

# **School Improvement Plan 16-17**

**Alanson Public School**

**Alanson Public Schools**

Mr. Dean Paul, Superintendent  
7400 NORTH ST  
ALANSON, MI 49706-9247

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## **Overview**

### **Plan Name**

School Improvement Plan 16-17

### **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 Alanson Public Schools students will become proficient readers and writers.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$21678
2	All Alanson Public School students will become proficient mathematicians.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$18600
3	All Alanson Public School Students will improve their knowledge in science and social studies.	Objectives: 2 Strategies: 1 Activities: 4	Academic	\$0

## Goal 1: All Alanson Public Schools students will become proficient readers and writers.

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by showing growth in Reading by 06/09/2017 as measured by NWEA Reading and/or Language Assessment.

### Strategy 1:

Tutoring and interventions - A trained para-educator/literacy interventionist will provide small group instruction/intervention to students during school in grades K-5 based on classroom data, DIBELS, Rigby, NWEA and M-Step assessment data.

Category: English/Language Arts

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 3

Activity - Literacy Para-educator/Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators/Reading Interventionists will meet with groups of students daily, identified as being below grade level based on NWEA, DIBELS, and classroom observations, in grades K-5 and will provide intensive instruction in effective reading strategies.K-3 students will be using the Leveled Literacy Intervention Program by Fountas and Pinnell.	Direct Instruction	Tier 2	Implement	09/09/2015	06/09/2017	\$18478	Title I Part A	Dean Paul and Rachelle Cook

### Strategy 2:

Learning Targets and Formative Assessments - Through professional development and collaboration all teachers in all subject areas in grades K-12 will develop measurable daily learning targets which are clearly linked to applicable state and/or national standards and understood by students. The learning targets and corresponding success criteria will be clearly articulated to students with accompanying performance tasks, which will provide evidence of student learning. Teachers will use formative assessments aligned to learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students. Teachers will also include students in the assessment process by giving them opportunities to assess themselves in relation to the learning target and setting learning goals.

Category: English/Language Arts

Research Cited: Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, AV: Association for Supervision and Curriculum Development.

Moss, C.M. & Brookhart, S. (2009). Leveling the playing field: Sharing learning targets and criteria for success. In Advancing Formative Assessment in Every Classroom (Chapter 2). Alexandria, VA: Association for Supervision and Curriculum Development.

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Moss, C.M. & Brookhart, S. (2012). Learning Targets: Helping students aim for understanding in today's lesson. Alexandria, VA: Association for Supervision and Curriculum Development.

Fisher, D & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Ongoing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have the opportunity to attend professional learning throughout the school year to build the knowledge and skills necessary to implement learning targets, formative assessments, and student discourse applications effectively.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook

Activity - Professional Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be assigned to a small peer group (i.e. professional learning team) which will meet three times annually to check progress of learning targets, formative assessments, and student discourse strategies. In those meetings, teachers will determine strengths, challenges, and needs pertaining to implementation. Groups will develop a summary report of conversations for administration. Meetings will occur during the school day and will be 2-3 hours in duration.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$200	General Fund	Dean Paul and Rachelle Cook

Activity - Learning Target and Formative Assessment Examples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will bring examples/evidence regarding how learning targets and formative assessments are being incorporated into their curriculum to monthly staff meetings. Also ideas on showing success criteria and engaging students in the assessment process by self assessing and setting learning goals.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook

Activity - Learning Target Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will communicate, both visually and verbally, daily learning targets to all students for all subjects and referencing it throughout the lesson. Along with providing success criteria for the learning target.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2017	\$0	General Fund	All teaching staff.
<b>Activity - Administration Walk-Throughs</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>
Administration will conduct walk-through observations throughout the school year to monitor the use of learning targets and formative assessments.	Walkthrough	Tier 1	Monitor	09/09/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook
<b>Activity - NWEA Assessments</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>
Staff will use NWEA mathematics, reading, and language assessments 3 times a year to measure the academic progress of all students in grades K-12.	Other - Assessments	Tier 1	Evaluate	09/09/2015	06/09/2017	\$3000	General Fund	All teaching staff

### Strategy 3:

Building Academic Vocabulary - Through a book study, professional learning and collaboration, Alanson Public School will continue building a structure for instruction for academic vocabulary and all other vocabulary to support all learners across the curriculum including reading and writing.

Category: English/Language Arts

Research Cited: Marzano, Robert J. (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA:

Association for Supervision and Curriculum Development. Stahl, S.A., M.M. (1986). The Effects of Vocabulary Instruction: A Model-based Meta-Analysis. Review of Educational Research, 56(1), 72-110

Tier: Tier 2

<b>Activity - Book Study</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>
Using the Book "Building Academic Vocabulary: Teacher's Manual" by Robert J. Marzano from last year's book study to implement the strategies on improving academic vocabulary.	Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	All K-12 staff

## Goal 2: All Alanson Public School students will become proficient mathematicians.

### Measurable Objective 1:

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100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by showing growth in Mathematics by 06/09/2017 as measured by the NWEA mathematics assessment.

### Strategy 1:

Tutoring and Support - 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: Mathematics

Research Cited: Urquhart, V., Anderson, C., Brannan, L., Dempsey, K., & Kuhn, M. (Eds.). (2008). *EDthoughts: What we know about mathematics teaching and learning* (2nd ed.) Denver, CO: Mid-continent Research for Education and Learning.

Tier: Tier 2

Activity - math para-educator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A highly qualified para-educator will be provided during the school day to work with small groups (1-3 students) on deficiencies in mathematics identified by NWEA/classroom assessments and teacher identification.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/09/2017	\$15400	Section 31a	Dean Paul, Superintendent, Rachelle Cook, Title I Coordinator/Instructional Coach

### Strategy 2:

Learning Targets and Formative Assessments - Learning Targets and Formative Assessments - Through professional development and collaboration all teachers in all subject areas in grades K-12 will develop measurable daily learning targets which are clearly linked to applicable state and/or national standards and understood by students. The learning targets and corresponding success criteria will be clearly articulated to students with accompanying performance tasks, which will provide evidence of student learning. Teachers will also use formative assessments aligned to learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Mathematics

Research Cited: Danielson, C (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, AV: Association for Supervision and Curriculum Development.

Moss, C.M. & Brookhart, S. (2009). *Leveling the playing field: Sharing learning targets and criteria for success*. In *Advancing Formative Assessment in Every Classroom* (chapter 2). Alexandria, VA: Association for Supervision and Curriculum Development.

Moss, C.M. & Brookhart, S. (2012). *Learning Targets: Helping students aim for understanding in today's lesson*. Alexandria, VA: Association for Supervision and Curriculum Development.

Fisher, D. & Frey, N. (2014). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.



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Curriculum Development.

Tier: Tier 2

Activity - Ongoing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have the opportunity to attend professional learning throughout the school year to build the knowledge and skills necessary to implement learning targets, formative assessments, and student discourse applications effectively	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/01/2015	06/09/2017	\$0	General Fund	Dean Paul-Superintendent, Rachelle Cook-Instructional Coach

Activity - Professional Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be assigned to a small peer group (i.e. professional learning team) which will meet three times annually to check progress of learning targets, formative assessments, and student discourse strategies. In those meetings, teachers will determine strengths, challenges, and needs pertaining to implementation. Groups will develop a summary report of conversations for administration. Meetings will occur during the school day and will be 2-3 hours in duration.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$200	General Fund	Dean Paul, Superintendent & Rachelle Cook, Instructional Coach

Activity - Learning Target and Formative Assessment Examples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will bring examples/evidence regarding how learning targets and formative assessments are being incorporated into their curriculum to monthly staff meetings.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook

Activity - Learning Target	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will communicate, both visually and verbally, daily learning targets to all students in at least one class. Along with providing success criteria for the learning target.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook

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Activity - Administration Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct walk-through observations throughout the school year to monitor the use of learning targets and formative assessments.	Walkthrough	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook
Activity - NWEA Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use NWEA mathematics, reading, and language assessments 3 times a year to measure the academic progress of all students in grades K-12.	Other - Assessments	Tier 1	Evaluate	09/08/2015	06/09/2017	\$3000	General Fund	Dean Paul and Rachelle Cook

### Strategy 3:

Building Academic Vocabulary - Through a book study, professional learning and collaboration, Alanson Public School will continue building a structure for instruction for academic vocabulary and all other vocabulary to support all learners across the curriculum including reading and writing.

Category: Mathematics

Research Cited: Marzano, Robert J. (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA:

Association for Supervision and Curriculum Development. Stahl, S.A., M.M. (1986). The Effects of Vocabulary Instruction: A Model-based Meta-Analysis. Review of Educational Research, 56(1), 72-110

Tier: Tier 1

Activity - Summer Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After doing a book study last summer (Building Academic Vocabulary by Marzano) teachers will be implementing strategies on improving academic vocabulary. Staff will meet in grade level/content groups to determine vocabulary lists for each grade level/subject.	Professional Learning	Tier 1	Implement	06/08/2015	06/09/2017	\$0	Title II Part A	Dean Paul, Superintendent Rachelle Cook, Title I Coordinator/Instructional Coach

## Goal 3: All Alanson Public School Students will improve their knowledge in science and social studies.

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by increasing their knowledge in Social Studies by 06/09/2017 as measured by classroom data and State of Michigan M-Step Assessments.

**(shared) Strategy 1:**

Learning Targets and Formative Assessment - Learning Targets and Formative Assessments - Through professional development and collaboration all teachers in all subject areas in grades K-12 will develop measurable daily learning targets which are clearly linked to applicable state and/or national standards and understood by students. The learning targets and corresponding success criteria will be clearly articulated to students with accompanying performance tasks, which will provide evidence of student learning. Teachers will also use formative assessments aligned to learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Other - Science/Social Studies

Research Cited: : Danielson, C (1996). Enhancing professional practice: A framework for teaching. Alexandria, AV: Association for Supervision and Curriculum Development.

Moss, C.M. & Brookhart, S. (2009). Leveling the playing field: Sharing learning targets and criteria for success. In Advancing Formative Assessment in Every Classroom (chapter 2). Alexandria, VA: Association for Supervision and Curriculum Development.

Moss, C.M. & Brookhart, S. (2012). Learning Targets: Helping students aim for understanding in today's lesson. Alexandria, VA: Association for Supervision and Curriculum Development.

Fisher, D. & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Ongoing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have the opportunity to attend professional learning throughout the school year to build the knowledge and skills necessary to implement learning targets, formative assessments, and student discourse applications effectively in the science curriculum.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachele Cook

Activity - Learning Targets and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will bring examples/evidence regarding how learning targets and formative assessments are being incorporated into their curriculum to monthly staff meetings.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook
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Activity - Learning Target Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will communicate, both visually and verbally, daily learning targets to all students in at least one class.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook

Activity - Administration Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct walk-through observations throughout the school year to monitor the use of learning targets and formative assessments.	Walkthrough	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook

### Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by increasing their knowledge in Science by 06/09/2017 as measured by classroom assessment data, NWEA science assessments and State of Michigan M-Step assessments.

### (shared) Strategy 1:

Learning Targets and Formative Assessment - Learning Targets and Formative Assessments - Through professional development and collaboration all teachers in all subject areas in grades K-12 will develop measurable daily learning targets which are clearly linked to applicable state and/or national standards and understood by students. The learning targets and corresponding success criteria will be clearly articulated to students with accompanying performance tasks, which will provide evidence of student learning. Teachers will also use formative assessments aligned to learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Other - Science/Social Studies

Research Cited: : Danielson, C (1996). Enhancing professional practice: A framework for teaching. Alexandria, AV: Association for Supervision and Curriculum Development.

Moss, C.M. & Brookhart, S. (2009). Leveling the playing field: Sharing learning targets and criteria for success. In Advancing Formative Assessment in Every Classroom (chapter 2). Alexandria, VA: Association for Supervision and Curriculum Development.

Moss, C.M. & Brookhart, S. (2012). Learning Targets: Helping students aim for understanding in today's lesson. Alexandria, VA: Association for Supervision and Curriculum Development.

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Curriculum Development.

Fisher, D. & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Ongoing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have the opportunity to attend professional learning throughout the school year to build the knowledge and skills necessary to implement learning targets, formative assessments, and student discourse applications effectively in the science curriculum.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook
Activity - Learning Targets and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will bring examples/evidence regarding how learning targets and formative assessments are being incorporated into their curriculum to monthly staff meetings.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook
Activity - Learning Target Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will communicate, both visually and verbally, daily learning targets to all students in at least one class.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook
Activity - Administration Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct walk-through observations throughout the school year to monitor the use of learning targets and formative assessments.	Walkthrough	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	General Fund	Dean Paul and Rachelle Cook

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Using the Book "Building Academic Vocabulary: Teacher's Manual" by Robert J. Marzano from last year's book study to implement the strategies on improving academic vocabulary.	Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	All K-12 staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Targets and Formative Assessment	All teachers will bring examples/evidence regarding how learning targets and formative assessments are being incorporated into their curriculum to monthly staff meetings.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$0	Dean Paul and Rachelle Cook
NWEA Assessments	Staff will use NWEA mathematics, reading, and language assessments 3 times a year to measure the academic progress of all students in grades K-12.	Other - Assessments	Tier 1	Evaluate	09/09/2015	06/09/2017	\$3000	All teaching staff
Learning Target and Formative Assessment Examples	All teachers will bring examples/evidence regarding how learning targets and formative assessments are being incorporated into their curriculum to monthly staff meetings.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	Dean Paul and Rachelle Cook
Administration Walkthroughs	Administration will conduct walk-through observations throughout the school year to monitor the use of learning targets and formative assessments.	Walkthrough	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	Dean Paul and Rachelle Cook

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Professional Collaboration	All staff will be assigned to a small peer group (i.e. professional learning team) which will meet three times annually to check progress of learning targets, formative assessments, and student discourse strategies. In those meetings, teachers will determine strengths, challenges, and needs pertaining to implementation. Groups will develop a summary report of conversations for administration. Meetings will occur during the school day and will be 2-3 hours in duration.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$200	Dean Paul, Superintendent & Rachelle Cook, Instructional Coach
NWEA Assessments	Staff will use NWEA mathematics, reading, and language assessments 3 times a year to measure the academic progress of all students in grades K-12.	Other - Assessments	Tier 1	Evaluate	09/08/2015	06/09/2017	\$3000	Dean Paul and Rachelle Cook
Ongoing Professional Development	Staff will have the opportunity to attend professional learning throughout the school year to build the knowledge and skills necessary to implement learning targets, formative assessments, and student discourse applications effectively in the science curriculum.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$0	Dean Paul and Rachelle Cook
Learning Target Communication	All teachers will communicate, both visually and verbally, daily learning targets to all students for all subjects and referencing it throughout the lesson. Along with providing success criteria for the learning target.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2017	\$0	All teaching staff.
Learning Target and Formative Assessment Examples	All teachers will bring examples/evidence regarding how learning targets and formative assessments are being incorporated into their curriculum to monthly staff meetings. Also ideas on showing success criteria and engaging students in the assessment process by self assessing and setting learning goals.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	Dean Paul and Rachelle Cook
Administration Walkthroughs	Administration will conduct walk-through observations throughout the school year to monitor the use of learning targets and formative assessments.	Walkthrough	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	Dean Paul and Rachelle Cook
Professional Collaboration	All staff will be assigned to a small peer group (i.e. professional learning team) which will meet three times annually to check progress of learning targets, formative assessments, and student discourse strategies. In those meetings, teachers will determine strengths, challenges, and needs pertaining to implementation. Groups will develop a summary report of conversations for administration. Meetings will occur during the school day and will be 2-3 hours in duration.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$200	Dean Paul and Rachelle Cook

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Ongoing Professional Development	Staff will have the opportunity to attend professional learning throughout the school year to build the knowledge and skills necessary to implement learning targets, formative assessments, and student discourse applications effectively.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$0	Dean Paul and Rachelle Cook
Administration Walk-Throughs	Administration will conduct walk-through observations throughout the school year to monitor the use of learning targets and formative assessments.	Walkthrough	Tier 1	Monitor	09/09/2015	06/09/2017	\$0	Dean Paul and Rachelle Cook
Learning Target	All teachers will communicate, both visually and verbally, daily learning targets to all students in at least one class. Along with providing success criteria for the learning target.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	\$0	Dean Paul and Rachelle Cook
Learning Target Communication	All teachers will communicate, both visually and verbally, daily learning targets to all students in at least one class.	Direct Instruction	Tier 1	Implement	09/08/2015	06/09/2017	\$0	Dean Paul and Rachelle Cook
Ongoing Professional Development	Staff will have the opportunity to attend professional learning throughout the school year to build the knowledge and skills necessary to implement learning targets, formative assessments, and student discourse applications effectively	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/01/2015	06/09/2017	\$0	Dean Paul-Superintendent, Rachelle Cook-Instructional Coach

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Book Study	After doing a book study last summer (Building Academic Vocabulary by Marzano) teachers will be implementing strategies on improving academic vocabulary. Staff will meet in grade level/content groups to determine vocabulary lists for each grade level/subject.	Professional Learning	Tier 1	Implement	06/08/2015	06/09/2017	\$0	Dean Paul, Superintendent Rachelle Cook, Title I Coordinator/Instructional Coach

### Title I Part A



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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Para-educator/Interventionist	Para-educators/Reading Interventionists will meet with groups of students daily, identified as being below grade level based on NWEA, DIBELS, and classroom observations, in grades K-5 and will provide intensive instruction in effective reading strategies. K-3 students will be using the Leveled Literacy Intervention Program by Fountas and Pinnell.	Direct Instruction	Tier 2	Implement	09/09/2015	06/09/2017	\$18478	Dean Paul and Rachelle Cook

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
math para-educator	A highly qualified para-educator will be provided during the school day to work with small groups (1-3 students) on deficiencies in mathematics identified by NWEA/classroom assessments and teacher identification.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/09/2017	\$15400	Dean Paul, Superintendent, Rachelle Cook, Title I Coordinator/Instructional Coach