



District Improvement Plan

Yale Public Schools

Mr. Kenneth J Nicholl, Superintendent
198 School Dr
Yale, MI 48097-3342

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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.

Stakeholders are an integral part of the success of the District Improvement Team (DIP) as they influence the school system, programs and services. The individual Building School Improvement Teams meet regularly to share information, receive updates and discuss issues or concerns and this information is channeled to the DIP membership. The team represents all stakeholders, and is facilitated by the Superintendent of Schools, Kenneth Nicholl, and the Assistant Superintendent, Joseph Haynes

Volunteers were recruited by building administrators and the Superintendent. A request was made by the administration of the district to seek out individuals (parents and community members) interested in designing and monitoring both the school improvement plan(s) and district improvement plan. Invitations were sent out in newsletters and on the district's web page. Building administrators spoke about the roles and responsibilities of school / district improvement team members. Names of volunteers were forwarded to the superintendent of schools, who personally contacted those individuals and invited them to participate on the team.

The Superintendent discussed with the group the necessity to meet regularly and asked individuals what days, times, and locations would best meet the teams needs and not conflict with personal responsibilities. The Superintendent reviewed the results and scheduled the dates.

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

The team broke into subcommittees with volunteer assignments to cover the various aspects of the District Improvement Plan. The plan was designed in accordance with the Yale Public School's (YPS) mission statement, goals, objectives and plan to improve student achievement. Tasks were discussed at the first meeting. Volunteers and administrators were given tasks necessary to complete the DIP. With representation from all buildings (kindergarten through 12th grade), parents, community members and administration, the plan was created with all stakeholders input.

Yale High School Student

Parent #1 (Parents are encouraged to stay on the team as long as they are involved in the school system)

Parent #2 (Parents are encouraged to stay on the team as long as they are involved in the school system)

Parent #3 (Parents are encouraged to stay on the team as long as they are involved in the school system)

Employee at-large

Teacher - Elementary Level

Teacher Secondary Level

Board of Education Member

Elementary School Principal

Elementary School Principal

Elementary School Principal

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Junior High School Principal

High School Principal

Assistant Superintendent

Superintendent of Schools

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

District Improvement Plan (DIP) members are usually updated on the progress of the plan at each of the meetings. The final DIP is presented in its completion (in writing) to the entire team at the last meeting of the year. When a new team meets at the beginning of the year, the plan is distributed, and thoroughly discussed.

The plan is also made available to the public through annual reports, website postings, parent meetings and Board of Education meetings.

2017-2018 Yale Public School District Improvement Plan (Goals)

Overview

Plan Name

2017-2018 Yale Public School District Improvement Plan (Goals)

Plan Description

2017-2018 Yale Public School District Improvement Plan (Goals)

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 in the Yale Public School District will be proficient in the area of mathematics	Objectives: 1 Strategies: 8 Activities: 11	Academic	\$0
2	All students in the Yale Public School District will be proficient in the area of reading	Objectives: 1 Strategies: 7 Activities: 17	Academic	\$0
3	All students in the Yale Public School District will be proficient in the area of writing	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
4	All students in the Yale Public School District will be proficient in the area of science	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
5	All students in the Yale Public School District will be proficient in the area of social studies	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0

Goal 1: All students in the Yale Public School District will be proficient in the area of mathematics

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, 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 in all areas in Mathematics by 06/01/2018 as measured by district identified math assessments (Math Expressions), nationally normed assessments (STAR Math) and the 2018 state assessment.

Strategy 1:

Differentiated Instruction - Emphasis will be placed on Common Core Mathematical Instructional Practice #1: make sense of problems and persevere in solving them and Mathematical Instructional Practice #3: construct viable arguments and critique the reasoning of others. Teachers will provide differentiated instruction in order to best meet the needs of the learners.

Category: Mathematics

Research Cited: Classroom Instruction that Works: Robert Marzano, Jennifer Norford, Diane Paynter, Debra Pickering and Babara Gaddy (ASCD, 2001)

The Highly Engaged Classroom: Robert Marzano and Debra Pickering (Marzano Research Laboratory, 2011)

Analyzing Mathematical Tasks: A Catalyst for Change: F. Arbaugh and C. Brown (Journal of Mathematics Teacher Education, 8 p.530)

Tier: Tier 1

Activity - Support Mathematical Practices (M.1.4.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development for Common Core Math Practices through various forms, such as RESA consultants, peer coaching, departmental inservice and other district supported training. Schools: All Schools	Professional Learning	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent, Building Administration, and Math Department Heads

Activity - Support Class-Size Reduction Program (M.1.4.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention Schools: Yale Elementary School	Class Size Reduction	Tier 2	Implement	08/29/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent and Building Administrator

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Strategy 2:

Math Vocabulary - Teachers will purposefully introduce, regularly utilize and create activities to support the comprehension of grade appropriate mathematical vocabulary.

Category: Mathematics

Research Cited: Vocabulary and Its Effects on Mathematics Instruction: J.C. Swartz (ERIC Document No. ED 439 017, December 1999)

Tier: Tier 1

Activity - Support Math Vocabulary (M.1.2.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with the opportunity to learn and use the math vocabulary in engaging ways through activities and lessons. Teachers will also display grade level appropriate vocabulary on a math word wall (elementary). Schools: All Schools	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent, Building Administration, Math Department Heads and Classroom Teachers

Strategy 3:

Technology Based Math Programs - Teachers will provide all students with access to technology in order to enhance math learning, provide individualized practice and monitor comprehension and mastery.

Category: Mathematics

Research Cited: Twenty-First Century Literacy and Technology in K-8 Classrooms: J. Brown, J. Bryan and T. Brown (Innovate, 2005)

Tier: Tier 2

Activity - Support Math with Technology (M.1.3.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate math intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school. Schools: All Schools	Technology	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Title I Part A	Assistant Superintendent, Building Administration, Math Department Heads and Classroom Teachers

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Activity - Support Math Technology Professional Development (M.1.3.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will be trained in the use of technology based math intervention programs in order to effectively implement those programs for improvement of student math comprehension. Schools: All Schools	Professional Learning	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent and Building Administrators

Strategy 4:

Title I Support - Title I and Section 31a paraprofessionals will assist teachers in providing more intense and individualized math interventions for students who are not proficient as demonstrated by math assessments, classroom performance, and parent / teacher referral.

Category: Mathematics

Research Cited: US Department of Education NCEE 2009-4045 Report, from What Works Clearinghouse

Tier: Tier 3

Activity - Support Paraprofessional Assistance (M.1.1.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction. Schools: Yale Elementary School, Avoca Elementary School	Professional Learning	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Title I Part A	Assistant Superintendent and Building Administrators

Strategy 5:

Supplemental Instruction - Trained teachers and paraprofessionals will provide supplemental instruction and summer school and tutoring opportunities to non-proficient students in order to accelerate their mathematics and reading proficiency and improve their comprehension of academic content materials.

Category: Mathematics

Research Cited: Structuring Out of School Time to Improve Student Achievement: A Practice Guide. Beckett, Borman, Capizzano, Parsley, Ross, Schirm and Taylor (Institute of Educational Services, July 2009)

Tier: Tier 3

Activity - Support Staffing of Summer School and Tutoring Programs (M.1.5.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students. Schools: Yale Elementary School, Avoca Elementary School	Extra Curricular, Direct Instruction	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Title I Part A	Assistant Superintendent and Building Administrators
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Activity - Support Materials to Support Supplemental Instruction (M.1.5.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs. Schools: Yale Elementary School, Avoca Elementary School	Materials	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Title I Part A	Assistant Superintendent and Building Administrators

Strategy 6:

Math Talks / Talk Moves - All K-5 teachers will use Math Talk / Math Moves when delivering lessons to their students. Features of talk moves that need to be present in lessons are: Revoicing, Repeating, Reasoning, Adding On and Wait Time.

Category: Mathematics

Tier: Tier 1

Activity - Math Talk / Math Moves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Math Talk / Math Moves when delivering lessons to their students. Features of Talk Moves and Math Talk include: Revoicing, Repeating, Reasoning, Adding On and Wait Time. Schools: All Schools	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent, Building Principal and Classroom Teacher

Strategy 7:

Math Fact Fluency - Teachers will provide students with time and technology to practice math facts on a fact practice website, or other math fact practice game or activity. The duration of this fact practice should be between 5-10 minutes.

Category: Mathematics

Research Cited: Whitehurst, C. (2003) Core Math Instruction

Tier: Tier 1

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Activity - Math Fact Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with time and technology to practice math facts on a fact practice website, or other math fact practice game or activity. The duration of this fact practice should be between 5-10 minutes. Schools: All Schools	Direct Instruction	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	General Fund	Assistant Superintendent, Building Principal, and Classroom Teacher

Strategy 8:

Cooperative Learning - Teachers will use a variety of cooperative learning strategies, (ie Kagan Structures), to increase student engagement and build understanding through peer to peer content specific discussions.

Category: Other - Cooperative Learning

Research Cited: Kagan, S. Kagan Cooperative Learning (2007)

Tier: Tier 1

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of cooperative learning strategies, (ie Kagan Structures), to increase student engagement and build understanding through peer to peer content specific discussions. Schools: All Schools	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent, Building Principal, and Classroom Teacher

Goal 2: All students in the Yale Public School District will be proficient in the area of reading

Measurable Objective 1:

75% 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, 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 in all areas in English Language Arts by 06/01/2018 as measured by district identified reading assessments, nationally normed assessments (STAR Reading) and the 2018 state assessment.

Strategy 1:

Differentiated Instruction - Teachers will provide differentiated instruction in order to best meet the needs of all learners. This may include remediation strategies, extra practice, supplemental materials, enrichment activities, extended time, support from paraprofessionals and additional instructional time outside the normal school

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schedule.

Category: English/Language Arts

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners: Carol Tomlinson, (1999)

Tier: Tier 1

Activity - Support Differentiated Instruction (R.1.3.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano, Five Dimensions Teaching Strategies, and other researched best practices. Schools: All Schools	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent and Building Administrators

Activity - Support Differentiated Instruction - Technology (R.1.3.3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be supported by leveled books and a web-based program to assist them with addressing the wide variety on academic needs. Students will participate in an online learning exercise to support skills taught in the classroom and practice non-mastered skills. Schools: All Schools	Technology	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Title I Part A	Assistant Superintendent, Building Administrators and Classroom Teachers

Activity - Support Class-Size Reduction Program (R.1.3.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention Schools: Yale Elementary School	Class Size Reduction	Tier 2	Implement	08/28/2017	06/01/2018	\$0	Title II Part A	Assistant Superintendent and Building Administrator

Strategy 2:

Comprehension Strategies - Teachers will use graphic organizers, readers workshop and other content literacy strategies to develop comprehension skills. Teachers will utilize visual representations / models of graphic organizers as a way to differentiate instruction.

Category: English/Language Arts

Research Cited: Strategies That Work: Teaching Comprehension to Enhance: S. Harvey and A. Goudvis (2007)

Tier: Tier 1

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Activity - Support Content Literacy Strategies (R.1.4.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use content literacy strategies as a way to assist students develop an understanding of narrative and informational text. Schools: All Schools	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent, Building Principals, and Classroom Teachers

Activity - Support Teacher Training on Comprehension Strategies (R.1.4.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with the RESA staff, teachers will share and develop strategies on utilizing comprehensive instructional strategies and techniques. Schools: All Schools	Professional Learning	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent, Building Administrators and Classroom Teachers

Strategy 3:

Reading Across Content Areas - All content area teachers will be trained in and use, research-based best practices to increase student skills in expository reading thereby increasing comprehension.

Category: English/Language Arts

Research Cited: Results Now, How Can We Can Achieve Unprecedented in Teaching and Learning. Zemelman, Daniels and Heide (Best Practice Third Edition, Third Edition, 2005)

Tier: Tier 1

Activity - Support Reading Assessments (R.1.5.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize a variety of reading assessments to better identify students who have deficiencies in reading. Schools: All Schools	Professional Learning	Tier 2	Implement	08/28/2017	06/15/2018	\$0	General Fund	Assistant Superintendent, Building Administrators and Classroom Teachers

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Activity - Support Content Reading Strategies (R.1.5.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and paraprofessionals will be trained in content-relevant strategies to improve students reading, literacy and comprehension. Schools: All Schools	Professional Learning	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent and Building Administrators

Activity - Support Reading Assessment Professional Development (R.1.5.3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will be trained in a variety of reading assessments (some-tech-based) that will quickly identify students who are in need of interventions in reading. These assessments will also diagnose reading deficiencies and monitor student progress in reading. Schools: All Schools	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent and Building Administrators

Strategy 4:

Title I Support - Title I and Section 31a paraprofessionals will assist teachers in providing more intense and individualized reading interventions for students who are not proficient as demonstrated by reading assessments, classroom performance, and parent / teacher referral.

Category: English/Language Arts

Research Cited: US Department of Education NCEE 2009-4045 Report, from What Works Clearinghouse

Tier: Tier 2

Activity - Support Paraprofessional Assistance (R.1.6.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction. Schools: All Schools	Direct Instruction	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Section 31a, Title I Part A	Assistant Superintendent, Building Administrators and Classroom Teachers

Activity - Support Read and Achieve (R.1.6.4)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students are able to participate in a an after school reading program that encourages students to read and earn rewards for completing novels. Schools: Yale Elementary School, Avoca Elementary School, John F. Farrell-Emmett Elementary School	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Section 31a, Title I Part A	Director of Title I, Building Administrators and Paraprofessionals
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Activity - Support Read and Achieve Paraprofessional Support (R.1.6.3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will oversee the Read and Achieve programs that encourage students to read and earn rewards for their efforts. Schools: Yale Elementary School, Avoca Elementary School, John F. Farrell-Emmett Elementary School	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Section 31a, Title I Part A	Director of Title I and Building Administrators

Activity - Support Parent Involvement (R.1.6.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are involved in the Read and Achieve program to read with their child and encourage them to read for better understanding and pleasure. Schools: Yale Elementary School, Avoca Elementary School, John F. Farrell-Emmett Elementary School	Parent Involvement	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Section 31a, Title I Part A	Director of Title I, Building Administrator and Paraprofessionals

Strategy 5:

Supplemental Instruction - Trained teachers and paraprofessionals will provide supplemental instruction and summer school and tutoring opportunities to non-proficient students in order to accelerate their reading proficiency and improve their comprehension of academic content materials.

Category: English/Language Arts

Research Cited: Structuring Out of School Time to Improve Student Achievement: A Practice Guide. Beckett, Borman, Capizzano, Parsley, Ross, Schirm and Taylor (Institute of Educational Services, July 2009)

Tier: Tier 1

Activity - Support for Staffing of Summer School and Tutoring Programs (R.1.1.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students. Schools: Yale Elementary School, Avoca Elementary School	Direct Instruction	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Title I Part A	Director of Title I and Building Administrators

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Activity - Support Materials to Support Supplemental Instruction (R.1.1.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs. Schools: Yale Elementary School, Avoca Elementary School	Direct Instruction	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Title I Part A	Director of Title I and Building Administrators

Strategy 6:

Technology Based Reading Programs - Teachers will implement technology supported reading and literacy programs (such as Study Island, STAR Reading and Accelerated Reader) in order to differentiate reading instruction and provide support as indicated by reading assessments.

Category: English/Language Arts

Research Cited: The Impact of Technology on Learning: Making Sense of Research. A. Kimbel (McRel, 1999)

Tier: Tier 2

Activity - Support Reading Technology Professional Development (R.1.2.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will be trained in the use of technology based reading intervention programs in order to effectively implement those programs for improvement of student literacy. Schools: All Schools	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent

Activity - Support Reading with Technology (R.1.2.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate reading intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school. Schools: Yale Elementary School, Avoca Elementary School	Technology	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Title I Part A	Director of Title I and Building Administrators

Strategy 7:

Essential Literacy Practices - Practices in Literacy Instruction - teachers will successfully utilize MAISA reading strategies and workshop with fidelity focusing on MDE identified quality literacy essentials.

Category: English/Language Arts

Research Cited: Department of Education. Michigan K-12 Standards for English Language Arts. MI: Author. Retrieved February 9, 2016 from

http://www.michigan.gov/documents/mde/k-12_MI_ELA_StandardsREV_470029_7.pdf

Cunningham, A.E. & Stanovich, K.E. (1997) Early reading acquisitions and its relation to reading experience and ability 10 years later. *Development Psychology*, 33, 934-945.

Tier: Tier 1

Activity - Literacy Essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Practices in Literacy Instruction - teachers will successfully utilize MAISA reading strategies and workshop with fidelity focusing on MDE identified quality literacy essentials Schools: All Schools	Direct Instruction	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent, Building Principal, and Classroom Teacher

Goal 3: All students in the Yale Public School District will be proficient in the area of writing

Measurable Objective 1:

67% 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, 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 in all areas in English Language Arts by 06/15/2018 as measured by district identified writing assessments, nationally normed assessments and the 2018 state assessment.

Strategy 1:

Differentiated Instruction and intervention - Teachers will meet the individual needs of the students by providing remediation, extra practice, enrichment activities and extra time. A variety of staff will be able to offer support in a number of ways.

Category: English/Language Arts

Research Cited: *The Differentiated Classroom: Responding to the Needs of All Children*: Carol Ann Tomlinson (1999)

Tier: Tier 1

Activity - Supporting Differentiated Instruction and Intervention (W.1.1.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet students needs by providing remediation, extra practice, enrichment activities and extra time with materials specific to the students' academic level and interest. Schools: All Schools	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	General Fund	Assistant Superintendent, Building Administrators and Classroom Teachers
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Activity - Support Title I Intervention (W.1.1.3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will work directly with individual students or small groups of students focusing instruction on deficit areas. Schools: Yale Elementary School, Avoca Elementary School	Academic Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Title I Part A	Assistant Superintendent and Building Administrators

Activity - Support Differentiated Instruction - Teacher Training (W.1.1.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing differentiated instructional strategies. Schools: All Schools	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent and Building Administrators

Strategy 2:

Implementation of Writewell / MAISA and Writers Workshop - Teachers will be trained and updated on the use of the Writewell and / or MAISA curriculum as the foundation for teaching our writing curriculum. Lessons will be structured in the Writers Workshop model with mini-lessons in order to improve student learning.

Category: English/Language Arts

Research Cited: Units of Study for Primary Writing A Yearlong Curriculum. Lucy Caulkins (Teachers College Reading and Writing Project, Columbia University, 2003)

Tier: Tier 1

Activity - Support Writewell and / or MAISA and Writers Workshop (W.1.3.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given time, training and resources necessary in order to successfully implement the Writewell and or MAISA curriculum. Schools: All Schools	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent and Building Administrators

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Strategy 3:

Utilization of Technology with Writing - Teachers will provide all students with experiences with technology for composing and publishing pieces of writing. Teachers will implement a variety of activities and lessons that allow for the creation of storytelling through digital means.

Category: English/Language Arts

Research Cited: Teaching Technology to Elementary School Students. L. Bartholome and I. Long (National Association of Laboratory Schools Journals, Winter 1986)

Tier: Tier 1

Activity - Support Digital Storytelling (W.1.2.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with instruction to compose writing pieces using various applications on equipment such as Ipads, tablets and computers. Schools: All Schools	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent and Building Administrators
Activity - Support Keyboarding (W.1.2.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide time and activities to expose students to keyboard usage. This could be done during Writers Workshop, or as practice in the computer lab for a few minutes per week. Schools: All Schools	Academic Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$0	General Fund	Assistant Superintendent, Building Administrators and Classroom Teachers

Goal 4: All students in the Yale Public School District will be proficient in the area of science

Measurable Objective 1:

35% 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, 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 in all areas in Science by 06/15/2018 as measured by district identified science assessments, nationally normed assessments and the 2018 state assessment.

Strategy 1:

Scientific Vocabulary - Teachers will explicitly teach scientific vocabulary, design lessons that incorporate journaling and scientific writing, and incorporate key scientific words on a word wall.

Category: Science

Research Cited: The Effects of Vocabulary Instruction: A Model-based Meta-analysis. S.A. Stahl and M.M. Fairbanks (Review of Educational Research, 1986)

SY 2016-2017

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District Improvement Plan

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Tier: Tier 1

Activity - Support Science Vocabulary (SCI.1.3.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use websites and teaching strategies to build and review scientific vocabulary comprehension. Schools: All Schools	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Assistant Superintendent, Building Administrators and Classroom Teachers

Strategy 2:

Technology with Science Instruction - Teachers will use media / technology to enhance the understanding of scientific concepts.

Category: Science

Research Cited: Twenty-first Century Literacy and Technology in k-8 classrooms. J. Brown, J. Bryan and T. Brown (Innovate, 2005)

Tier: Tier 1

Activity - Support Technology Use in Science Instruction (SCI.1.2.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate appropriate web-based applications into science instruction to increase hands on learning and student depth of knowledge. Schools: All Schools	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Assistant Superintendent, Building Administrators and Classroom Teachers

Activity - Support Science Training with Technology (SCI.1.2.2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing technological instructional techniques. Schools: All Schools	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent, Building Administrators and Classroom Teachers

District Improvement Plan

Yale Public Schools

Strategy 3:

Differentiated Instruction - Teachers will provide differentiated instruction in order to best meet the needs of all learners. This may include remediation strategies, extra practice, supplemental materials, enrichment activities, extended time, or additional instructional time outside the normal school schedule.

Category: Science

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners: Carol Tomlinson, (1999)

Tier: Tier 1

Activity - Support Differentiated Instruction (SCI.1.1.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano, Spencer Kagan, Five Dimensions Teaching Strategies, as well as other researched best practices. Schools: All Schools	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent, Building Administrator and Classroom Teacher

Goal 5: All students in the Yale Public School District will be proficient in the area of social studies

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, 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 in all areas in Social Studies by 06/15/2018 as measured by district identified social studies assessments, nationally normed assessments and the 2018 state assessment.

Strategy 1:

Social Studies Vocabulary - Teachers will explicitly teach social studies vocabulary. design lessons that incorporate journaling and social studies writing, and incorporate key social studies words on word walls.

Category: Social Studies

Research Cited: The Effects of Vocabulary Instruction: A Meta-analysis. S. Stahl and M. Fairbanks (Review of Educational Research, 1986)

Tier: Tier 1

Activity - Support Social Studies Vocabulary (SS.1.3.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Yale Public Schools

Teachers will use educational websites (such as MC3), periodicals and teaching strategies to build and review social studies vocabulary comprehension. Schools: All Schools	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	General Fund	Assistant Superintendent, Building Administrators and Classroom Teachers
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Strategy 2:

Informational Reading - All teachers will use a variety of informational texts, including websites and other technological media sources, to support social studies instruction.

Category: Social Studies

Research Cited: Connecting Children to the Bigger World: Reading Newspapers in School. S. Oldendorf and A. Calloway (Social Studies and the Young Learner, 21(2), 17-19)

Tier: Tier 1

Activity - Support Informational Text (SS.1.1.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide leveled reading pieces, weekly periodicals and web-based reading activities to support reading informational text Schools: All Schools	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	General Fund	Assistant Superintendent, Building Administrators and Classroom Teachers

Strategy 3:

Differentiated Instruction - Teachers will provide differentiated instruction in order to best meet the needs of all learners. This may include remediation strategies, extra practice, supplemental materials, enrichment activities, extended time and additional instructional time outside the normal school schedule.

Category: Social Studies

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners: Carol Tomlinson, (1999)

Tier: Tier 1

Activity - Support Differentiated Instruction (SS.1.2.1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Yale Public Schools

Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano, Spencer Kagan, Five Dimensions Teaching Strategies, as well as other researched best practices. Schools: All Schools	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Title II Part A	Assistant Superintendent, Building Administrators and Classroom Teachers
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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
Support Read and Achieve Paraprofessional Support (R.1.6.3)	Paraprofessionals will oversee the Read and Achieve programs that encourage students to read and earn rewards for their efforts.	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Parent Involvement (R.1.6.1)	Parents are involved in the Read and Achieve program to read with their child and encourage them to read for better understanding and pleasure.	Parent Involvement	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Director of Title I, Building Administrator and Paraprofessionals
Support Read and Achieve (R.1.6.4)	Students are able to participate in a an after school reading program that encourages students to read and earn rewards for completing novels.	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I, Building Administrators and Paraprofessionals
Support Paraprofessional Assistance (R.1.6.2)	Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction.	Direct Instruction	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers

General Fund

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

Yale Public Schools

Support Keyboarding (W.1.2.1)	Teachers will provide time and activities to expose students to keyboard usage. This could be done during Writers Workshop, or as practice in the computer lab for a few minutes per week.	Academic Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Reading Assessments (R.1.5.1)	Staff will utilize a variety of reading assessments to better identify students who have deficiencies in reading.	Professional Learning	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Social Studies Vocabulary (SS.1.3.1)	Teachers will use educational websites (such as MC3), periodicals and teaching strategies to build and review social studies vocabulary comprehension.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Informational Text (SS.1.1.1)	Teachers will provide leveled reading pieces, weekly periodicals and web-based reading activities to support reading informational text	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Math Fact Fluency	Teachers will provide students with time and technology to practice math facts on a fact practice website, or other math fact practice game or activity. The duration of this fact practice should be between 5-10 minutes.	Direct Instruction	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Principal, and Classroom Teacher
Supporting Differentiated Instruction and Intervention (W.1.1.2)	Teachers will meet students needs by providing remediation, extra practice, enrichment activities and extra time with materials specific to the students' academic level and interest.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers

District Improvement Plan

Yale Public Schools

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Technology Use in Science Instruction (SCI.1.2.1)	Teachers will integrate appropriate web-based applications into science instruction to increase hands on learning and student depth of knowledge.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Science Vocabulary (SCI.1.3.1)	Teachers will use websites and teaching strategies to build and review scientific vocabulary comprehension.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Content Literacy Strategies (R.1.4.1)	Teachers will use content literacy strategies as a way to assist students develop an understanding of narrative and informational text.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Principals, and Classroom Teachers
Support Content Reading Strategies (R.1.5.2)	All teachers and paraprofessionals will be trained in content-relevant strategies to improve students reading, literacy and comprehension.	Professional Learning	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Class-Size Reduction Program (R.1.3.2)	To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention	Class Size Reduction	Tier 2	Implement	08/28/2017	06/01/2018	\$0	Assistant Superintendent and Building Administrator

District Improvement Plan

Yale Public Schools

Support Mathematical Practices (M.1.4.1)	Teachers will participate in professional development for Common Core Math Practices through various forms, such as RESA consultants, peer coaching, departmental inservice and other district supported training.	Professional Learning	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administration, and Math Department Heads
Support Reading Technology Professional Development (R.1.2.1)	Teachers and paraprofessionals will be trained in the use of technology based reading intervention programs in order to effectively implement those programs for improvement of student literacy.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent
Support Teacher Training on Comprehension Strategies (R.1.4.2)	Through local teacher collaboration and training with the RESA staff, teachers will share and develop strategies on utilizing comprehensive instructional strategies and techniques.	Professional Learning	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Math Talk / Math Moves	All teachers will use Math Talk / Math Moves when delivering lessons to their students. Features of Talk Moves and Math Talk include: Revoicing, Repeating, Reasoning, Adding On and Wait Time.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Principal and Classroom Teacher
Support Differentiated Instruction (R.1.3.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano, Five Dimensions Teaching Strategies, and other researched best practices.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Class-Size Reduction Program (M.1.4.2)	To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention	Class Size Reduction	Tier 2	Implement	08/29/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrator
Support Reading Assessment Professional Development (R.1.5.3)	Teachers and paraprofessionals will be trained in a variety of reading assessments (some-tech-based) that will quickly identify students who are in need of interventions in reading. These assessments will also diagnose reading deficiencies and monitor student progress in reading.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators

District Improvement Plan

Yale Public Schools

Support Differentiated Instruction (SS.1.2.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano, Spencer Kagan, Five Dimensions Teaching Strategies, as well as other researched best practices.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Math Vocabulary (M.1.2.1)	Teachers will provide students with the opportunity to learn and use the math vocabulary in engaging ways through activities and lessons. Teachers will also display grade level appropriate vocabulary on a math word wall (elementary).	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administration, Math Department Heads and Classroom Teachers
Support Math Technology Professional Development (M.1.3.2)	Teachers and paraprofessionals will be trained in the use of technology based math intervention programs in order to effectively implement those programs for improvement of student math comprehension.	Professional Learning	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Differentiated Instruction (SCI.1.1.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano, Spencer Kagan, Five Dimensions Teaching Strategies, as well as other researched best practices.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrator and Classroom Teacher
Student Engagement	Teachers will use a variety of cooperative learning strategies, (ie Kagan Structures), to increase student engagement and build understanding through peer to peer content specific discussions.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Principal, and Classroom Teacher
Literacy Essentials	Practices in Literacy Instruction - teachers will successfully utilize MAISA reading strategies and workshop with fidelity focusing on MDE identified quality literacy essentials	Direct Instruction	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Principal, and Classroom Teacher

District Improvement Plan

Yale Public Schools

Support Science Training with Technology (SCI.1.2.2)	Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing technological instructional techniques.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Differentiated Instruction - Teacher Training (W.1.1.1)	Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing differentiated instructional strategies.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Writewell and / or MAISA and Writers Workshop (W.1.3.1)	Teachers will be given time, training and resources necessary in order to successfully implement the Writewell and or MAISA curriculum.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Digital Storytelling (W.1.2.2)	Teachers will provide students with instruction to compose writing pieces using various applications on equipment such as Ipads, tablets and computers.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Math with Technology (M.1.3.1)	Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate math intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school.	Technology	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administration, Math Department Heads and Classroom Teachers
Support Parent Involvement (R.1.6.1)	Parents are involved in the Read and Achieve program to read with their child and encourage them to read for better understanding and pleasure.	Parent Involvement	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Director of Title I, Building Administrator and Paraprofessionals

District Improvement Plan

Yale Public Schools

Support Differentiated Instruction - Technology (R.1.3.3)	Teachers will be supported by leveled books and a web-based program to assist them with addressing the wide variety on academic needs. Students will participate in an online learning exercise to support skills taught in the classroom and practice non-mastered skills.	Technology	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Paraprofessional Assistance (R.1.6.2)	Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction.	Direct Instruction	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Read and Achieve (R.1.6.4)	Students are able to participate in a an after school reading program that encourages students to read and earn rewards for completing novels.	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I, Building Administrators and Paraprofessionals
Support Read and Achieve Paraprofessional Support (R.1.6.3)	Paraprofessionals will oversee the Read and Achieve programs that encourage students to read and earn rewards for their efforts.	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Paraprofessional Assistance (M.1.1.1)	Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction.	Professional Learning	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Reading with Technology (R.1.2.2)	Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate reading intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school.	Technology	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Staffing of Summer School and Tutoring Programs (M.1.5.2)	Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students.	Extra Curricular, Direct Instruction	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators

District Improvement Plan

Yale Public Schools

Support Title I Intervention (W.1.1.3)	Title I staff will work directly with individual students or small groups of students focusing instruction on deficit areas.	Academic Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support for Staffing of Summer School and Tutoring Programs (R.1.1.1)	Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students.	Direct Instruction	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Materials to Support Supplemental Instruction (M.1.5.1)	Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs.	Materials	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Materials to Support Supplemental Instruction (R.1.1.2)	Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs.	Direct Instruction	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators

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
Support Mathematical Practices (M.1.4.1)	Teachers will participate in professional development for Common Core Math Practices through various forms, such as RESA consultants, peer coaching, departmental inservice and other district supported training.	Professional Learning	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administration, and Math Department Heads
Support Math Vocabulary (M.1.2.1)	Teachers will provide students with the opportunity to learn and use the math vocabulary in engaging ways through activities and lessons. Teachers will also display grade level appropriate vocabulary on a math word wall (elementary).	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administration, Math Department Heads and Classroom Teachers
Support Math with Technology (M.1.3.1)	Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate math intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school.	Technology	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administration, Math Department Heads and Classroom Teachers
Support Differentiated Instruction (R.1.3.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano, Five Dimensions Teaching Strategies, and other researched best practices.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators

District Improvement Plan

Yale Public Schools

Support Differentiated Instruction - Technology (R.1.3.3)	Teachers will be supported by leveled books and a web-based program to assist them with addressing the wide variety on academic needs. Students will participate in an online learning exercise to support skills taught in the classroom and practice non-mastered skills.	Technology	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Content Literacy Strategies (R.1.4.1)	Teachers will use content literacy strategies as a way to assist students develop an understanding of narrative and informational text.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Principals, and Classroom Teachers
Support Teacher Training on Comprehension Strategies (R.1.4.2)	Through local teacher collaboration and training with the RESA staff, teachers will share and develop strategies on utilizing comprehensive instructional strategies and techniques.	Professional Learning	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Science Vocabulary (SCI.1.3.1)	Teachers will use websites and teaching strategies to build and review scientific vocabulary comprehension.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Technology Use in Science Instruction (SCI.1.2.1)	Teachers will integrate appropriate web-based applications into science instruction to increase hands on learning and student depth of knowledge.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Science Training with Technology (SCI.1.2.2)	Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing technological instructional techniques.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers

District Improvement Plan

Yale Public Schools

Supporting Differentiated Instruction and Intervention (W.1.1.2)	Teachers will meet students needs by providing remediation, extra practice, enrichment activities and extra time with materials specific to the students' academic level and interest.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Writewell and / or MAISA and Writers Workshop (W.1.3.1)	Teachers will be given time, training and resources necessary in order to successfully implement the Writewell and or MAISA curriculum.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Digital Storytelling (W.1.2.2)	Teachers will provide students with instruction to compose writing pieces using various applications on equipment such as Ipads, tablets and computers.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Keyboarding (W.1.2.1)	Teachers will provide time and activities to expose students to keyboard usage. This could be done during Writers Workshop, or as practice in the computer lab for a few minutes per week.	Academic Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Differentiated Instruction - Teacher Training (W.1.1.1)	Through local teacher collaboration and training with the local RESA staff, teachers will share and develop strategies on utilizing differentiated instructional strategies.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Social Studies Vocabulary (SS.1.3.1)	Teachers will use educational websites (such as MC3), periodicals and teaching strategies to build and review social studies vocabulary comprehension.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Informational Text (SS.1.1.1)	Teachers will provide leveled reading pieces, weekly periodicals and web-based reading activities to support reading informational text	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers

District Improvement Plan

Yale Public Schools

Support Reading Assessments (R.1.5.1)	Staff will utilize a variety of reading assessments to better identify students who have deficiencies in reading.	Professional Learning	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Content Reading Strategies (R.1.5.2)	All teachers and paraprofessionals will be trained in content-relevant strategies to improve students reading, literacy and comprehension.	Professional Learning	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Reading Assessment Professional Development (R.1.5.3)	Teachers and paraprofessionals will be trained in a variety of reading assessments (some-tech-based) that will quickly identify students who are in need of interventions in reading. These assessments will also diagnose reading deficiencies and monitor student progress in reading.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Paraprofessional Assistance (R.1.6.2)	Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction.	Direct Instruction	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Support Reading Technology Professional Development (R.1.2.1)	Teachers and paraprofessionals will be trained in the use of technology based reading intervention programs in order to effectively implement those programs for improvement of student literacy.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent
Support Math Technology Professional Development (M.1.3.2)	Teachers and paraprofessionals will be trained in the use of technology based math intervention programs in order to effectively implement those programs for improvement of student math comprehension.	Professional Learning	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Differentiated Instruction (SCI.1.1.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano, Spencer Kagan, Five Dimensions Teaching Strategies, as well as other researched best practices.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrator and Classroom Teacher

District Improvement Plan

Yale Public Schools

Support Differentiated Instruction (SS.1.2.1)	Teachers will be trained to better meet the individual academic needs of each student. Instructional strategies include those fostered by Robert Marzano, Spencer Kagan, Five Dimensions Teaching Strategies, as well as other researched best practices.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Administrators and Classroom Teachers
Math Talk / Math Moves	All teachers will use Math Talk / Math Moves when delivering lessons to their students. Features of Talk Moves and Math Talk include: Revoicing, Repeating, Reasoning, Adding On and Wait Time.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Principal and Classroom Teacher
Literacy Essentials	Practices in Literacy Instruction - teachers will successfully utilize MAISA reading strategies and workshop with fidelity focusing on MDE identified quality literacy essentials	Direct Instruction	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Principal, and Classroom Teacher
Math Fact Fluency	Teachers will provide students with time and technology to practice math facts on a fact practice website, or other math fact practice game or activity. The duration of this fact practice should be between 5-10 minutes.	Direct Instruction	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Principal, and Classroom Teacher
Student Engagement	Teachers will use a variety of cooperative learning strategies, (ie Kagan Structures), to increase student engagement and build understanding through peer to peer content specific discussions.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent, Building Principal, and Classroom Teacher

Yale Elementary School

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

Support Title I Intervention (W.1.1.3)	Title I staff will work directly with individual students or small groups of students focusing instruction on deficit areas.	Academic Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Read and Achieve (R.1.6.4)	Students are able to participate in a an after school reading program that encourages students to read and earn rewards for completing novels.	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I, Building Administrators and Paraprofessionals
Support Read and Achieve Paraprofessional Support (R.1.6.3)	Paraprofessionals will oversee the Read and Achieve programs that encourage students to read and earn rewards for their efforts.	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Parent Involvement (R.1.6.1)	Parents are involved in the Read and Achieve program to read with their child and encourage them to read for better understanding and pleasure.	Parent Involvement	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Director of Title I, Building Administrator and Paraprofessionals
Support for Staffing of Summer School and Tutoring Programs (R.1.1.1)	Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students.	Direct Instruction	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Materials to Support Supplemental Instruction (R.1.1.2)	Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs.	Direct Instruction	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Reading with Technology (R.1.2.2)	Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate reading intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school.	Technology	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Paraprofessional Assistance (M.1.1.1)	Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction.	Professional Learning	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators

District Improvement Plan

Yale Public Schools

Support Staffing of Summer School and Tutoring Programs (M.1.5.2)	Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students.	Extra Curricular, Direct Instruction	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Materials to Support Supplemental Instruction (M.1.5.1)	Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs.	Materials	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Class-Size Reduction Program (M.1.4.2)	To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention	Class Size Reduction	Tier 2	Implement	08/29/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrator
Support Class-Size Reduction Program (R.1.3.2)	To assist in closing the achievement gap, select students will be placed into a reduced third grade classroom. The classroom teacher, paraprofessional staff, and special education teacher will work together to provide targeted instruction and intervention	Class Size Reduction	Tier 2	Implement	08/28/2017	06/01/2018	\$0	Assistant Superintendent and Building Administrator

John F. Farrell-Emmett Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Read and Achieve (R.1.6.4)	Students are able to participate in a an after school reading program that encourages students to read and earn rewards for completing novels.	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I, Building Administrators and Paraprofessionals
Support Read and Achieve Paraprofessional Support (R.1.6.3)	Paraprofessionals will oversee the Read and Achieve programs that encourage students to read and earn rewards for their efforts.	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Parent Involvement (R.1.6.1)	Parents are involved in the Read and Achieve program to read with their child and encourage them to read for better understanding and pleasure.	Parent Involvement	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Director of Title I, Building Administrator and Paraprofessionals

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Yale Public Schools

Avoca Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Title I Intervention (W.1.1.3)	Title I staff will work directly with individual students or small groups of students focusing instruction on deficit areas.	Academic Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Read and Achieve (R.1.6.4)	Students are able to participate in a an after school reading program that encourages students to read and earn rewards for completing novels.	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I, Building Administrators and Paraprofessionals
Support Read and Achieve Paraprofessional Support (R.1.6.3)	Paraprofessionals will oversee the Read and Achieve programs that encourage students to read and earn rewards for their efforts.	Extra Curricular	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Parent Involvement (R.1.6.1)	Parents are involved in the Read and Achieve program to read with their child and encourage them to read for better understanding and pleasure.	Parent Involvement	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Director of Title I, Building Administrator and Paraprofessionals
Support for Staffing of Summer School and Tutoring Programs (R.1.1.1)	Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students.	Direct Instruction	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Materials to Support Supplemental Instruction (R.1.1.2)	Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs.	Direct Instruction	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators
Support Reading with Technology (R.1.2.2)	Teachers and paraprofessionals will utilize a variety of technology based, grade appropriate reading intervention programs to better meet the individual needs of the students and address the remedial needs of the non-proficient students. The interventions will be employed during the school day, after school and during summer school.	Technology	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Director of Title I and Building Administrators

District Improvement Plan

Yale Public Schools

Support Paraprofessional Assistance (M.1.1.1)	Paraprofessional staff will provide educational assistance to struggling students and could include technology supported instruction.	Professional Learning	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Staffing of Summer School and Tutoring Programs (M.1.5.2)	Highly qualified teachers and paraprofessionals will be hired and scheduled to provide summer school tutoring for students.	Extra Curricular, Direct Instruction	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators
Support Materials to Support Supplemental Instruction (M.1.5.1)	Staff providing tutoring or extended year tutoring will have access to consumable materials and access to technology based programs in order to carry out the tutoring of non-proficient students attending these programs.	Materials	Tier 3	Implement	08/28/2017	06/15/2018	\$0	Assistant Superintendent and Building Administrators