

# **CMUE SIP 2015-2016**

Central Montcalm Upper Elem. School

Central Montcalm Public Schools

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## Overview

### Plan Name

CMUE SIP 2015-2016

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Central Montcalm Upper Elementary will become proficient in social studies standards	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students will become proficient in writing.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$800
3	All students will be proficient in science	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
4	All students at CMUE will be proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$103800
5	All Students will be proficient readers.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$506338
6	All Students at Central Montcalm Upper Elementary will participate in a safe and civil learning environment.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

## Goal 1: All students at Central Montcalm Upper Elementary will become proficient in social studies standards

**Measurable Objective 1:**

100% of Fifth grade students will demonstrate a proficiency 10% gain in Social Studies by 06/10/2014 as measured by 5th grade M-Step.

**Strategy 1:**

Professional Development - The district will provide professional development on the C-3 Framework

Research Cited: C-3 Framework

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies Framework called C-3 Framework will be presented and used by staff as developed by State	Curriculum Development	Tier 1		09/07/2015	06/10/2016	\$0	General Fund	All Upper Elementary teachers

## Goal 2: All students will become proficient in writing.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in writing skills in English Language Arts by 05/01/2017 as measured by rubrics from Treasures.

**Strategy 1:**

Use Lesson Plan templates Rtl forms - All teachers will use the PLC lesson plan template for CCSS instruction (in binder) and will monitor student learning on Rtl forms (on Google doc). Grade level teams will meet weekly to review Tier 2 strategy groupings, and RTI-1 teams will monitor students lack of mastery learning after Tier 2 interventions.

Research Cited: Research Cited: Chappuis, Jan. (2009) Seven Strategies of Assessment for Learning. Educational Testing Service, Ch. 5. Focusing on one learning target at a time and Revisions.

Schmoker, M. (2006) Building Engaged Schools. New York, NY: Gallup Press. Marzano, Robert J. (2003) What Works in Schools: Translating Research into Action. ASCD, Reston, Virginia. Ch 2

Conzemius, A and O'Neill, J. (2001) Building Shared Responsibility for Student Learning, Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Intervention / Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will offer intervention / enrichment to all students based on CCSS performance as listed on Rtl forms.	Direct Instruction	Tier 1	Implement	09/02/2014	05/01/2017	\$0	General Fund	All CMUE teachers Principal
Activity - Student self assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will know how to use a rubric to measure their writing performance. Writing samples will be collected Sep, Jan and March. Teachers report proficiency in Google doc. Grade levels will choose which KIND of writing is to be measured for the year. Direct instruction occurs after each grade level has analyzed student work.	Direct Instruction	Tier 1	Implement	09/02/2014	05/01/2017	\$0	General Fund	All CMUE teachers Principal

**Strategy 2:**

Parent involvement in Writing - CMUE will offer an opportunity for parents to attend writing sessions to provide strategies to use with their children.

Research Cited: Research Cited: Chappuis, Jan. (2009) Seven Strategies of Assessment for Learning. Educational Testing Service, Ch. 5. Focusing on one learning target at a time and Revisions.

Schmoker, M. (2006) Building Engaged Schools. New York, NY: Gallup Press. Marzano, Robert J. (2003) What Works in Schools: Translating Research into Action. ASCD, Reston, Virginia. Ch 2

Conzemius, A and O'Neill, J. (2001) Building Shared Responsibility for Student Learning, Alexandria, VA: ASCD.

Tomlinson, Carol A. (2003) How to Differentiate Instruction in Mixed Ability Classrooms. ASCD

Homework/Parent Involvement Marzano, Robert J. (2001) Classroom Instruction that Works. Ch. 5 Homework and Practice. ASCD.

Jackson, Robyn. (2010) How to Support Struggling Students. ASCD

Tier: Tier 1

Activity - Classroom participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be invited to participate in a classroom writing activity.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	05/01/2017	\$800	Title I Part A	CMUE teachers Principal

**Goal 3: All students will be proficient in science**

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency for mastery of Science standards in Science by 06/02/2017 as measured by State assessments (M-Step).

**Strategy 1:**

Professional Development - All UE teachers will be trained in New Generation Science Standards and learn how to determine what a good science program looks like for student mastery

Research Cited: State documents on New Generation Science

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for all CMUE teachers to know and understand new standards for Science in Michigan and to learn how to determine good programming	Curriculum Development	Tier 1		09/01/2015	06/04/2016	\$1000	Title I Part D	Curriculum director teachers

**Goal 4: All students at CMUE will be proficient in mathematics.**

**Measurable Objective 1:**

85% of All Students will demonstrate a proficiency 34/45 of total math score in Mathematics by 05/01/2017 as measured by DIBELS - Easycbm math Benchmark Testing .

**Strategy 1:**

Use Lesson Plan Templates/RTI Forms - All teachers will teach CCSS from the PLC template (binder) and will monitor student learning with RTI form (on Google doc). Grade level teams will analyze data each week for Tier 2 interventions, and RTI-1 will monitor the entries each week for lack of student progress.

Research Cited: Mike Schmoker (PLC) Building Engaged Schools (2006), Dr. Anthony Muhammad (RTI)

Tier: Tier 1

Activity - Intervention / Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will offer intervention/enrichment to all students based on C.C.S.S. performance and listed on RTI form.	Academic Support Program	Tier 1	Implement	05/01/2014	05/01/2017	\$0	No Funding Required	All teachers

Activity - Graphing Performance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will graph their math performance as determined by grade level teachers.	Academic Support Program	Tier 1	Implement	05/01/2014	05/01/2017	\$0	No Funding Required	All teachers

Activity - Use Reflex math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Reflex math as a tool for math fact fluency and teachers will use it for data collection	Technology	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$3000	General Fund	Teachers Principal

**Strategy 2:**

Parent Involvement - Math - Teachers will plan activities to involve parents in student learning.

Research Cited: Marszanno, Robert J. (2003) What Works in Schools. Translating Research into Action. ASCD, Virginia. Ch 2, Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press, Canter, L and M (2001) Parents on Your Side. Bloomington, IN: Solution Tree

Tier: Tier 1

Activity - Classroom Participation Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be invited to participate in the classroom to learn about math they can do with their kids.	Academic Support Program	Tier 1	Implement	09/01/2015	05/01/2017	\$800	Title I Part A	All teachers and principal

**Strategy 3:**

Supplemental Services - Math - Students that have not yet mastered the CCSS in mathematics are identified for Title/At-Risk services.

Research Cited: Chappuis, Jan. (2009) Seven Strategies of Assessment for Learning. Educational Testing Service, Ch. 5. Focusing on one learning target at a time and Revisions. Schmoker, M. (2006) Building Engaged Schools. New York, NY: Gallup Press. Marzano, Robert J. (2003) What Works in Schools: Translating Research into Action. ASCD, Reston, Virginia. Ch 2 Conzemius, A and O'Neill, J. (2001) Building Shared Responsibility for Student Learning, Alexandria, VA: ASCD. Payne, Ruby (2009) Research Based Strategies: Narrowing the Achievement Gap for Under Resourced Students, Highlands, TX: Aha! Process, Inc.

Tier: Tier 3

Activity - Academic Support Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers will refer students based on assessments taken by all students. Title I and At-Risk Staff will select and support the students who qualify (based on previously set criteria), by implementing instructional support programs. Students will be enrolled in Academic At-Risk (Do The Math), Title I Math, and/or Behavior Intervention.	Academic Support Program	Tier 3	Implement	05/01/2014	05/01/2017	\$100000	Title I Part A	All Teachers, Principal

**Goal 5: All Students will be proficient readers.**



**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency with a year's growth in Reading by 05/01/2017 as measured by SRI grade level Lexiles (gr. 3,4,5) or make a year's growth (Using the Lexile\* Grade Level Conversion Chart). For 2nd grade based on DRA (Diagnostic Reading Assessment)..

**Strategy 1:**

Use Lesson Plan Templates and RTI Forms - All teachers will teach CCSS from the PLC template (binder) and will monitor student learning with RTI form (on Google doc). Grade level teams will analyze data each week for Tier 2 interventions, and RTI-1 will monitor the entries each week for lack of student progress.

Research Cited: Schmoker, M. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Marzano, Robert J. (2003) What Works in Schools: Translating Research into Action. ASCD, Reston, Virginia. Ch 2

Conzemius, A and O'Neill, J. (2001) Building Shared Responsibility for Student Learning, Alexandria, VA: ASCD.

Payne, Ruby (2009) Research Based Strategies: Narrowing the Achievement Gap for Under Resourced Students, Highlands, TX: Aha! Process, Inc.

Tier: Tier 1

Activity - Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will offer intervention/enrichment to all students based on CCSS performance and RTI forms.	Academic Support Program	Tier 1	Implement	09/02/2014	05/01/2017	\$0	No Funding Required	All General Ed Teaching Staff

Activity - Student Graphing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will graph their fluency and SRI scores.	Academic Support Program	Tier 1	Implement	09/02/2014	05/01/2017	\$0	No Funding Required	All Teaching Staff.

**Strategy 2:**

Parent Involvement/ Reading - Parents will be involved in weekly homework and encouraged to be involved in the classrooms.

Research Cited: Schmoker, M. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Marzano, Robert J. (2003) What Works in Schools: Translating Research into Action. ASCD, Reston, Virginia. Ch 2

Conzemius, A and O'Neill, J. (2001) Building Shared Responsibility for Student Learning, Alexandria, VA: ASCD.

Payne, Ruby (2009) Research Based Strategies: Narrowing the Achievement Gap for Under Resourced Students, Highlands, TX: Aha! Process, Inc.

Tier: Tier 1

Activity - Homework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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AI students will read at least 15 minutes a night four days a week. This will be validated with a parent's signature.	Parent Involvement	Tier 1	Implement	09/02/2014	05/01/2017	\$0	No Funding Required	All general education teaching staff
<b>Activity - Classroom participation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All parents will be invited to participate in the classroom to help their children read fluently and comprehend what they have read.	Parent Involvement	Tier 1	Implement	01/01/2015	05/01/2017	\$800	Title I Part A	All staff

**Strategy 3:**

Supplemental Services Reading - Students that have not yet mastered the CCSS in reading are identified for Title/At Risk services.

Research Cited: Schmoker, M. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Marzano, Robert J. (2003) What Works in Schools: Translating Research into Action. ASCD, Reston, Virginia. Ch 2

Conzemius, A and O'Neill, J. (2001) Building Shared Responsibility for Student Learning, Alexandria, VA: ASCD.

Payne, Ruby (2009) Research Based Strategies: Narrowing the Achievement Gap for Under Resourced Students, Highlands, TX: Aha! Process, Inc.

Tier: Tier 2

<b>Activity - Title I pull-out</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Title teachers will provide pullout services for students that meet Title eligibility/criteria. Students will use Triumphs or Read 180.	Academic Support Program	Tier 2	Monitor	09/02/2014	05/01/2017	\$96138	Title I Part A	Title 1 ELA Teachers.
<b>Activity - At-Risk Programs</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
At-Risk programs using System 44 and Behavior Interventions.	Academic Support Program	Tier 2	Implement	09/02/2014	05/01/2017	\$150700	Section 31a	At Risk Teacher and Behavior Interventionist
<b>Activity - Special Education</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Special Education Students will receive additional instruction from a Special Education Teacher	Academic Support Program	Tier 3	Implement	09/02/2014	05/01/2017	\$250000	Special Education	Special Education Teachers

Activity - REad 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 pull out using Read 180	Technology	Tier 2	Implement	09/01/2015	07/01/2016	\$4000	Title I Part A	Title teacher
Activity - PD for new teacher /Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
professional development for new title one teacher	Professional Learning	Tier 2	Implement	08/03/2015	06/01/2016	\$1700	Title II Part A	Title 1 teacher Principal
Activity - System 44	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System 44 hosting cost and reproducibles and maybe even manipulatives	Technology	Tier 2	Implement	09/01/2015	08/01/2016	\$3000	Section 31a	Julie Schafer Principal

## Goal 6: All Students at Central Montcalm Upper Elementary will participate in a safe and civil learning environment.

### Measurable Objective 1:

demonstrate a behavior by being proactive with a positive behavior approach to increase student learning by 05/01/2017 as measured by teacher logged behaviors each month.

### Strategy 1:

Building Wide Discipline Procedure - Building leaders will create a plan and disseminate it to all teachers. An explanation will be given on how to incorporate it into daily practice and what the expectation is for documenting and reporting discipline challenges in the classroom. The monthly reporting will provide baseline data, to drive positive behavior supports put into place and will help measure growth.

Research Cited: Sprick, R., and Daniels, K. (2010). Managing Student Behavior. Principal Leadership, 11(1), 18-21. Sprick, R. (2010). Shaping student behavior. SEEN Magazine, 12(2), 90-91.

Tier: Tier 1

Activity - District staff training in MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District collaboration with ISD MTSS team for implementation of behavior support system	Behavioral Support Program	Tier 1	Getting Ready	06/01/2015	06/01/2016	\$0	Other	Principal of UE CMUE representative
<b>Activity - Collecting base line data of student behaviors</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers log student behaviors according to color of hands, feet, mouth, heart, eyes	Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	08/01/2016	\$0	No Funding Required	Principal Teachers
<b>Activity - Implementing discipline procedure</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers follow consequences of procedures, logins, calls, home and bringing data to monthly meetings where data is analyzed for what behavioral instruction is needed.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	06/03/2016	\$0	No Funding Required	PRNCIPAL Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education	Special Education Students will receive additional instruction from a Special Education Teacher	Academic Support Program	Tier 3	Implement	09/02/2014	05/01/2017	\$250000	Special Education Teachers

### Title I Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	PD for all CMUE teachers to know and understand new standards for Science in Michigan and to learn how to determine good programming	Curriculum Development	Tier 1		09/01/2015	06/04/2016	\$1000	Curriculum director teachers

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementing discipline procedure	Teachers follow consequences of procedures, logins, calls, home and bringing data to monthly meetings where data is analyzed for what behavioral instruction is needed.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	06/03/2016	\$0	PRINCIPAL Teachers
Graphing Performance	Students will graph their math performance as determined by grade level teachers.	Academic Support Program	Tier 1	Implement	05/01/2014	05/01/2017	\$0	All teachers
Collecting base line data of student behaviors	Teachers log student behaviors according to color of hands, feet, mouth, heart, eyes	Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	08/01/2016	\$0	Principal Teachers
Intervention Time	All teachers will offer intervention/enrichment to all students based on CCSS performance and RTI forms.	Academic Support Program	Tier 1	Implement	09/02/2014	05/01/2017	\$0	All General Ed Teaching Staff

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Intervention / Enrichment	All teachers will offer intervention/enrichment to all students based on C.C.S.S. performance and listed on RTI form.	Academic Support Program	Tier 1	Implement	05/01/2014	05/01/2017	\$0	All teachers
Student Graphing	Students will graph their fluency and SRI scores.	Academic Support Program	Tier 1	Implement	09/02/2014	05/01/2017	\$0	All Teaching Staff.
Homework	All students will read at least 15 minutes a night four days a week. This will be validated with a parent's signature.	Parent Involvement	Tier 1	Implement	09/02/2014	05/01/2017	\$0	All general education teaching staff

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD for new teacher /Read 180	professional development for new title one teacher	Professional Learning	Tier 2	Implement	08/03/2015	06/01/2016	\$1700	Title 1 teacher Principal

**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
District staff training in MTSS	District collaboration with ISD MTSS team for implementation of behavior support system	Behavioral Support Program	Tier 1	Getting Ready	06/01/2015	06/01/2016	\$0	Principal of UE CMUE representative

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention / Enrichment	All teachers will offer intervention / enrichment to all students based on CCSS performance as listed on Rtl forms.	Direct Instruction	Tier 1	Implement	09/02/2014	05/01/2017	\$0	All CMUE teachers Principal
Use Reflex math	Students will use Reflex math as a tool for math fact fluency and teachers will use it for data collection	Technology	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$3000	Teachers Principal
Professional Development	Social Studies Framework called C-3 Framework will be presented and used by staff as developed by State	Curriculum Development	Tier 1		09/07/2015	06/10/2016	\$0	All Upper Elementary teachers

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Student self assessment	Students will know how to use a rubric to measure their writing performance. Writing samples will be collected Sep, Jan and March. Teachers report proficiency in Google doc. Grade levels will choose which KIND of writing is to be measured for the year. Direct instruction occurs after each grade level has analyzed student work.	Direct Instruction	Tier 1	Implement	09/02/2014	05/01/2017	\$0	All CMUE teachers 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
Classroom participation	All parents will be invited to participate in the classroom to help their children read fluently and comprehend what they have read.	Parent Involvement	Tier 1	Implement	01/01/2015	05/01/2017	\$800	All staff
REad 180	Tier 2 pull out using Read 180	Technology	Tier 2	Implement	09/01/2015	07/01/2016	\$4000	Title teacher
Classroom participation	All parents will be invited to participate in a classroom writing activity.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	05/01/2017	\$800	CMUE teachers Principal
Title I pull-out	Title teachers will provide pullout services for students that meet Title eligibility/criteria. Students will use Triumphs or Read 180.	Academic Support Program	Tier 2	Monitor	09/02/2014	05/01/2017	\$96138	Title 1 ELA Teachers.
Classroom Participation Activity	All parents will be invited to participate in the classroom to learn about math they can do with their kids.	Academic Support Program	Tier 1	Implement	09/01/2015	05/01/2017	\$800	All teachers and principal
Academic Support Programs	General Education teachers will refer students based on assessments taken by all students. Title I and At-Risk Staff will select and support the students who qualify (based on previously set criteria), by implementing instructional support programs. Students will be enrolled in Academic At-Risk (Do The Math), Title I Math, and/or Behavior Intervention.	Academic Support Program	Tier 3	Implement	05/01/2014	05/01/2017	\$100000	All Teachers, Principal

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
System 44	System 44 hosting cost and reproducibles and maybe even manipulatives	Technology	Tier 2	Implement	09/01/2015	08/01/2016	\$3000	Julie Schafer Principal

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At-Risk Programs	At-Risk programs using System 44 and Behavior Interventions.	Academic Support Program	Tier 2	Implement	09/02/2014	05/01/2017	\$150700	At Risk Teacher and Behavior Interventionist
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