School Improvement Team schedule. Grade level orientation meetings and parent/teacher conferences will be utilized to approach parents to attend School Improvement Meetings. The involvement of all stakeholders is dependent on the topic of the meetings. At times student involvement is needed and is sought out through one of many student organizations (National Honor Society or Student Council). Other organizational meetings; including PTO, Boosters, and Technology Committee, are used to get parent and community input. Meetings are held after school and input is gained from those who can attend and email input from those who can not attend. Minutes from each meeting are shared on the district Google Drive to keep building stakeholders informed. Each year we conduct perception surveys for parents, students, and staff. Other surveys are conducted based on need. These surveys work to gather information from a larger group of people and allow us to analyze and incorporate in the DIP. The administrators, including business manager, all meet to finalize and align the DIP with each building SIP and Consolidated Application. The DIP is reviewed by the school board at a regularly scheduled board workshop.

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

The administration has the responsibility to complete the District Improvement Plan with the help of all stakeholders. Administration has several meetings throughout the year to help analyze stakeholder data and develop the DIP. A lot of this data and input comes from each individual buildings School Improvement Plan, which is developed by the buildings School Improvement Team. The SIT is responsible for collecting and analyzing stakeholder information and incorporating it into the SIP. Every attempt is made to incorporate all applicable stakeholders in the SIT meetings. Other stakeholder groups (Teachers, Support Staff, Parents, Community Members, Students) are sought out for input utilizing surveys, already formed organizations, and personal contact. Our DIP is focused on improving our student achievement in core subjects and therefore the DIP relies heavily on staff input and the analysis of student data. This year we incorporated a K-12 School Improvement Meeting to end the school year to collaboratively plan for the District Professional Plan for the 2020-2021 school year where the building team members identified needs and identified when professional development opportunities would be appropriate.

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

The final District Improvement Plan is available throughout the year at both school buildings and central office. The DIP is reviewed by the School Board at a regularly scheduled Board Workshop. At the beginning of each school year the DIP and SIP is reviewed by applicable staff in each building. Updates to the DIP are conveyed through administrator comments at regularly scheduled Board Meetings. The DIP and
SY 2019-2020

SIPs are posted on our website for anyone to view.

Morrice Area Schools 2020-2021 District Improvement Plan

Overview

Plan Name

Morrice Area Schools 2020-2021 District 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	Morrice area schools students will be proficient in ELA	Objectives: 1 Strategies: 1 Activities: 10	Academic	\$171237
2	All students will increase proficiency in Mathematics.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$35000
3	Social Emotional	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$500
4	Career and College Readiness, Testing Prep	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$11000

Goal 1: Morrice area schools students will be proficient in ELA

Measurable Objective 1:

50% of All Students will demonstrate a proficiency to represent growth in English Language Arts by 06/30/2021 as measured by M-Step/PSAT/SAT or other State, Federal and local assessments .

Strategy 1:

Increasing Proficiency In ELA K-12 - A set of specific activities to target informational text reading deficiencies are/will be implemented based on student and grade level need. Resources needed include a specific grade level curriculum, as well as staffing to implement and oversee this curriculum. Each curricular component will be assessed based on effectiveness on a yearly basis. Secondary will utilize standardized grade level curriculum and grading rubrics to assist in all subject areas as well as students understanding of expectations as writers. At the elementary level all classrooms have minimum 90 minutes per day to implement activities in whole group, small group and individualized instruction.

Category: English/Language Arts

Research Cited: National Reading Panel, Marzano, Neil Duke, Reading for meaning, Fountas and Pinnell, Strategies that work

Archer, Anita L. Explicit Instruction, Effective and Efficient Teaching: Guilford Press, 2011.

Marzano, Robert J. Classroom Management That Works, Research-Based Strategies for Every Teacher: ASCD, 2003.

Read Naturally Rationale & Research: <http://www.readnaturally.com/pdf/rationaleResearch.pdf>

REWARDS: Research Base and Intervention Results. <http://www.soprislearning.com/literacy/rewards-program/research-and-results>

Fountas & Pinnell, Leveled Literacy Interventions. Research: <http://www.heinemann.com/fountasandpinnell/researchLLI.aspx>

Language!. Research and Efficacy: <http://www.voyagerlearning.com/research-and-efficacy>

Tier: Tier 1

Activity - Targeted Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be tested to determine reading level. Those students who are not proficient will receive targeted interventions depending on tier. Resources will be provided to build a successful intervention program. K-3 RTI small group instruction with assistance of highly qualified paraprofessionals, AIMSWEB, Reading Street and Acadience will be used to monitor and assess student progress. Schools: Morrice Area Elementary School	Academic Support Program	Tier 2	Implement	08/20/2020	06/30/2021	\$600	Section 31a	ELA teachers, 31A Paraprofessional, Administrators
Activity - Title 1 Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 teacher (Reading Specialist) will identify and serve our targeted students in K-3. Title 1 teacher will be managed by the elementary building principal. Schools: Morrice Area Elementary School	Direct Instruction	Tier 2	Evaluate	08/20/2020	06/30/2021	\$18430	Title I Part A	Title 1 teacher, Classroom Teachers, Administrators
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Reading Street supplemental materials and others (ie; FCRR, Differentiated Instruction, LLI, Heggerty), guided groups and the use of school day tutors will also be used to implement these activities. Schools: Morrice Area Elementary School	Direct Instruction	Tier 2	Implement	08/20/2020	06/30/2021	\$6207	Section 31a	Elementary Principal, Title 1 Teacher, Classroom Teachers, School Day Tutors
Activity - Elementary School Day Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School day tutors will assist at risk students in small group and individual lessons to support specific literacy skills and strategies. School Day Tutors will also be utilized for the Walk to Read program. Schools: Morrice Area Elementary School	Direct Instruction	Tier 2	Monitor	08/20/2020	06/30/2021	\$30000	Section 31a	Administrators, K-6 classroom teachers, Title 1 Reading Specialist, School Day Tutors
Activity - Early childhood education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Supplemental instruction program provided to eligible three and four year old students using the GSRP model. Schools: Morrice Area Elementary School	Direct Instruction	Tier 1	Monitor	08/20/2020	06/30/2021	\$25000	General Fund	GSRP director, Early childhood specialist, Certified teachers.
Activity - Secondary Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified secondary students will receive individualized academic support. Schools: Morrice Area High School	Academic Support Program, Direct Instruction	Tier 2	Implement	08/20/2020	06/30/2021	\$18000	Section 31a	Principal, Counselor, Instructional Staff, 31A Parprofessional
Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Morrice Area Schools will implement a Multi-Tiered System of Supports in grades K-12 to target behavioral support and academic support with an emphasis on Mathematics and Reading. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Evaluate	08/20/2020	06/30/2021	\$0	General Fund	MTSS Teams
Activity - Additional Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 students who qualify will receive direct instruction from the Title 1 specialist. Additionally, special education students will receive additional direct instruction in reading strategies for specific deficit areas. Schools: All Schools	Direct Instruction	Tier 3	Implement	08/20/2020	06/30/2021	\$18000	Title I Part A	Title 1 teacher, special education teachers
Activity - Writing Handbook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Morrice Jr/Sr High Writing Handbook will be provided to all students to utilize as a guide for writing. Staff members will utilize the resource to supplement and guide students through the writing process across the content areas. Schools: Morrice Area High School	Academic Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$0	General Fund	Principal, teaching staff

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Activity - Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize ongoing instructional technology training in Google Suite, and other applicable platforms. The district will also utilize additional apps to support instruction, enrichment, and intervention activities. Schools: All Schools	Technology , Academic Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$55000	Other	Superintendent, Principal, Teaching Staff

Goal 2: All students will increase proficiency in Mathematics.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency to represent growth in Mathematics by 06/30/2021 as measured by M-Step/PSAT/SAT or other State, Federal and local assessments .

Strategy 1:

Instructional Design and Alignment-Students will receive math instruction that is aligned to the Common Core during daily math time. Instruction will be based on best practices and differentiated instruction and different learning styles. - In our K-6 program the district will utilize Researched Based Strategies that will include all classroom instruction of a minimum 60 minutes mathematics to implement activities in whole group, small group and individualized instruction. Lessons will include a variety of teaching methods that support different learning styles including using hands-on manipulative or math tools, problem solving, strategy modeling, authentic activities/projects, and individual practices. At the secondary level 7-12 the district will utilize instructional design and alignment process. Students will receive math instruction that is aligned to the Common Core during daily dedicated math time. Instruction will be based on best practices and differentiated instruction. Morrice math program k-12 will include, Jr/Sr bell work using released MStep/PSAT/SAT questions, Khan Academy program, 9-12 student academic support, teacher collaborations, behavioral student support, teacher professional learning and curriculum development, parent involvement. The district will also utilize technology K-12 to support instruction i.e. chrome books, graphing calculators, etc.

Category: Mathematics

Research Cited: Research Cited: Everyday Math (University of Chicago), Marilyn burns, ^ shifts to Common Core, Principle and Standards of School Mathematics (NCTM), Marzano, District Vertical alignment indicated the need for course alignment, state standardized test scores and course Failure rates, Char Forsten and Burns was also researched.

Best Practices in Mathematics, Alaska Standards Curriculum Frameworks Project: www.ericse.org . January, 2002.

Georgia State Department of Education: Common Core Units, 2011.

University of Chicago. Everyday Mathematics: Research & Results. <http://everydaymath.uchicago.edu/about/research-results/>

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Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will be utilized to work with teachers on best practices for teaching Mathematics in an elementary classrooms. Schools: Morrice Area Elementary School	Professional Learning	Tier 2	Monitor	08/20/2020	06/30/2021	\$6000	Section 31a	Elementary Principal, Elementary Math Coach, Teaching staff
Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jr/Sr High 31A Math interventionist will utilize training in CMP (7th/8th grade), Math 180 program, to assist by pushing in to secondary math classes. HS Math Teachers will be provided training in graph calculators. Elementary will continue working with the math coach on implementing strategies learned in AVMR 1, AVMR 2, and number talks. Schools: Morrice Area Elementary School, Morrice Area High School	Professional Learning, Academic Support Program	Tier 2	Implement	08/20/2020	06/30/2021	\$29000	Section 31a	Elementary Principal, Elementary Mathematics Teachers, Elementary Math Coach, Math 180 Coach, 31A Jr/Sr Math interventionist, HS Math Teachers
Activity - Math Curriculum Pilot	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department will be piloting a new math series as we research purchasing a new math curriculum for the 2021-2022 school year. The new curriculum will be aligned to the common core and will be utilized for grades 9-12. Schools: Morrice Area High School	Curriculum Development	Tier 1	Getting Ready	08/20/2020	06/30/2021	\$0	General Fund	Principal, teaching staff
Activity - Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district will utilize ongoing instructional technology training in Google Suite, and other applicable platforms. The district will also utilize additional apps to support instruction, enrichment, and intervention activities. Schools: All Schools	Technology , Academic Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$0	General Fund	Superintendent, Principals, Teaching Staff
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Goal 3: Social Emotional

Measurable Objective 1:

100% of All Students will demonstrate a behavior reflective of positive interactions with peers and adults, building tolerance and acceptance of others, and developing a positive self-image in Practical Living by 06/30/2021 as measured by a decrease in ODRs and student perception survey results. .

Strategy 1:

Social Emotional - The activities implemented will support the social emotional growth of students at all levels

Category: Other - Social Emotional Learning

Research Cited: PBiS Research study, SOAR, CHAMPS and MTSS

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in SEL during the 2020-21 school year to support strategies to use with students in supporting social/emotional growth. District will coordinate with SRES D for opportunities in training. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$0	General Fund	Superintendent, Principals, Staff

Activity - programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>At the Jr/Sr High level staff will continue to participate in MTSS professional development and data reviews with the RESD. MTSS teams will ensure proper interventions and curriculum review and assurance of all three tiers support. Data will be collected three times per year, Positive behavior support is a general term that refers to application of positive behavior interventions and systems to achieve socially important behavior changes. PBIS directly impacts every classroom and social situation within our schools. As part of MTSS which focuses on behavioral intervention and reading interventions success. PBIS is a critical component to student success. At the elementary level teachers and students will continue to use SOAR CHAMPS, Second Steps and other PBIS policies/procedures in order to maintain a positive learning community where student achievement is the highest priority. In addition, we need to assist our 5-12 students with Career Cluster/Career Pathway Introductions, Contextualized Academics, Career Discovery Field.</p> <p>Research PBIS Research study, SOAR, CHAMPS and MTSS</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$500	General Fund	Building principals, teachers, support staff
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Goal 4: Career and College Readiness, Testing Prep

Measurable Objective 1:

80% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will achieve college and career readiness as they progress through junior and senior high, through the utilization of Xello and testing preparation courses in Career & Technical by 06/30/2021 as measured by student participation and development of individual EDPs.

Strategy 1:

College/Career Readiness and Test Prep - At the Jr/Sr High School level, the counselor and teaching staff will focus on preparing students for college and career readiness through exposure to career preparation. Testing preparation is critical to student success and this will be provided through a SAT prep course each semester.

Category: Career and College Ready

Research Cited: National Society of High School Scholars (NSHSS), Educational Policy Improvement Center (EPIC), U.S. Dept. of Ed

Tier: Tier 1

Activity - Xello	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Xello helps students discover relevant college, university, trade, and career options based on their personality, skills, and knowledge. Schools: Morrice Area High School	Career Preparation /Orientation	Tier 1	Implement	08/20/2020	06/30/2021	\$0	General Fund	Counselor, teaching staff, principal
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Activity - College & Career Readiness Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A college and career readiness class is being added to our master schedule to provide students a dedicated course for exploring college and career readiness, as well as preparing for PSAT/SAT testing. Schools: Morrice Area High School	Career Preparation /Orientation	Tier 1	Getting Ready	08/20/2020	06/30/2021	\$11000	Section 31a	Counselor, teaching staff, principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Reading Interventions	Students will be tested to determine reading level. Those students who are not proficient will receive targeted interventions depending on tier. Resources will be provided to build a successful intervention program. K-3 RTI small group instruction with assistance of highly qualified paraprofessionals, AIMSWEB, Reading Street and Acadience will be used to monitor and assess student progress.	Academic Support Program	Tier 2	Implement	08/20/2020	06/30/2021	\$600	ELA teachers, 31A Paraprofessional, Administrators
Intervention	Utilize Reading Street supplemental materials and others (ie; FCRR, Differentiated Instruction, LLI, Heggerty), guided groups and the use of school day tutors will also be used to implement these activities.	Direct Instruction	Tier 2	Implement	08/20/2020	06/30/2021	\$6207	Elementary Principal, Title 1 Teacher, Classroom Teachers, School Day Tutors
College & Career Readiness Course	A college and career readiness class is being added to our master schedule to provide students a dedicated course for exploring college and career readiness, as well as preparing for PSAT/SAT testing.	Career Preparation /Orientation	Tier 1	Getting Ready	08/20/2020	06/30/2021	\$11000	Counselor, teaching staff, principal
Elementary School Day Tutors	School day tutors will assist at risk students in small group and individual lessons to support specific literacy skills and strategies. School Day Tutors will also be utilized for the Walk to Read program.	Direct Instruction	Tier 2	Monitor	08/20/2020	06/30/2021	\$30000	Administrators, K-6 classroom teachers, Title 1 Reading Specialist, School Day Tutors
Secondary Intervention	Identified secondary students will receive individualized academic support.	Academic Support Program, Direct Instruction	Tier 2	Implement	08/20/2020	06/30/2021	\$18000	Principal, Counselor, Instructional Staff, 31A Paraprofessional

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MTSS	Jr/Sr High 31A Math interventionist will utilize training in CMP (7th/8th grade), Math 180 program, to assist by pushing in to secondary math classes. HS Math Teachers will be provided training in graph calculators. Elementary will continue working with the math coach on implementing strategies learned in AVMR !, AVMR 2, and number talks.	Professional Learning, Academic Support Program	Tier 2	Implement	08/20/2020	06/30/2021	\$29000	Elementary Principal, Elementary Mathematics Teachers, Elementary Math Coach, Math 180 Coach, 31A Jr/Sr Math interventionist, HS Math Teachers
Instructional Coach	An instructional coach will be utilized to work with teachers on best practices for teaching Mathematics in an elementary classrooms.	Professional Learning	Tier 2	Monitor	08/20/2020	06/30/2021	\$6000	Elementary Principal, Elementary Math Coach, Teaching staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Handbook	The Morrice Jr/Sr High Writing Handbook will be provided to all students to utilize as a guide for writing. Staff members will utilize the resource to supplement and guide students through the writing process across the content areas.	Academic Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$0	Principal, teaching staff
Early childhood education	Supplemental instruction program provided to eligible three and four year old students using the GSRP model.	Direct Instruction	Tier 1	Monitor	08/20/2020	06/30/2021	\$25000	GSRP director, Early childhood specialist, Certified teachers.

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programming	<p>At the Jr/Sr High level staff will continue to participate in MTSS professional development and data reviews with the RESD. MTSS teams will ensure proper interventions and curriculum review and assurance of all three tiers support. Data will be collected three times per year, Positive behavior support is a general term that refers to application of positive behavior interventions and systems to achieve socially important behavior changes. PBIS directly impacts every classroom and social situation within our schools. As part of MTSS which focuses on behavioral intervention and reading interventions success. PBIS is a critical component to student success. At the elementary level teachers and students will continue to use SOAR CHAMPS, Second Steps and other PBIS policies/Procedures in order to maintain a positive learning community where student achievement is the highest priority. In addition we need to assist our 5-12 students with Career Cluster/Career Pathway Introductions, Contextualized Academics, Career Discovery Field.</p> <p>Research PBIS Research study, SOAR, CHAMPS and MTSS</p>	Behavioral Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$500	Building principals, teachers, support staff
MTSS	Morrice Area Schools will implement a Multi-Tiered System of Supports in grades K-12 to target behavioral support and academic support with an emphasis on Mathematics and Reading.	Academic Support Program, Behavioral Support Program	Tier 1	Evaluate	08/20/2020	06/30/2021	\$0	MTSS Teams
Professional Learning	Staff will be trained in SEL during the 2020-21 school year to support strategies to use with students in supporting social/emotional growth. District will coordinate with SRESA for opportunities in training.	Behavioral Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$0	Superintendent, Principals, Staff
Instructional Technology	The district will utilize ongoing instructional technology training in Google Suite, and other applicable platforms. The district will also utilize additional apps to support instruction, enrichment, and intervention activities.	Technology, Academic Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$0	Superintendent, Principals, Teaching Staff
Math Curriculum Pilot	The math department will be piloting a new math series as we research purchasing a new math curriculum for the 2021-2022 school year. The new curriculum will be aligned to the common core and will be utilized for grades 9-12.	Curriculum Development	Tier 1	Getting Ready	08/20/2020	06/30/2021	\$0	Principal, teaching staff

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Xello	Xello helps students discover relevant college, university, trade, and career options based on their personality, skills, and knowledge.	Career Preparation /Orientation	Tier 1	Implement	08/20/2020	06/30/2021	\$0	Counselor, teaching staff, principal
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional Instruction	K-3 students who qualify will receive direct instruction from the Title 1 specialist. Additionally, special education students will receive additional direct instruction in reading strategies for specific deficit areas.	Direct Instruction	Tier 3	Implement	08/20/2020	06/30/2021	\$18000	Title 1 teacher, special education teachers
Title 1 Teacher	Title 1 teacher (Reading Specialist) will identify and serve our targeted students in K-3. Title 1 teacher will be managed by the elementary building principal.	Direct Instruction	Tier 2	Evaluate	08/20/2020	06/30/2021	\$18430	Title 1 teacher, Classroom Teachers, Administrators

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Technology	The district will utilize ongoing instructional technology training in Google Suite, and other applicable platforms. The district will also utilize additional apps to support instruction, enrichment, and intervention activities.	Technology , Academic Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$55000	Superintendent, Principal, Teaching Staff

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
MTSS	Morrice Area Schools will implement a Multi-Tiered System of Supports in grades K-12 to target behavioral support and academic support with an emphasis on Mathematics and Reading.	Academic Support Program, Behavioral Support Program	Tier 1	Evaluate	08/20/2020	06/30/2021	\$0	MTSS Teams
Additional Instruction	K-3 students who qualify will receive direct instruction from the Title 1 specialist. Additionally, special education students will receive additional direct instruction in reading strategies for specific deficit areas.	Direct Instruction	Tier 3	Implement	08/20/2020	06/30/2021	\$18000	Title 1 teacher, special education teachers
Professional Learning	Staff will be trained in SEL during the 2020-21 school year to support strategies to use with students in supporting social/emotional growth. District will coordinate with SRES D for opportunities in training.	Behavioral Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$0	Superintendent, Principals, Staff

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programming	At the Jr/Sr High level staff will continue to participate in MTSS professional development and data reviews with the RESD. MTSS teams will ensure proper interventions and curriculum review and assurance of all three tiers support. Data will be collected three times per year, Positive behavior support is a general term that refers to application of positive behavior interventions and systems to achieve socially important behavior changes. PBIS directly impacts every classroom and social situation within our schools. As part of MTSS which focuses on behavioral intervention and reading interventions success. PBIS is a critical component to student success. At the elementary level teachers and students will continue to use SOAR CHAMPS, Second Steps and other PBIS policies/Procedures in order to maintain a positive learning community where student achievement is the highest priority. In addition we need to assist our 5-12 students with Career Cluster/Career Pathway Introductions, Contextualized Academics, Career Discovery Field. Research PBIS Research study, SOAR, CHAMPS and MTSS	Behavioral Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$500	Building principals, teachers, support staff
Instructional Technology	The district will utilize ongoing instructional technology training in Google Suite, and other applicable platforms. The district will also utilize additional apps to support instruction, enrichment, and intervention activities.	Technology , Academic Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$55000	Superintendent, Principal, Teaching Staff
Instructional Technology	The district will utilize ongoing instructional technology training in Google Suite, and other applicable platforms. The district will also utilize additional apps to support instruction, enrichment, and intervention activities.	Technology , Academic Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$0	Superintendent, Principals, Teaching Staff

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Secondary Intervention	Identified secondary students will receive individualized academic support.	Academic Support Program, Direct Instruction	Tier 2	Implement	08/20/2020	06/30/2021	\$18000	Principal, Counselor, Instructional Staff, 31A Paraprofessional

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MTSS	Jr/Sr High 31A Math interventionist will utilize training in CMP (7th/8th grade), Math 180 program, to assist by pushing in to secondary math classes. HS Math Teachers will be provided training in graph calculators. Elementary will continue working with the math coach on implementing strategies learned in AVMR !, AVMR 2, and number talks.	Professional Learning, Academic Support Program	Tier 2	Implement	08/20/2020	06/30/2021	\$29000	Elementary Principal, Elementary Mathematics Teachers, Elementary Math Coach, Math 180 Coach, 31A Jr/Sr Math interventionist, HS Math Teachers
Writing Handbook	The Morrice Jr/Sr High Writing Handbook will be provided to all students to utilize as a guide for writing. Staff members will utilize the resource to supplement and guide students through the writing process across the content areas.	Academic Support Program	Tier 1	Implement	08/20/2020	06/30/2021	\$0	Principal, teaching staff
Math Curriculum Pilot	The math department will be piloting a new math series as we research purchasing a new math curriculum for the 2021-2022 school year. The new curriculum will be aligned to the common core and will be utilized for grades 9-12.	Curriculum Development	Tier 1	Getting Ready	08/20/2020	06/30/2021	\$0	Principal, teaching staff
Xello	Xello helps students discover relevant college, university, trade, and career options based on their personality, skills, and knowledge.	Career Preparation /Orientation	Tier 1	Implement	08/20/2020	06/30/2021	\$0	Counselor, teaching staff, principal
College & Career Readiness Course	A college and career readiness class is being added to our master schedule to provide students a dedicated course for exploring college and career readiness, as well as preparing for PSAT/SAT testing.	Career Preparation /Orientation	Tier 1	Getting Ready	08/20/2020	06/30/2021	\$11000	Counselor, teaching staff, principal

Morrice Area Elementary School

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

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Targeted Reading Interventions	Students will be tested to determine reading level. Those students who are not proficient will receive targeted interventions depending on tier. Resources will be provided to build a successful intervention program. K-3 RTI small group instruction with assistance of highly qualified paraprofessionals, AIMSWEB, Reading Street and Acadience will be used to monitor and assess student progress.	Academic Support Program	Tier 2	Implement	08/20/2020	06/30/2021	\$600	ELA teachers, 31A Paraprofessional, Administrators
Title 1 Teacher	Title 1 teacher (Reading Specialist) will identify and serve our targeted students in K-3. Title 1 teacher will be managed by the elementary building principal.	Direct Instruction	Tier 2	Evaluate	08/20/2020	06/30/2021	\$18430	Title 1 teacher, Classroom Teachers, Administrators
Intervention	Utilize Reading Street supplemental materials and others (ie; FCRR, Differentiated Instruction, LLI, Heggerty), guided groups and the use of school day tutors will also be used to implement these activities.	Direct Instruction	Tier 2	Implement	08/20/2020	06/30/2021	\$6207	Elementary Principal, Title 1 Teacher, Classroom Teachers, School Day Tutors
Elementary School Day Tutors	School day tutors will assist at risk students in small group and individual lessons to support specific literacy skills and strategies. School Day Tutors will also be utilized for the Walk to Read program.	Direct Instruction	Tier 2	Monitor	08/20/2020	06/30/2021	\$30000	Administrators, K-6 classroom teachers, Title 1 Reading Specialist, School Day Tutors
Early childhood education	Supplemental instruction program provided to eligible three and four year old students using the GSRP model.	Direct Instruction	Tier 1	Monitor	08/20/2020	06/30/2021	\$25000	GSRP director, Early childhood specialist, Certified teachers.
Instructional Coach	An instructional coach will be utilized to work with teachers on best practices for teaching Mathematics in an elementary classrooms.	Professional Learning	Tier 2	Monitor	08/20/2020	06/30/2021	\$6000	Elementary Principal, Elementary Math Coach, Teaching staff

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MTSS	Jr/Sr High 31A Math interventionist will utilize training in CMP (7th/8th grade), Math 180 program, to assist by pushing in to secondary math classes. HS Math Teachers will be provided training in graph calculators. Elementary will continue working with the math coach on implementing strategies learned in AVMR 1, AVMR 2, and number talks.	Professional Learning, Academic Support Program	Tier 2	Implement	08/20/2020	06/30/2021	\$29000	Elementary Principal, Elementary Mathematics Teachers, Elementary Math Coach, Math 180 Coach, 31A Jr/Sr Math interventionist, HS Math Teachers
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