

2018-2019 School Improvement Plan

Alanson Public School

Alanson Public Schools

Mr. Dean Paul, Superintendent
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ALANSON, MI 49706-9247

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Overview

Plan Name

2018-2019 School Improvement Plan

Plan Description

18-19 SIP

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 will demonstrate proficiency in English Language Arts (ELA).	Objectives: 1 Strategies: 4 Activities: 15	Organizational	\$40595
2	All students will demonstrate proficiency in Science.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$0
3	Alanson Public Schools will enhance and improve home/school communication, parenting skills and increase family engagement and participation through planned activities and events.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$4500
4	All students will demonstrate proficiency in Mathematics.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$53495

Goal 1: All students will demonstrate proficiency in English Language Arts (ELA).

Measurable Objective 1:

demonstrate a proficiency by scoring at or above benchmark by 06/07/2019 as measured by the NWEA Reading Assessment.

Strategy 1:

High Quality Teaching & Learning Project (HQTL) - Teachers will work in collaborative teams with same-content and grade-band educators across the ISD to identify priority and supporting standards, develop learning targets, success criteria, learning progressions, and aligned formative assessments to ensure a guaranteed and viable curriculum exists and is implemented for all students.

Category: English/Language Arts

Research Cited: Ainsworth, L., & Viegut, D. (2006). Common formative assessments: how to connect standards-based instruction and assessment. Thousand Oaks, Calif.: Corwin Press.

Ainsworth, L. & Viegut, D. (2014). Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment. Thousand Oaks, Calif.: Corwin Press.

Prioritizing the Common Core: Identifying the Specific Standards to Emphasize the Most. Englewood, CO: Lead+Learn Press, 2013.

Marzano, R., Yanoski, D., Hoegh, J. & Simms, J. (2013). Using Common Core Standards To Enhance Classroom Instruction and Assessment. Marzano Research Laboratory.

Popham, W.J. (2003). Test better, teach better: The Instructional Role of Assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, Douglas. Making Standards Work. Englewood, CO: Lead+Learn Press, 2002.

Tier: Tier 1

Activity - School Readiness Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District, building and teacher leaders will use the "School Readiness Checklist" prepared by Char-Em ISD to assess strengths and address gaps in readiness prior to engagement in the initiative. School readiness steps include providing an overview of the initiative to all instructional staff, securing at least 80% support from instructional staff, identifying instructional leaders for participation in collaborative learning teams, securing the commitment of team members to participate in five identified learning dates (3/8/18, 6/12/18, 6/13/18, 8/14/18, 8/15/18), securing building leader commitment to prioritizing the work, supporting staff in learning and data review and attending the training as a building leader.	Curriculum Development	Tier 1	Getting Ready	03/08/2018	06/07/2019	\$0	No Funding Required	3 Science Teachers and 3 ELA Teachers
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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, serving as members of ISD-wide collaborative teams on behalf of their school, will participate with same content area, same grade-band colleagues in five training dates (3/8/18, 6/12/18, 6/13/18, 8/14/18, 8/15/18). Professional learning will be facilitated by Larry Ainsworth, author of Common Formative Assessments 2.0 (2015). Learning will focus on the identification of priority and supporting standards, development of clear learning targets, success criteria, learning progressions and aligned formative assessments. All participants will receive a copy of and be engaged in the processes outlined in Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment (2015) and the supporting workbook. Participating teachers will leave this professional learning with one developed model unit from which they may build the remaining 6-8 units per content area.	Professional Learning	Tier 1	Getting Ready	03/08/2018	06/30/2019	\$0	No Funding Required	3 ELA teachers and 3 Science Teachers

Activity - Building Scale Up Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District, building and teacher leaders who served on collaborative ISD-wide teams will work in conjunction with the ISD to develop a scale-up plan that builds a common understanding of priority standards, learning targets, success criteria, learning progressions, and formative assessments amongst instructional staff (teachers, instructional coaches, and paraprofessionals). Additionally, the plan will address building-wide expectations for implementation of the initial model unit, a timeline and process for the development and implementation of the 6-8 remaining units in ELA and Science and development of units in Mathematics and Social Studies, the ongoing scaffolds/supports available during implementation, and a monitoring plan inclusive of data review and analysis.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$0	No Funding Required	3 ELA teachers and 3 Science teachers

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Activity - Ongoing Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue the work of unit design (development of priority standards, learning targets, success criteria, learning progressions, and formative assessments), in accordance with the scale-up plan timeline and processes established, until units in each of the four core content areas are completed. District and school leaders will provide adequate time, resources, and support for the intended outcomes.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$0	No Funding Required	3 ELA teachers & 3 Science Teachers

Strategy 2:

Positive Behavior Interventions & Support (PBIS) - Teachers will work in collaboration with district and building leaders, instructional coaches, the ISD PBIS Leadership Team, and MIBLSI to build and implement multi-tiered systems of emotional, social, and behavioral support, removing barriers to and ensuring access to equitable learning opportunities for all students. We are currently in year 2 of implementation.

Category: School Culture

Research Cited: Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through School-wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. *Prevention Science*, 10, 100-115.

Chaparro, E., Ryan Jackson, K., Baker, S. & Smolkowski, K., (2012) Effective behavioural and instructional support systems: An integrated approach to behaviour and academic support at the district level, *Advances in School Mental Health Promotion*, 5:3, 161-176

Curtis, R., Van Horne, J., Robertson, P., & Karvonen, M. (2010). Outcomes of a school-wide positive behavior support program. *Professional School Counseling* 13:3 159-164.

Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*, 11(3), 113-144.

Luiselli, J. K, Putnam, R. F, Handler, M. W, & Feinberg, A. B. (2005). Whole-School Positive Behaviour Support: Effects on student discipline problems and academic performance. *Educational Psychology*, 25(2-3), 183-198.

McIntosh, K., Flannery, K. B., Sugai, G., Braun, D., & Cochrane, K. L. (2008). Relationships between academics and problem behavior in the transition from middle school to high school. *Journal of Positive Behavior Interventions*, 10(4), 243-255.

Muscott, H., & Mann, E. & LeBrun (2008). Positive behavioral interventions and supports in New Hampshire: Effects of large-scale implementation of schoolwide positive behavior support on student discipline and academic achievement. *Journal of Positive Behavior Interventions*, 10(3), 190-205.

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Ross, S., Romer, N., & Horner, R.H., (2012). Teacher well-being and the implementation of school-wide positive behavior interventions and supports. *Journal of Positive Behavior Interventions*. 14(2) 118-128.

Sprague, J., & Biglan, A., et al).A Randomized Control Trial of SWPBS with Middle Schools.

Tier: Tier 1

Activity - Continue Tier 1 Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools moving into year 2 will continue to implement the strategies and data analysis introduced in year 1 with refinement of process and procedure. Continued review of the District Capacity Assessment and Tiered Fidelity Inventories will be used within the context of scheduled data dialogues to determine and assess levels of implementation and resulting action items.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	All staff

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as members of Schoolwide PBIS team will participate in seven training dates over the course of the first two years of the initiative. Training dates for the 2018-2019 school year are: 10/3, 11/14, 2/13, 3/20. Professional learning will be facilitated by Char-Em ISD PBIS trainers using the MIBLSI training tools. Year 2 learning will focus on: Reviewing data to determine which students may need additional supports, developing an understanding of the critical features of Tier 2 and Tier 3 supports, implementing “Check-In, Check-Out” as a Tier 2 intervention, using data to identify students who may need intensive, individualized support, gaining an understanding of effective functional behavioral assessment and individual student support plans, progress monitoring individual supports and refining data analysis with the school leadership team.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	PBIS Team

Activity - Develop Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School leadership teams will gain understanding of the critical features to be utilized in the creation of Tier 2 interventions. These interventions should be 1) Delivered in Small Groups, 2) Match the Student Need(s), 3) Use Explicit Instruction of Skills, 4) Contain Structured Prompts for Appropriate Behavior, 5) Provide Opportunities to Practice, 6) Offer Frequent Feedback to Students and 7) Provide Supports that Fade as students progress. The school leadership team will provide training, modeling and ongoing support for school staff.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	All staff
Activity - Implement Check-In, Check-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Check-In, Check-Out (CICO) is a secondary intervention that provides support for students by linking them with a familiar adult that they speak with on a daily basis. This provides regular feedback and reinforcement from teachers, includes a family component and adds daily data collection to monitor student progress. Implementation would include a review of data to determine which students need additional Tier 2 support, assignment of an adult for each student and regular monitoring of daily performance data.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	All staff
Activity - Individualized Student Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership Teams will participate in training on Functional Behavioral Assessment in order to identify functions of individual student's behavior with the purpose of creating a comprehensive intervention support plan to encourage desired behaviors. Continued data collection and ongoing progress monitoring will inform team members of the need for continuation, refinement or discontinuation of the individualized plan.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	PBIS Team

Strategy 3:

Essential Instructional Practices in Early Literacy - The "Essential Instructional Practices in Early Literacy" were developed to increase the capacity of instructional staff to improve children's literacy through implementation of a small set (10) of research-supported instructional practices. The implementation focus is on classroom practices, rather than on school- or systems-level practices. Research suggests that each of these ten practices can have a positive impact on literacy development when practices are used in every classroom every day with every child. Although the Early Literacy Essential Practices were developed for grades K-3, they are considered best practice literacy practices that can be easily extended and applied to grades 4-5. Although there are ten essential practices, our school will focus on the following essentials in 2018-2019: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons, 2) Read alouds of age-appropriate books and other materials, print or digital, & 8) Abundant Reading Material and Reading Opportunities in the Classroom.

Category: English/Language Arts

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Research Cited: Baker, S. K., Santoro, L. E., Chard, D. J., Fien, H., Park, Y., & Otterstedt, J. (2013). An Evaluation of an explicit read aloud intervention taught in whole-classroom formats in first grade. *The Elementary School Journal*, 113, 331- 358

Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology*, 98, 44-62.

Brennan, F., & Ireson, J. (1997). Training phonological awareness: A study to evaluate the effects of a program of metalinguistic games in kindergarten. *Reading and Writing: An Interdisciplinary Journal*, 9, 241–263

Bus, A. G., & van IJzendoorn, M. H. (1999). Phonological awareness and early reading: A meta-analysis of experimental training studies. *Journal of Educational Psychology*, 91, 403-414

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

Greene Brabham, E., & Lynch-Brown, C. (2002). Effects of teachers' reading-aloud styles on vocabulary acquisition and comprehension of students in the early elementary grades. *Journal of Educational Psychology*, 94, 465

Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of Concept-Oriented Reading Instruction to knowledge about interventions for motivations in reading. *Educational Psychologist*, 42, 237–250

Marinak, B. A., & Gambrell, L. B. (2008). Intrinsic motivation and rewards: What sustains young children's engagement with text? *Literacy Research and Instruction*, 47, 9-26

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf

Sparks, R. L., Patton, J., & Murdoch, A. (2014). Early reading success and its relationship to reading achievement and reading volume: Replication of '10 years later'. *Reading and Writing*, 27, 189-211

Swanson, E., Vaughn, S., Wanzek, J., Petscher, Y., Heckert, J., Cavanaugh, C., & Tackett, K. (2011). A synthesis of read-aloud interventions on early reading outcomes among preschool through third graders at risk for reading difficulties. *Journal of Learning Disabilities*, 44, 258-275

Tier: Tier 1

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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building leaders and instructional staff will view and engage in learning activities embedded within the Michigan Virtual University “Essential Instructional Practices for Early Literacy” modules. Learning will include module numbers: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons, 2) Read alouds of age-appropriate books and other materials, print or digital, & 8) Abundant Reading Material and Reading Opportunities in the Classroom.</p> <p>All instructional staff will extend module learning through exploration and study of the following resource(s): Writing Pathways Units of Study for Teaching Reading The Reading Strategies Book The Writing Strategies Book No More Sharpening Pencils During Work Time No More Independent Reading Without Support</p>	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$300	Title II Part A	K-3 Teaching Staff

Activity - Secure Instructional & Professional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Allocate and secure funds to purchase the following instructional and professional resources to support and build readiness for implementation of essential practice(s) 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons, 2) Read alouds of age-appropriate books and other materials, print or digital, & 8) Abundant Reading Material and Reading Opportunities in the Classroom.</p> <p>The Reading Strategies Book The Writing Strategies Book No More Sharpening Pencils During Work Time No More Independent Reading Without Support Read Aloud Books for Teachers to use in their classrooms Chart Paper to create new anchor charts</p>	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$500	Title II Part A	K-3 Teaching Staff

Activity - Establish Literacy Coaching Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Building leaders, in collaboration with building ELA instructional staff and Char-Em ISD early literacy coaches for schools identified in the Early Literacy grant project will develop a literacy coaching cycle calendar that includes opportunities throughout the year for teachers to engage in planning and reflective coaching conversations to guide essential practice implementation, build skills through feedback and questioning, and ultimately, increase self-directedness in relationship to mastery implementation of essential practices. Teachers participating in coaching conversations will be provided release time from their classroom and substitute teachers, as necessary, to support the work. K-3 Teachers will have 3 data dialogue days (fall, winter, spring) with the Literacy Coach. Each teacher will participate in at least 3 coaching cycles with the Literacy Coach.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$300	Title II Part A	K-3 Teaching Staff
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Activity - Peer Observations and/or Lab Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers in grades K-5 will be provided an opportunity to observe other teachers' implementation of essential practices during the year. Observations will be conducted by/through Char-Em ISD's Lab Classroom project, which allows teachers to join a teacher cadre throughout the ISD who travel to one another's classrooms for observations and post-observation reflective conversations or observing peer staff members within the district.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	K-3 Teachers

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Currently, the only CCSS-aligned source of data used to inform instruction in Reading is NWEA and Fountas & Pinnell Benchmark assessments. While this data source is helpful, teachers are currently unable to triangulate data or reliably assess student learning to inform instruction. Effective coaching conversations and changes in instructional practice should be grounded in sound and reliable data from multiple sources. To supplement the current K-12 Reading MAISA Curriculum, the school will procure MOBY Max. This assessment will be utilized to provide teachers quick access to formative student learning data. This data will be used during formal data dialogues at the building and department level, in addition to being utilized to inform coaching conversations.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$3495	Title I Schoolwide	K-12 Teaching Staff

Strategy 4:

Tier 2 Reading Interventions - Highly qualified teachers and/or para-educators will be made available during the school day to provide intervention instruction to both individual students and small groups based on NWEA and classroom assessment data, teacher recommendation, and parent request.

Category: English/Language Arts

Research Cited: Fountas, I. C. & Pinnell, G.S. (2003). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8. Portsmouth, NH: Heinemann,

Fountas, I. C. & Pinnell, G.S. (2005). Leveled Books, K–8: Matching Texts to Readers for Effective Teaching. Portsmouth, NH: Heinemann.

Pinnell, G.S. & Fountas, I. C. (1998). Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom. Portsmouth, NH: Heinemann.

Tier: Tier 2

Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A highly qualified teacher and/or para-educator will be provided during the school day to work with small groups (1-3 students) on deficiencies in language arts identified by NWEA/classroom assessments and teacher identification.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$36000	Title I Part A	Title I staff

Goal 2: All students will demonstrate proficiency in Science.

Measurable Objective 1:

demonstrate a proficiency by scoring at or above benchmark on the by 06/30/2019 as measured by NWEA Science Assessment.

Strategy 1:

High Quality Teaching & Learning Project (HQTL) - High Quality Teaching & Learning Standard, Instruction, and Assessment Alignment: Teachers will work in collaborative teams with same-content and grade-band educators across the ISD to identify priority and supporting standards, develop learning targets, success criteria, learning progressions, and aligned formative assessments to ensure a guaranteed and viable curriculum exists and is implemented for all students.

Category: Science

Research Cited: Ainsworth, L., & Viegut, D. (2006). Common formative assessments: how to connect standards-based instruction and assessment. Thousand Oaks, Calif.: Corwin Press.

Ainsworth, L. & Viegut, D. (2014). Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment. Thousand Oaks, Calif.: Corwin Press.

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_____. Prioritizing the Common Core: Identifying the Specific Standards to Emphasize the Most. Englewood, CO: Lead+Learn Press, 2013.

Marzano, R., Yanoski, D., Hoegh, J. & Simms, J. (2013). Using Common Core Standards To Enhance Classroom Instruction and Assessment. Marzano Research Laboratory.

Popham, W.J. (2003). Test better, teach better: The Instructional Role of Assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, Douglas. Making Standards Work. Englewood, CO: Lead+Learn Press, 2002.

Tier: Tier 1

Activity - School Readiness Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District, building and teacher leaders will use the "School Readiness Checklist" prepared by Char-Em ISD to assess strengths and address gaps in readiness prior to engagement in the initiative. School readiness steps include providing an overview of the initiative to all instructional staff, securing at least 80% support from instructional staff, identifying instructional leaders for participation in collaborative learning teams, securing the commitment of team members to participate in five identified learning dates (3/8/18, 6/12/18, 6/13/18, 8/14/18, 8/15/18), securing building leader commitment to prioritizing the work, supporting staff in learning and data review and attending the training as a building leader.	Curriculum Development	Tier 1	Getting Ready	03/08/2018	06/30/2019	\$0	No Funding Required	3 ELA teachers & 3 Science teachers
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers, serving as members of ISD-wide collaborative teams on behalf of their school, will participate with same content area, same grade-band colleagues in five training dates (3/8/18, 6/12/18, 6/13/18, 8/14/18, 8/15/18). Professional learning will be facilitated by Larry Ainsworth, author of Common Formative Assessments 2.0 (2015). Learning will focus on the identification of priority and supporting standards, development of clear learning targets, success criteria, learning progressions and aligned formative assessments. All participants will receive a copy of and be engaged in the processes outlined in Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment (2015) and the supporting workbook. Participating teachers will leave this professional learning with one developed model unit from which they may build the remaining 6-8 units per content area.	Professional Learning, Curriculum Development	Tier 1	Implement	03/08/2018	06/30/2019	\$0	No Funding Required	3 ELA teachers & 3 Science staff
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Activity - Building Scale-Up Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District, building and teacher leaders who served on collaborative ISD-wide teams will work in conjunction with the ISD to develop a scale-up plan that builds a common understanding of priority standards, learning targets, success criteria, learning progressions, and formative assessments amongst instructional staff (teachers, instructional coaches, and paraprofessionals). Additionally, the plan will address building-wide expectations for implementation of the initial model unit, a timeline and process for the development and implementation of the 6-8 remaining units in ELA and Science and development of units in Mathematics and Social Studies, the ongoing scaffolds/supports available during implementation, and a monitoring plan inclusive of data review and analysis.	Curriculum Development	Tier 1	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	3 ELA Teachers & 3 Science Teachers

Activity - Ongoing Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue the work of unit design (development of priority standards, learning targets, success criteria, learning progressions, and formative assessments), in accordance with the scale-up plan timeline and processes established, until units in each of the four core content areas are completed. District and school leaders will provide adequate time, resources, and support for the intended outcomes.	Curriculum Development	Tier 1	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	3 ELA Teachers & 3 Science Teachers

Strategy 2:

Positive Behavior Interventions & Support (PBIS) - Positive Behavior Interventions & Support (PBIS): Teachers will work in collaboration with district and building leaders, instructional coaches, the ISD PBIS Leadership Team, and MIBLSI to build and implement multi-tiered systems of emotional, social, and behavioral support, removing barriers to and ensuring access to equitable learning opportunities for all students. We are currently in year 2 of implementation.

Category: Science

Research Cited: Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through School-wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. *Prevention Science*, 10, 100-115.

Chaparro, E., Ryan Jackson, K., Baker, S. & Smolkowski, K., (2012) Effective behavioural and instructional support systems: An integrated approach to behaviour and academic support at the district level, *Advances in School Mental Health Promotion*, 5:3, 161-176

Curtis, R., Van Horne, J., Robertson, P., & Karvonen, M. (2010). Outcomes of a school-wide positive behavior support program. *Professional School Counseling* 13:3 159-164.

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Muscott, H., & Mann, E. & LeBrun (2008). Positive behavioral interventions and supports in New Hampshire: Effects of large-scale implementation of schoolwide positive behavior support on student discipline and academic achievement. *Journal of Positive Behavior Interventions*, 10(3), 190-205.

Ross, S., Romer, N., & Horner, R.H., (2012). Teacher well-being and the implementation of school-wide positive behavior interventions and supports. *Journal of Positive Behavior Interventions*. 14(2) 118-128.

Sprague, J., & Biglan, A., et al).A Randomized Control Trial of SWPBS with Middle Schools.

Tier: Tier 2

Activity - Continue Tier 1 Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Schools moving into year 2 will continue to implement the strategies and data analysis introduced in year 1 with refinement of process and procedure. Continued review of the District Capacity Assessment and Tiered Fidelity Inventories will be used within the context of scheduled data dialogues to determine and assess levels of implementation and resulting action items.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	PBIS Team and all staff
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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as members of Schoolwide PBIS team will participate in seven training dates over the course of the first two years of the initiative. Training dates for the 2018-2019 school year are: 10/3, 11/14, 2/13, 3/20. Professional learning will be facilitated by Char-Em ISD PBIS trainers using the MIBLSI training tools. Year 2 learning will focus on: Reviewing data to determine which students may need additional supports, developing an understanding of the critical features of Tier 2 and Tier 3 supports, implementing "Check-In, Check-Out" as a Tier 2 intervention, using data to identify students who may need intensive, individualized support, gaining an understanding of effective functional behavioral assessment and individual student support plans, progress monitoring individual supports and refining data analysis with the school leadership team.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	PBIS Team

Activity - Develop Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership teams will gain understanding of the critical features to be utilized in the creation of Tier 2 interventions. These interventions should be 1) Delivered in Small Groups, 2) Match the Student Need(s), 3) Use Explicit Instruction of Skills, 4) Contain Structured Prompts for Appropriate Behavior, 5) Provide Opportunities to Practice, 6) Offer Frequent Feedback to Students and 7) Provide Supports that Fade as students progress. The school leadership team will provide training, modeling and ongoing support for school staff.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	All staff

Activity - Implement Check-In, Check-Out Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Check-In, Check-Out (CICO) is a secondary intervention that provides support for students by linking them with a familiar adult that they speak with on a daily basis. This provides regular feedback and reinforcement from teachers, includes a family component and adds daily data collection to monitor student progress. Implementation would include a review of data to determine which students need additional Tier 2 support, assignment of an adult for each student and regular monitoring of daily performance data.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	All staff
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Activity - Individualized Student Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership Teams will participate in training on Functional Behavioral Assessment in order to identify functions of individual student's behavior with the purpose of creating a comprehensive intervention support plan to encourage desired behaviors. Continued data collection and ongoing progress monitoring will inform team members of the need for continuation, refinement or discontinuation of the individualized plan.	Behavioral Support Program	Tier 3	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	All staff

Goal 3: Alanson Public Schools will enhance and improve home/school communication, parenting skills and increase family engagement and participation through planned activities and events.

Measurable Objective 1:

collaborate to increase parent engagement and involvement by 06/28/2019 as measured by attendance of events.

Strategy 1:

Parent Involvement/Engagement - The school will start holding events and activities to teach parents/families communication skills and how to be proactive when disciplining their child. There will also be events to help students/families explore and plan for post high school life. These events/activities will have food and daycare provided which will increase attendance.

Category: School Culture

Research Cited: <http://www.parenting-by-example.com/communication-problems-between-parents-and-children-873>

<https://www.focusonthefamily.com/parenting/your-childs-emotions/your-childs-love-language>

<https://pubs.ext.vt.edu/350/350-111/350-111.html>

<https://extension2.missouri.edu/gh6119>

https://www.michigan.gov/documents/mde/4a_Final_Toolkit_without_bookmarks_370151_7.pdf

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<https://www.usnews.com/education/blogs/high-school-notes/2012/02/20/students-learn-better-with-engaged-parents>

Tier: Tier 1

Activity - 1-2-3 Magic Discipline That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1-2-3 Magic: A discipline/parenting program for parents of children age 1-12. This will be presented in two evenings, including a light dinner and daycare. Parents will be given a book along with handouts and the format will be video, conversations and small group activities. Pre-school through 4th grade parents will be invited as well as staff.	Extra Curricular, Supplemental Materials, Behavioral Support Program, Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$1500	Title IV Part A	School Counselor

Activity - FASFA College Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 12th grade students and parents will be invited for a help session. This will be done in mid-late October. Dinner will be provided. Also there will be helpers to assist with filling out paperwork.	Career Preparation /Orientation , Extra Curricular, Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$1500	Title IV Part A	School Counselor

Activity - 5 Love Languages of Children	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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This is based on Gary Chapman's book which will be provided to each participant. This will be a 1 evening event. Daycare and a light dinner will be offered. Format will include the book along with handouts, a power point, discussion and small group.	Extra Curricular, Supplemental Materials, Materials, Behavioral Support Program, Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$1500	Title IV Part A	School Counselor
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Goal 4: All students will demonstrate proficiency in Mathematics.

Measurable Objective 1:

demonstrate a proficiency by scoring at or above benchmark by 06/07/2019 as measured by the NWEA Math Assessment.

Strategy 1:

Positive Behavior Interventions & Support (PBIS) - Teachers will work in collaboration with district and building leaders, instructional coaches, the ISD PBIS Leadership Team, and MIBLSI to build and implement multi-tiered systems of emotional, social, and behavioral support, removing barriers to and ensuring access to equitable learning opportunities for all students. We are currently in year 2 of implementation.

Category: Mathematics

Research Cited: Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through School-wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. *Prevention Science*, 10, 100-115.

Chaparro, E., Ryan Jackson, K., Baker, S. & Smolkowski, K., (2012) Effective behavioural and instructional support systems: An integrated approach to behaviour and academic support at the district level, *Advances in School Mental Health Promotion*, 5:3, 161-176

Curtis, R., Van Horne, J., Robertson, P., & Karvonen, M. (2010). Outcomes of a school-wide positive behavior support program. *Professional School Counseling* 13:3 159-164.

Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*, 11(3), 113-144.

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Luiselli, J. K, Putnam, R. F, Handler, M. W, & Feinberg, A. B. (2005). Whole-School Positive Behaviour Support: Effects on student discipline problems and academic performance. *Educational Psychology*, 25(2-3), 183-198.

McIntosh, K., Flannery, K. B., Sugai, G., Braun, D., & Cochrane, K. L. (2008). Relationships between academics and problem behavior in the transition from middle school to high school. *Journal of Positive Behavior Interventions*, 10(4), 243-255.

Muscott, H., & Mann, E. & LeBrun (2008). Positive behavioral interventions and supports in New Hampshire: Effects of large-scale implementation of schoolwide positive behavior support on student discipline and academic achievement. *Journal of Positive Behavior Interventions*, 10(3), 190-205.

Ross, S., Romer, N., & Horner, R.H., (2012). Teacher well-being and the implementation of school-wide positive behavior interventions and supports. *Journal of Positive Behavior Interventions*. 14(2) 118-128.

Sprague, J., & Biglan, A., et al).A Randomized Control Trial of SWPBS with Middle Schools.

Tier: Tier 2

Activity - Continue Tier 1 Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools moving into year 2 will continue to implement the strategies and data analysis introduced in year 1 with refinement of process and procedure. Continued review of the District Capacity Assessment and Tiered Fidelity Inventories will be used within the context of scheduled data dialogues to determine and assess levels of implementation and resulting action items.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	PBIS Team

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers serving as members of Schoolwide PBIS team will participate in seven training dates over the course of the first two years of the initiative. Training dates for the 2018-2019 school year are: 10/3, 11/14, 2/13, 3/20. Professional learning will be facilitated by Char-Em ISD PBIS trainers using the MIBLSI training tools. Year 2 learning will focus on: Reviewing data to determine which students may need additional supports, developing an understanding of the critical features of Tier 2 and Tier 3 supports, implementing "Check-In, Check-Out" as a Tier 2 intervention, using data to identify students who may need intensive, individualized support, gaining an understanding of effective functional assessment and individual student support plans, progress monitoring individual supports and refining data analysis with the school leadership team.	Behavioral Support Program, Professional Learning	Tier 2	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	PBIS Team
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Activity - Develop Tier 2 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership teams will gain understanding of the critical features to be utilized in the creation of Tier 2 interventions. These interventions should be 1) Delivered in Small Groups, 2) Match the Student Need(s), 3) Use Explicit Instruction of Skills, 4) Contain Structured Prompts for Appropriate Behavior, 5) Provide Opportunities to Practice, 6) Offer Frequent Feedback to Students and 7) Provide Supports that Fade as students progress. The school leadership team will provide training, modeling and ongoing support for school staff.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	All staff

Activity - Implement Check-In, Check-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Check-In, Check-Out (CICO) is a secondary intervention that provides support for students by linking them with a familiar adult that they speak with on a daily basis. This provides regular feedback and reinforcement from teachers, includes a family component and adds daily data collection to monitor student progress. Implementation would include a review of data to determine which students need additional Tier 2 support, assignment of an adult for each student and regular monitoring of daily performance data.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	All Staff

Activity - Individualized Student Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Leadership Teams will participate in training on Functional Behavioral Assessment in order to identify functions of individual student's behavior with the purpose of creating a comprehensive intervention support plan to encourage desired behaviors. Continued data collection and ongoing progress monitoring will inform team members of the need for continuation, refinement or discontinuation of the individualized plan.	Behavioral Support Program	Tier 3	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	PBIS Team
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Strategy 2:

Tier 1 Instructional Supports - Historically low proficiency levels in mathematics across all students and subgroups of students point to a need to focus improvement efforts on tier one instructional supports. Root cause analysis resulted in identification of the following two target areas: 1) Alignment of Instructional Practices and Curriculum with the content and rigor of Common Core State Standards in mathematics and 2) Instructional Coaching Support.

Category: Mathematics

Research Cited: Joyce, B., & Showers, B. (2002). Student achievement through staff development. Alexandria, VA: Association for Supervision and Curriculum Development.

Knight, J. (2004). Instructional coaches make progress through partnership: Intensive support can improve teaching. Journal of Staff Development.

Kohler, F., Crillery, K., Shearer, D., & Good, G. (1997). Effects of peer coaching on teacher and student outcomes. Journal of Educational Research. 90, 240–250.

Martone, A and Sireci, SG. 2009. Evaluating alignment between curriculum, assessment and instruction. Review of Educational Research. Vol 79, number 3. Pp 1–76.

Medrich, E., Fitzgerald, R., & Skomsvold, P. (2013). Instructional coaching and student outcomes: Findings from a three year pilot study [Abstract]. MPR Associates. Retrieved from http://piic.pacoaching.org/images/PIICdocuments/Research_and_Eval/piic_report_abstract.pdf

Neufeld, B., & Roper, D. (2003). Coaching: A strategy for developing instructional capacity. Washington, DC: The Aspen Institute; and Providence, RI: Annenberg Institute for School Reform. Retrieved from <http://annenberginstitute.org/sites/default/files/product/268/files/Coaching.pdf>

Squires, D. (2012) Curriculum Alignment Research Suggests That Alignment Can Improve Student Achievement, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 85:4, 129-135, DOI: 10.1080/00098655.2012.657723

Stiggins, R. J. (2002). Assessment crisis: The absence of assessment for learning. Phi Delta Kappan, 83(10), 758–765.

Wiggins, G. (1998). Educative Assessment. San Francisco, CA: Jossey-Bass.

Tier: Tier 1

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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of lead mathematics teachers will be identified to attend "Foundations of Math" training. This training familiarizes teachers with the 8 shifts in mathematical practices necessary to support successful CCSS implementation, teaching, and learning. Teachers will learn high leverage instructional practices (making math thinking visible, number talks, etc.) in relationship to the eight shifts in mathematical practice and learn and how to apply them to commonly misunderstood mathematical concepts (i.e. fractions, decimals, etc.). Participating teachers will be provided opportunities during staff professional development time to share new learning with all teachers of mathematics.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$0	No Funding Required	All math teachers (HS, MS, and at least one elementary)
Activity - Acquire Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align resources, develop job description, hire, and develop a delivery service model for providing instructional coaching in mathematics utilizing the structures and systems already in place for literacy coaching. The focus of this position will be to assist teachers of mathematics with data analysis, help teachers identify schoolwide, grade level, subgroup and individual student gaps in understanding, model high leverage instructional strategies to close gaps in learning, and engage teachers in coaching conversations to guide implementation of instructional strategies. The coach will engage all teachers of mathematics in a minimum of 3 coaching cycles per year and/or develop a coaching plan specific to the needs of each individual mathematics instructor. The coach will collaborate with the administrator with regards to the provision of professional development that meets the needs of teachers and is aligned to needs identified through data dialogues.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$50000	Title I Part A	All math teachers
Activity - Curriculum & Assessment Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Currently, the only CCSS-aligned source of data used to inform instruction in Mathematics is NWEA and Go Math Benchmark assessments. While this data source is helpful, teachers are currently unable to triangulate data or reliably assess student learning to inform instruction. Effective coaching conversations and changes in instructional practice should be grounded in sound and reliable data from multiple sources. To supplement the current K-8 Mathematics Curriculum (Go Math), the school will procure MOBY Max. This assessment will be utilized to provide teachers quick access to formative student learning data. This data will be used during formal data dialogues at the building and department level, in addition to being utilized to inform coaching conversations.</p> <p>Additionally, the current secondary mathematics curriculum does not reflect the rigor of and alignment in content to the CCSS. Root cause analysis indicates that fidelity of implementation of the CCSS in Mathematics is inconsistent due to lack of consistent materials, vocabulary, and commonly understood progression of concepts across grade levels (vertical scope and sequence). As a result, the school will purchase and provide training around a new mathematics HMH® Algebra 1, Geometry, Algebra 2 (AGA) curriculum in grades 9-12. Training will be provided by the curriculum rep during professional learning time throughout the school year.</p>	<p>Academic Support Program, Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/04/2018</p>	<p>06/30/2019</p>	<p>\$3495</p>	<p>Title I Part A</p>	<p>All teaching staff</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Secure Instructional & Professional Resources	Allocate and secure funds to purchase the following instructional and professional resources to support and build readiness for implementation of essential practice(s) 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons, 2) Read alouds of age-appropriate books and other materials, print or digital, & 8) Abundant Reading Material and Reading Opportunities in the Classroom. The Reading Strategies Book The Writing Strategies Book No More Sharpening Pencils During Work Time No More Independent Reading Without Support Read Aloud Books for Teachers to use in their classrooms Chart Paper to create new anchor charts	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$500	K-3 Teaching Staff
Professional Learning	Building leaders and instructional staff will view and engage in learning activities embedded within the Michigan Virtual University “Essential Instructional Practices for Early Literacy” modules. Learning will include module numbers: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons, 2) Read alouds of age-appropriate books and other materials, print or digital, & 8) Abundant Reading Material and Reading Opportunities in the Classroom. All instructional staff will extend module learning through exploration and study of the following resource(s): Writing Pathways Units of Study for Teaching Reading The Reading Strategies Book The Writing Strategies Book No More Sharpening Pencils During Work Time No More Independent Reading Without Support	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$300	K-3 Teaching Staff

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Establish Literacy Coaching Cycles	Building leaders, in collaboration with building ELA instructional staff and Char-Em ISD early literacy coaches for schools identified in the Early Literacy grant project will develop a literacy coaching cycle calendar that includes opportunities throughout the year for teachers to engage in planning and reflective coaching conversations to guide essential practice implementation, build skills through feedback and questioning, and ultimately, increase self-directedness in relationship to mastery implementation of essential practices. Teachers participating in coaching conversations will be provided release time from their classroom and substitute teachers, as necessary, to support the work. K-3 Teachers will have 3 data dialogue days (fall, winter, spring) with the Literacy Coach. Each teacher will participate in at least 3 coaching cycles with the Literacy Coach.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$300	K-3 Teaching Staff
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Moby Max	Currently, the only CCSS-aligned source of data used to inform instruction in Reading is NWEA and Fountas & Pinnell Benchmark assessments. While this data source is helpful, teachers are currently unable to triangulate data or reliably assess student learning to inform instruction. Effective coaching conversations and changes in instructional practice should be grounded in sound and reliable data from multiple sources. To supplement the current K-12 Reading MAISA Curriculum, the school will procure MOBY Max. This assessment will be utilized to provide teachers quick access to formative student learning data. This data will be used during formal data dialogues at the building and department level, in addition to being utilized to inform coaching conversations.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$3495	K-12 Teaching Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Acquire Instructional Coach</p>	<p>Align resources, develop job description, hire, and develop a delivery service model for providing instructional coaching in mathematics utilizing the structures and systems already in place for literacy coaching. The focus of this position will be to assist teachers of mathematics with data analysis, help teachers identify schoolwide, grade level, subgroup and individual student gaps in understanding, model high leverage instructional strategies to close gaps in learning, and engage teachers in coaching conversations to guide implementation of instructional strategies. The coach will engage all teachers of mathematics in a minimum of 3 coaching cycles per year and/or develop a coaching plan specific to the needs of each individual mathematics instructor. The coach will collaborate with the administrator with regards to the provision of professional development that meets the needs of teachers and is aligned to needs identified through data dialogues.</p>	<p>Direct Instruction, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/04/2018</p>	<p>06/30/2019</p>	<p>\$50000</p>	<p>All math teachers</p>
<p>Curriculum & Assessment Alignment</p>	<p>Currently, the only CCSS-aligned source of data used to inform instruction in Mathematics is NWEA and Go Math Benchmark assessments. While this data source is helpful, teachers are currently unable to triangulate data or reliably assess student learning to inform instruction. Effective coaching conversations and changes in instructional practice should be grounded in sound and reliable data from multiple sources. To supplement the current K-8 Mathematics Curriculum (Go Math), the school will procure MOBY Max. This assessment will be utilized to provide teachers quick access to formative student learning data. This data will be used during formal data dialogues at the building and department level, in addition to being utilized to inform coaching conversations. Additionally, the current secondary mathematics curriculum does not reflect the rigor of and alignment in content to the CCSS. Root cause analysis indicates that fidelity of implementation of the CCSS in Mathematics is inconsistent due to lack of consistent materials, vocabulary, and commonly understood progression of concepts across grade levels (vertical scope and sequence). As a result, the school will purchase and provide training around a new mathematics HMH® Algebra 1, Geometry, Algebra 2 (AGA) curriculum in grades 9-12. Training will be provided by the curriculum rep during professional learning time throughout the school year.</p>	<p>Academic Support Program, Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/04/2018</p>	<p>06/30/2019</p>	<p>\$3495</p>	<p>All teaching staff</p>

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Leveled Literacy Intervention	A highly qualified teacher and/or para-educator will be provided during the school day to work with small groups (1-3 students) on deficiencies in language arts identified by NWEA/classroom assessments and teacher identification.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$36000	Title I staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Teachers serving as members of Schoolwide PBIS team will participate in seven training dates over the course of the first two years of the initiative. Training dates for the 2018-2019 school year are: 10/3, 11/14, 2/13, 3/20. Professional learning will be facilitated by Char-Em ISD PBIS trainers using the MIBLSI training tools. Year 2 learning will focus on: Reviewing data to determine which students may need additional supports, developing an understanding of the critical features of Tier 2 and Tier 3 supports, implementing "Check-In, Check-Out" as a Tier 2 intervention, using data to identify students who may need intensive, individualized support, gaining an understanding of effective functional behavioral assessment and individual student support plans, progress monitoring individual supports and refining data analysis with the school leadership team.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$0	PBIS Team
Develop Tier 2 Interventions	School leadership teams will gain understanding of the critical features to be utilized in the creation of Tier 2 interventions. These interventions should be 1) Delivered in Small Groups, 2) Match the Student Need(s), 3) Use Explicit Instruction of Skills, 4) Contain Structured Prompts for Appropriate Behavior, 5) Provide Opportunities to Practice, 6) Offer Frequent Feedback to Students and 7) Provide Supports that Fade as students progress. The school leadership team will provide training, modeling and ongoing support for school staff.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	All staff

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Professional Learning	Teachers serving as members of Schoolwide PBIS team will participate in seven training dates over the course of the first two years of the initiative. Training dates for the 2018-2019 school year are: 10/3, 11/14, 2/13, 3/20. Professional learning will be facilitated by Char-Em ISD PBIS trainers using the MIBLSI training tools. Year 2 learning will focus on: Reviewing data to determine which students may need additional supports, developing an understanding of the critical features of Tier 2 and Tier 3 supports, implementing “Check-In, Check-Out” as a Tier 2 intervention, using data to identify students who may need intensive, individualized support, gaining an understanding of effective functional behavioral assessment and individual student support plans, progress monitoring individual supports and refining data analysis with the school leadership team.	Behavioral Support Program, Professional Learning	Tier 2	Implement	09/04/2018	06/30/2019	\$0	PBIS Team
Continue Tier 1 Implementation	Schools moving into year 2 will continue to implement the strategies and data analysis introduced in year 1 with refinement of process and procedure. Continued review of the District Capacity Assessment and Tiered Fidelity Inventories will be used within the context of scheduled data dialogues to determine and assess levels of implementation and resulting action items.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	PBIS Team
Peer Observations and/or Lab Classrooms	ELA teachers in grades K-5 will be provided an opportunity to observe other teachers’ implementation of essential practices during the year. Observations will be conducted by/through Char-Em ISD’s Lab Classroom project, which allows teachers to join a teacher cadre throughout the ISD who travel to one another’s classrooms for observations and post-observation reflective conversations or observing peer staff members within the district.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$0	K-3 Teachers
Implement Check-In, Check-Out Intervention	Check-In, Check-Out (CICO) is a secondary intervention that provides support for students by linking them with a familiar adult that they speak with on a daily basis. This provides regular feedback and reinforcement from teachers, includes a family component and adds daily data collection to monitor student progress. Implementation would include a review of data to determine which students need additional Tier 2 support, assignment of an adult for each student and regular monitoring of daily performance data.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	All staff

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Continue Tier 1 Implementation	Schools moving into year 2 will continue to implement the strategies and data analysis introduced in year 1 with refinement of process and procedure. Continued review of the District Capacity Assessment and Tiered Fidelity Inventories will be used within the context of scheduled data dialogues to determine and assess levels of implementation and resulting action items.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	PBIS Team and all staff
Ongoing Unit Development	Teachers will continue the work of unit design (development of priority standards, learning targets, success criteria, learning progressions, and formative assessments), in accordance with the scale-up plan timeline and processes established, until units in each of the four core content areas are completed. District and school leaders will provide adequate time, resources, and support for the intended outcomes.	Curriculum Development	Tier 1	Implement	09/04/2018	06/30/2019	\$0	3 ELA Teachers & 3 Science Teachers
Professional Learning	Teachers, serving as members of ISD-wide collaborative teams on behalf of their school, will participate with same content area, same grade-band colleagues in five training dates (3/8/18, 6/12/18, 6/13/18, 8/14/18, 8/15/18). Professional learning will be facilitated by Larry Ainsworth, author of Common Formative Assessments 2.0 (2015). Learning will focus on the identification of priority and supporting standards, development of clear learning targets, success criteria, learning progressions and aligned formative assessments. All participants will receive a copy of and be engaged in the processes outlined in Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment (2015) and the supporting workbook. Participating teachers will leave this professional learning with one developed model unit from which they may build the remaining 6-8 units per content area.	Professional Learning	Tier 1	Getting Ready	03/08/2018	06/30/2019	\$0	3 ELA teachers and 3 Science Teachers

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Professional Learning	A team of lead mathematics teachers will be identified to attend “Foundations of Math” training. This training familiarizes teachers with the 8 shifts in mathematical practices necessary to support successful CCSS implementation, teaching, and learning. Teachers will learn high leverage instructional practices (making math thinking visible, number talks, etc.) in relationship to the eight shifts in mathematical practice and learn and how to apply them to commonly misunderstood mathematical concepts (i.e. fractions, decimals, etc.). Participating teachers will be provided opportunities during staff professional development time to share new learning with all teachers of mathematics.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$0	All math teachers (HS, MS, and at least one elementary)
Building Scale-Up Plan	District, building and teacher leaders who served on collaborative ISD-wide teams will work in conjunction with the ISD to develop a scale-up plan that builds a common understanding of priority standards, learning targets, success criteria, learning progressions, and formative assessments amongst instructional staff (teachers, instructional coaches, and paraprofessionals). Additionally, the plan will address building-wide expectations for implementation of the initial model unit, a timeline and process for the development and implementation of the 6-8 remaining units in ELA and Science and development of units in Mathematics and Social Studies, the ongoing scaffolds/supports available during implementation, and a monitoring plan inclusive of data review and analysis.	Curriculum Development	Tier 1	Implement	09/04/2018	06/30/2019	\$0	3 ELA Teachers & 3 Science Teachers
Building Scale Up Plan	District, building and teacher leaders who served on collaborative ISD-wide teams will work in conjunction with the ISD to develop a scale-up plan that builds a common understanding of priority standards, learning targets, success criteria, learning progressions, and formative assessments amongst instructional staff (teachers, instructional coaches, and paraprofessionals). Additionally, the plan will address building-wide expectations for implementation of the initial model unit, a timeline and process for the development and implementation of the 6-8 remaining units in ELA and Science and development of units in Mathematics and Social Studies, the ongoing scaffolds/supports available during implementation, and a monitoring plan inclusive of data review and analysis.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$0	3 ELA teachers and 3 Science teachers

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Individualized Student Behavior Support	School Leadership Teams will participate in training on Functional Behavioral Assessment in order to identify functions of individual student's behavior with the purpose of creating a comprehensive intervention support plan to encourage desired behaviors. Continued data collection and ongoing progress monitoring will inform team members of the need for continuation, refinement or discontinuation of the individualized plan.	Behavioral Support Program	Tier 3	Implement	09/04/2018	06/30/2019	\$0	PBIS Team
Professional Learning	Teachers serving as members of Schoolwide PBIS team will participate in seven training dates over the course of the first two years of the initiative. Training dates for the 2018-2019 school year are: 10/3, 11/14, 2/13, 3/20. Professional learning will be facilitated by Char-Em ISD PBIS trainers using the MIBLSI training tools. Year 2 learning will focus on: Reviewing data to determine which students may need additional supports, developing an understanding of the critical features of Tier 2 and Tier 3 supports, implementing "Check-In, Check-Out" as a Tier 2 intervention, using data to identify students who may need intensive, individualized support, gaining an understanding of effective functional behavioral assessment and individual student support plans, progress monitoring individual supports and refining data analysis with the school leadership team.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	PBIS Team
Develop Tier 2 Interventions	School leadership teams will gain understanding of the critical features to be utilized in the creation of Tier 2 interventions. These interventions should be 1) Delivered in Small Groups, 2) Match the Student Need(s), 3) Use Explicit Instruction of Skills, 4) Contain Structured Prompts for Appropriate Behavior, 5) Provide Opportunities to Practice, 6) Offer Frequent Feedback to Students and 7) Provide Supports that Fade as students progress. The school leadership team will provide training, modeling and ongoing support for school staff.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	All staff
Ongoing Unit Development	Teachers will continue the work of unit design (development of priority standards, learning targets, success criteria, learning progressions, and formative assessments), in accordance with the scale-up plan timeline and processes established, until units in each of the four core content areas are completed. District and school leaders will provide adequate time, resources, and support for the intended outcomes.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$0	3 ELA teachers & 3 Science Teachers

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School Readiness Assessment	District, building and teacher leaders will use the "School Readiness Checklist" prepared by Char-Em ISD to assess strengths and address gaps in readiness prior to engagement in the initiative. School readiness steps include providing an overview of the initiative to all instructional staff, securing at least 80% support from instructional staff, identifying instructional leaders for participation in collaborative learning teams, securing the commitment of team members to participate in five identified learning dates (3/8/18, 6/12/18, 6/13/18, 8/14/18, 8/15/18), securing building leader commitment to prioritizing the work, supporting staff in learning and data review and attending the training as a building leader.	Curriculum Development	Tier 1	Getting Ready	03/08/2018	06/07/2019	\$0	3 Science Teachers and 3 ELA Teachers
Continue Tier 1 Implementation	Schools moving into year 2 will continue to implement the strategies and data analysis introduced in year 1 with refinement of process and procedure. Continued review of the District Capacity Assessment and Tiered Fidelity Inventories will be used within the context of scheduled data dialogues to determine and assess levels of implementation and resulting action items.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	All staff
Implement Check-In, Check-Out	Check-In, Check-Out (CICO) is a secondary intervention that provides support for students by linking them with a familiar adult that they speak with on a daily basis. This provides regular feedback and reinforcement from teachers, includes a family component and adds daily data collection to monitor student progress. Implementation would include a review of data to determine which students need additional Tier 2 support, assignment of an adult for each student and regular monitoring of daily performance data.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	All Staff
School Readiness Assessment	District, building and teacher leaders will use the "School Readiness Checklist" prepared by Char-Em ISD to assess strengths and address gaps in readiness prior to engagement in the initiative. School readiness steps include providing an overview of the initiative to all instructional staff, securing at least 80% support from instructional staff, identifying instructional leaders for participation in collaborative learning teams, securing the commitment of team members to participate in five identified learning dates (3/8/18, 6/12/18, 6/13/18, 8/14/18, 8/15/18), securing building leader commitment to prioritizing the work, supporting staff in learning and data review and attending the training as a building leader.	Curriculum Development	Tier 1	Getting Ready	03/08/2018	06/30/2019	\$0	3 ELA teachers & 3 Science teachers

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Professional Learning	Teachers, serving as members of ISD-wide collaborative teams on behalf of their school, will participate with same content area, same grade-band colleagues in five training dates (3/8/18, 6/12/18, 6/13/18, 8/14/18, 8/15/18). Professional learning will be facilitated by Larry Ainsworth, author of Common Formative Assessments 2.0 (2015). Learning will focus on the identification of priority and supporting standards, development of clear learning targets, success criteria, learning progressions and aligned formative assessments. All participants will receive a copy of and be engaged in the processes outlined in Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment (2015) and the supporting workbook. Participating teachers will leave this professional learning with one developed model unit from which they may build the remaining 6-8 units per content area.	Professional Learning, Curriculum Development	Tier 1	Implement	03/08/2018	06/30/2019	\$0	3 ELA teachers & 3 Science staff
Individualized Student Behavior Support	School Leadership Teams will participate in training on Functional Behavioral Assessment in order to identify functions of individual student's behavior with the purpose of creating a comprehensive intervention support plan to encourage desired behaviors. Continued data collection and ongoing progress monitoring will inform team members of the need for continuation, refinement or discontinuation of the individualized plan.	Behavioral Support Program	Tier 3	Implement	09/04/2018	06/30/2019	\$0	All staff
Individualized Student Behavior Support	School Leadership Teams will participate in training on Functional Behavioral Assessment in order to identify functions of individual student's behavior with the purpose of creating a comprehensive intervention support plan to encourage desired behaviors. Continued data collection and ongoing progress monitoring will inform team members of the need for continuation, refinement or discontinuation of the individualized plan.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	PBIS Team
Implement Check-In, Check-Out	Check-In, Check-Out (CICO) is a secondary intervention that provides support for students by linking them with a familiar adult that they speak with on a daily basis. This provides regular feedback and reinforcement from teachers, includes a family component and adds daily data collection to monitor student progress. Implementation would include a review of data to determine which students need additional Tier 2 support, assignment of an adult for each student and regular monitoring of daily performance data.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	All staff

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Develop Tier 2 Interventions	School leadership teams will gain understanding of the critical features to be utilized in the creation of Tier 2 interventions. These interventions should be 1) Delivered in Small Groups, 2) Match the Student Need(s), 3) Use Explicit Instruction of Skills, 4) Contain Structured Prompts for Appropriate Behavior, 5) Provide Opportunities to Practice, 6) Offer Frequent Feedback to Students and 7) Provide Supports that Fade as students progress. The school leadership team will provide training, modeling and ongoing support for school staff.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	All staff
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Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
1-2-3 Magic Discipline That Works	1-2-3 Magic: A discipline/parenting program for parents of children age 1-12. This will be presented in two evenings, including a light dinner and daycare. Parents will be given a book along with handouts and the format will be video, conversations and small group activities. Pre-school through 4th grade parents will be invited as well as staff.	Extra Curricular, Supplemental Materials, Behavioral Support Program, Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$1500	School Counselor
5 Love Languages of Children	This is based on Gary Chapman's book which will be provided to each participant. This will be a 1 evening event. Daycare and a light dinner will be offered. Format will include the book along with handouts, a power point, discussion and small group.	Extra Curricular, Supplemental Materials, Behavioral Support Program, Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$1500	School Counselor

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FASFA College Night	All 12th grade students and parents will be invited for a help session. This will be done in mid-late October. Dinner will be provided. Also there will be helpers to assist with filling out paperwork.	Career Preparation /Orientation , Extra Curricular, Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$1500	School Counselor
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