



School Improvement Plan

Hillman Community Jr/Sr High School

Hillman Community Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and Plans in ASSISST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

N/A

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

N/A

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

N/A

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

N/A

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

N/A

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

N/A

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

N/A

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

N/A

5. Describe how the school determines if these needs of students are being met.

N/A

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	N/A	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	N/A	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

N/A

2. What is the experience level of key teaching and learning personnel?

N/A

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

N/A

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

N/A

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

N/A

2. Describe how this professional learning is "sustained and ongoing."

N/A

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	N/A	

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

N/A

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

N/A

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

N/A

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	No	N/A	

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

N/A

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

N/A

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

N/A

8. Describe how the school-parent compact is developed.

N/A

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

N/A

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	No	N/A	

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

N/A

Component 7: Preschool Transition Strategies

- 1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**
- N/A
-
- 2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**
- N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

N/A

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

N/A

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

N/A

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

N/A

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

N/A

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

N/A

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

N/A

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

N/A

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

N/A

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

N/A

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

N/A

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

N/A

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

N/A

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

N/A

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

N/A

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

N/A

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

N/A

Component 4: Instructional Strategies

- 1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**
- N/A
- 2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**
- N/A
- 3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**
- N/A
- 4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**
- N/A

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

N/A

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

N/A

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	N/A	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	N/A	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

N/A

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

N/A

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	N/A	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

N/A

2. How are parents involved in the implementation of the Targeted Assistance program plan?

N/A

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	No	N/A	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

N/A

5. Describe how the parent involvement activities are evaluated.

N/A

6. Describe how the school-parent compact is developed.

N/A

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	No	N/A	

8. How does the school provide individual student academic assessment results in a language parents can understand?

N/A

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	N/A	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

N/A

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

N/A

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

N/A

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

N/A

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

N/A

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

N/A

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

N/A

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

N/A

18/19 Goals

Overview

Plan Name

18/19 Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in mathematics. 2017-18	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$560
2	All students will be proficient in reading. 2017-18	Objectives: 1 Strategies: 1 Activities: 10	Academic	\$2615
3	All students will be proficient in writing. 2017-18	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All students will be proficient in science. 2017-18	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$250

Goal 1: All students will be proficient in mathematics. 2017-18

Measurable Objective 1:

85% of 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 on state-designed assessments in order to meet the District annual proficiency target in Mathematics by 06/01/2022 as measured by State-mandated tests.

Strategy 1:

Tier 1- Supports in Mathematics - To create College and Career Ready students, educators will integrate best practices in tier 1 mathematics to provide high-quality, engaging instruction to meet the needs of all students. Essential components of an MTSS model include: assessment, data-based decision making, research-based core curriculum, and evidence-based instructional strategies.

Category:

Research Cited: 1. Ainsworth & Christinson, Balancing Mathematics Instruction, 2012: Balancing Mathematics Instruction provides an effective strategy for schools to change math instruction in implementation of the Common Core State Standards. These practices emphasize a student-centered classroom environment that promotes four instructional areas to “balance” out textbook- and standards-driven teaching: computational strength, number sense, problem solving, and conceptual understanding.

2. Batsche, Marzano, National Implementation Research Network (NIRN), 2005: The NIRN speaks to two specific topics under this strategy: Response to Intervention [Rtl] and fidelity of implementation of a core series. Rtl is the practice of making educational decisions about student interventions based on data and research-based instructional strategies.

3. Bender, Beyond the Rtl Pyramid, 2009: Bender’s book gives specific, research-based recommendations for planning for and implementing Rtl in schools.

4. Marzano, et al, The Art and Science of Teaching, 2001: Marzano’s research-based teaching strategies emphasize using data to drive instructional decisions.

5. IES Practice Guide Assisting Students Struggling with Math: Response to Intervention for Elementary and Middle Schools ies.ed.gov, 2009 : This IES Practice Guide contains a meta-analysis of the research to support seven recommendations for Rtl in the elementary and middle school classroom.

6. Hattie, Visible Learning for Teachers, 2012: Hattie’s meta-analysis lists instructional influences by effect size on student achievement; it lists Rtl with an effect size of 1.07.

7. Marzano, et al, The Highly Engaged Classroom, 2010: In this book, Marzano provides an in-depth understanding of how to generate high levels of attention and engagement as a result of careful planning and execution of specific strategies.

8. NCTM Research Brief, “Effective Strategies for Teaching Students with Difficulties in Mathematics”, 2007: The use of systematic and explicit instruction has an effect size of 1.19, which is a large effect for students with difficulties in mathematics.

Tier: Tier 1

Activity - Supporting a Michigan Math Standards-Aligned Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tier 1 curriculum and instruction based on the Michigan Math Standards. Instructional technology practices to support differentiation will be embedded throughout this professional development offering.	Professional Learning	Tier 1		07/01/2017	06/30/2018	\$300	Title I Part A	6-11 math teachers, Mary Christensen-Cooper, Ashlie O'Connor
Activity - PSAT/SAT Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development, at no cost to teachers, no how to read, analyze, and apply student assessment results on the PSAT/SAT assessment.	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2018	\$60	Other	8-11 math and reading teachers, Mary Christensen-Cooper, Julie Bastow
Activity - Delta Math Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
" Classroom teachers will screen students using the Delta Math screener in order to guide instruction and intervention. Data is used and evidence collected by the general education teacher to: inform instruction, facilitate flexible groups, align resources, facilitate student-led progress monitoring, and document and communicate student growth. "	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$200	General Fund	" Classroom teachers will screen students using the Delta Math screener in order to guide instruction and intervention . Data is used and evidence collected by the general education teacher to: inform instruction, facilitate flexible groups, align resource

Goal 2: All students will be proficient in reading. 2017-18

Measurable Objective 1:

85% of Seventh, Eighth and Eleventh grade students will demonstrate a proficiency on state-designed assessments in Reading in Reading by 06/01/2022 as measured by State-mandated tests.

Strategy 1:

Tier 1- Supports in Reading - To create College and Career Ready students, educators will integrate best practices in tier 1 reading to provide high-quality, engaging instruction to meet the needs of all students. Essential components of an MTSS model include: assessment, data-based decision making, research-based core curriculum, and evidence-based instructional strategies.

Category:

Research Cited: 1. Batsche, Marzano, National Implementation Research Network (NIRN), 2005: The NIRN speaks to two specific topics under this strategy: Response to Intervention [Rtl] and fidelity of implementation of a core series. Rtl is the practice of making educational decisions about student interventions based on data and research-based instructional strategies.

2. Bender, Beyond the Rtl Pyramid, 2009: Bender's book gives specific, research-based recommendations for planning for and implementing Rtl in schools.

3. Marzano, et al, The Art and Science of Teaching, 2001: Marzano's research-based teaching strategies emphasize using data to drive instructional decisions.

4. Hattie, Visible Learning for Teachers, 2012: Hattie's meta-analysis lists instructional influences by effect size on student achievement; it lists Rtl with an effect size of 1.07.

5. Marzano, et al, The Highly Engaged Classroom, 2010: In this book, Marzano provides an in-depth understanding of how to generate high levels of attention and engagement as a result of careful planning and execution of specific strategies.

Tier: Tier 1

Activity - ELA Pearson Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development support to 6-12 teachers implementing new curriculum. Pearson content specialists will provide professional development on the product and AMA content specialists will support between professional development sessions through classroom visits, networking workshops on planning and curriculum, and assisting in learning how to manage a blended environment.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2018	\$315	General Fund	All 6-12 and SE teachers teaching ELA
Activity - Schoolwide Data Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Three times per year, qualified instructors from the AMA ESD will provide free professional development for school leadership teams on how to analyze school-wide behavior, reading, and mathematics trends to make decisions that will improve MTSS systems.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	No Funding Required	School Leadership Team, Julie Bastow, Mary CC, Meaghan Gauthier, Ashley Wilmot, District Coaches (if applicable)
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Activity - PST Summit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One time per year, qualified instructors from the AMA ESD will provide professional development on the tier 3 problem solving process for members of the problem solving team. The area of focus will be on continuous improvement of process, adequate data collection at Tiers 1 -3, and adequate documentation of problem solving at Tier 3.	Academic Support Program	Tier 3	Monitor	09/06/2017	06/30/2018	\$0	Other	Administrator, AMA ESD Coach, School PST members, AMA administrators and consultants

Activity - Specially Designed Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Administrators from the AMA ESD will provide professional development support to high school Special Education teachers on implementing program and services to improve outcomes for students with disabilities across all tiers of instruction. Special Education teachers will use all data available to support decision making in IEP development, continuum of service, and instruction.	Academic Support Program	Tier 3	Implement	09/06/2017	06/30/2018	\$0	Other	Special education teachers, AMA administrators, AMA Coaches

Activity - Tier 1 Technical Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Qualified instructors from the AMA ESD will provide one 1/2 day of free professional development for the school leadership team regarding continued Tier 1 support. Further support will occur three times per year during regularly scheduled monthly MTSS team meetings for Tier 1/MTSS building level team focused on technical assistance to sustain current Tier 1 structures and continue to solidify practices.	Professional Learning	Tier 1		08/01/2017	06/30/2018	\$0	Other	Tier 1/Building-level MTSS team (including admin/dean), AMA ESD coach, Ashley Wilmot
Activity - Evidence-Based Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development to all teaching staff to build understanding of key components of effective practices for classroom management. Staff will work collaboratively to build understanding and fluency with strategies.	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$0	No Funding Required	Teaching staff, AMA ESD Coach (if applicable), Dean of Students, Ashley Wilmot
Activity - Grade-level Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development to teachers help build the understanding of "why, how, & what" of grade-level problem solving meetings. Taking PLCs further, the training will assist staff in understanding structures, plans, and analysis of behavior data to make instructional decision and action plan targeted items.	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$650	General Fund	MTSS team/teaching staff, AMA ESD coach, Ashley Wilmot
Activity - Behavior & Discipline Continuums	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Qualified instructors from the AMA ESD will provide professional development to school leadership teams. The professional development would provide two documents: A continuum of responses to misbehavior: Based on severity & motivation of behavior, this gives educators a tool to identify where the behavior falls and a list of strategies to use to respond to the behavior. How to install in current practices. A continuum of consequences: To provide a consistent definition for behavior and process for office vs staff-managed behaviors and protocols."	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$600	General Fund	building leadership team, AMA ESD coach, Ashley Wilmot

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Activity - Seclusion & Restraining (CPI) Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Qualified instructors from the AMA ESD will provide professional development to teachers, administration, and support staff on how to maintain the safety, security, care, and welfare for those involved in a crisis. Staff learn PBIS-aligned strategies that help prevent or lessen the intensity of a crisis, understand the appropriate staff reactions to student behavior at each level of crisis, including de-escalation techniques, limit setting, and physical intervention. In addition to being CPI certified at the end of the training, staff will learn how behavior functions on a continuum. This training will also provide guidance on state requirements for documentation."	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$1050	General Fund	Identified staff per district, Ashley Wilmot, Sarah Forrest

Activity - Suspension, Expulsion, & Zero Tolerance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Qualified instructors from the AMA ESD will provide professional development to administration to align current practices (PBIS, continuums, behavior data tracking) with new guidance on suspension & expulsion, as well as focusing on considerations of restorative practices for alternatives to suspension/expulsion."	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$0	General Fund	Principals, Deans, AMA Coach, Ashley Wilmot

Goal 3: All students will be proficient in writing. 2017-18

Measurable Objective 1:

85% of Seventh, Eighth and Eleventh grade students will demonstrate a proficiency on the state mandated test in Writing by 06/01/2022 as measured by State-mandated tests.

Strategy 1:

Tier 1- Supports in Writing - To create College and Career Ready students, educators will integrate best practices in tier 1 reading to provide high-quality, engaging instruction to meet the needs of all students. Essential components of an MTSS model include: assessment, data-based decision making, research-based core curriculum, and evidence-based instructional strategies.

Category:

Research Cited: 1. Batsche, Marzano, National Implementation Research Network (NIRN), 2005: The NIRN speaks to two specific topics under this strategy: Response to Intervention [RtI] and fidelity of implementation of a core series. RtI is the practice of making educational decisions about student interventions based on data and research-based instructional strategies.

2. Bender, Beyond the RtI Pyramid, 2009: Bender's book gives specific, research-based recommendations for planning for and implementing RtI in schools.

3. Marzano, et al, The Art and Science of Teaching, 2001: Marzano's research-based teaching strategies emphasize using data to drive instructional decisions.

SY 2018-2019

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4. Hattie, Visible Learning for Teachers, 2012: Hattie's meta-analysis lists instructional influences by effect size on student achievement; it lists Rtl with an effect size of 1.07.
5. Marzano, et al, The Highly Engaged Classroom, 2010: In this book, Marzano provides an in-depth understanding of how to generate high levels of attention and engagement as a result of careful planning and execution of specific strategies.

Tier: Tier 1

Activity - Pearson Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development support to 6-12 teachers implementing new curriculum. Pearson content specialists will provide professional development on the product and AMA content specialists will support between professional development sessions through classroom visits, networking workshops on planning and curriculum, and assisting in learning how to manage a blended environment.	Academic Support Program	Tier 1	Implement	08/01/2017	06/30/2018	\$0	General Fund	All 6-12 and SE teachers teaching ELA

Goal 4: All students will be proficient in science. 2017-18

Measurable Objective 1:

85% of Seventh and Eleventh grade students will demonstrate a proficiency on the state-designed assessment in order to meet the designated target in science in Science by 06/01/2022 as measured by State-mandated tests.

Strategy 1:

Tier 1- Supports in Science - Staff will unpack and align curriculum to Next Generation Science Standards to provide high quality instruction within an MTSS system.

Category:

Research Cited: 1. A Framework for K-12 Science Education

2. Batsche, Marzano, National Implementation Research Network (NIRN), 2005: The NIRN speaks to two specific topics under this strategy: Response to Intervention [Rtl] and fidelity of implementation of a core series. Rtl is the practice of making educational decisions about student interventions based on data and research-based instructional strategies.
3. Bender, Beyond the Rtl Pyramid, 2009: Bender's book gives specific, research-based recommendations for planning for and implementing Rtl in schools.
4. Marzano, et al, The Art and Science of Teaching, 2001: Marzano's research-based teaching strategies emphasize using data to drive instructional decisions.
5. Marzano, et al, The Highly Engaged Classroom, 2010: In this book, Marzano provides an in-depth understanding of how to generate high levels of attention and engagement as a result of careful planning and execution of specific strategies.

Tier: Tier 1

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Activity - MiSciPL@N	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MiSciPL@N is a statewide developed training created by the MMSN to prepare teachers to enact the MI Science Standards based on the Framework for K-12 Science Education and NGSS. The learning in these sessions is intended to support quality science education.	Professional Learning	Tier 1	Implement	07/01/2017	08/31/2017	\$250	General Fund	Science teachers, administrators, professional development consultant

Activity - NGSx Cohort 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program will allow K-12 teachers to: 1) study the three dimensions of NGSS - core ideas of science, scientific and engineering practices, and crosscutting concepts; 2) engage with student performance expectations found in the MI Science Standards; 3) engage as adult learners with science content & reflect on your own classroom; 4) learn and practice the pedagogy shifts in the NGSS; see classroom examples of modeling, argumentation and constructing explanations in practice; and apply new knowledge to classroom practices immediately.	Professional Learning	Tier 1	Implement	08/01/2017	12/01/2017	\$0	No Funding Required	Science teachers, administrators, professional development consultant

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PSAT/SAT Data Analysis	Qualified instructors from the AMA ESD will provide professional development, at no cost to teachers, no how to read, analyze, and apply student assessment results on the PSAT/SAT assessment.	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2018	\$60	8-11 math and reading teachers, Mary Christensen-Cooper, Julie Bastow
PST Summit	One time per year, qualified instructors from the AMA ESD will provide professional development on the tier 3 problem solving process for members of the problem solving team. The area of focus will be on continuous improvement of process, adequate data collection at Tiers 1 -3, and adequate documentation of problem solving at Tier 3.	Academic Support Program	Tier 3	Monitor	09/06/2017	06/30/2018	\$0	Administrator, AMA ESD Coach, School PST members, AMA administrators and consultants
Specially Designed Instruction	Special Education Administrators from the AMA ESD will provide professional development support to high school Special Education teachers on implementing program and services to improve outcomes for students with disabilities across all tiers of instruction. Special Education teachers will use all data available to support decision making in IEP development, continuum of service, and instruction.	Academic Support Program	Tier 3	Implement	09/06/2017	06/30/2018	\$0	Special education teachers, AMA administrators, AMA Coaches
Tier 1 Technical Support	Qualified instructors from the AMA ESD will provide one 1/2 day of free professional development for the school leadership team regarding continued Tier 1 support. Further support will occur three times per year during regularly scheduled monthly MTSS team meetings for Tier 1/MTSS building level team focused on technical assistance to sustain current Tier 1 structures and continue to solidify practices.	Professional Learning	Tier 1		08/01/2017	06/30/2018	\$0	Tier 1/Building-level MTSS team (including admin/dean), AMA ESD coach, Ashley Wilmot

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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Schoolwide Data Reviews	Three times per year, qualified instructors from the AMA ESD will provide free professional development for school leadership teams on how to analyze school-wide behavior, reading, and mathematics trends to make decisions that will improve MTSS systems.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	School Leadership Team, Julie Bastow, Mary CC, Meaghan Gauthier, Ashley Wilmot, District Coaches (if applicable)
NGSx Cohort 2	This program will allow K-12 teachers to: 1) study the three dimensions of NGSS - core ideas of science, scientific and engineering practices, and crosscutting concepts; 2) engage with student performance expectations found in the MI Science Standards; 3) engage as adult learners with science content & reflect on your own classroom; 4) learn and practice the pedagogy shifts in the NGSS; see classroom examples of modeling, argumentation and constructing explanations in practice; and apply new knowledge to classroom practices immediately.	Professional Learning	Tier 1	Implement	08/01/2017	12/01/2017	\$0	Science teachers, administrators, professional development consultant
Evidence-Based Classroom Management	Qualified instructors from the AMA ESD will provide professional development to all teaching staff to build understanding of key components of effective practices for classroom management. Staff will work collaboratively to build understanding and fluency with strategies.	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$0	Teaching staff, AMA ESD Coach (if applicable), Dean of Students, Ashley Wilmot

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Pearson Implementation	Qualified instructors from the AMA ESD will provide professional development support to 6-12 teachers implementing new curriculum. Pearson content specialists will provide professional development on the product and AMA content specialists will support between professional development sessions through classroom visits, networking workshops on planning and curriculum, and assisting in learning how to manage a blended environment.	Academic Support Program	Tier 1	Implement	08/01/2017	06/30/2018	\$0	All 6-12 and SE teachers teaching ELA
Grade-level Problem Solving	Qualified instructors from the AMA ESD will provide professional development to teachers help build the understanding of "why, how, & what" of grade-level problem solving meetings. Taking PLCs further, the training will assist staff in understanding structures, plans, and analysis of behavior data to make instructional decision and action plan targeted items.	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$650	MTSS team/teaching staff, AMA ESD coach, Ashley Wilmot
Seclusion & Restraining (CPI) Training	"Qualified instructors from the AMA ESD will provide professional development to teachers, administration, and support staff on how to maintain the safety, security, care, and welfare for those involved in a crisis. Staff learn PBIS-aligned strategies that help prevent or lessen the intensity of a crisis, understand the appropriate staff reactions to student behavior at each level of crisis, including de-escalation techniques, limit setting, and physical intervention. In addition to being CPI certified at the end of the training, staff will learn how behavior functions on a continuum. This training will also provide guidance on state requirements for documentation."	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$1050	Identified staff per district, Ashley Wilmot, Sarah Forrest
MiSciPL@N	MiSciPL@N is a statewide developed training created by the MMSN to prepare teachers to enact the MI Science Standards based on the Framework for K-12 Science Education and NGSS. The learning in these sessions is intended to support quality science education.	Professional Learning	Tier 1	Implement	07/01/2017	08/31/2017	\$250	Science teachers, administrators, professional development consultant

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ELA Pearson Implementation	Qualified instructors from the AMA ESD will provide professional development support to 6-12 teachers implementing new curriculum. Pearson content specialists will provide professional development on the product and AMA content specialists will support between professional development sessions through classroom visits, networking workshops on planning and curriculum, and assisting in learning how to manage a blended environment.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2018	\$315	All 6-12 and SE teachers teaching ELA
Behavior & Discipline Continuums	"Qualified instructors from the AMA ESD will provide professional development to school leadership teams. The professional development would provide two documents: A continuum of responses to misbehavior: Based on severity & motivation of behavior, this gives educators a tool to identify where the behavior falls and a list of strategies to use to respond to the behavior. How to install in current practices. A continuum of consequences: To provide a consistent definition for behavior and process for office vs staff-managed behaviors and protocols." "	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$600	building leadership team, AMA ESD coach, Ashley Wilmot
Suspension, Expulsion, & Zero Tolerance	"Qualified instructors from the AMA ESD will provide professional development to administration to align current practices (PBIS, continuums, behavior data tracking) with new guidance on suspension & expulsion, as well as focusing on considerations of restorative practices for alternatives to suspension/expulsion." "	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$0	Principals, Deans, AMA Coach, Ashley Wilmot

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Delta Math Screener	" Classroom teachers will screen students using the Delta Math screener in order to guide instruction and intervention. Data is used and evidence collected by the general education teacher to: inform instruction, facilitate flexible groups, align resources, facilitate student-led progress monitoring, and document and communicate student growth." "	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$200	" Classroom teachers will screen students using the Delta Math screener in order to guide instruction and intervention . Data is used and evidence collected by the general education teacher to: inform instruction, facilitate flexible groups, align resource
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supporting a Michigan Math Standards-Aligned Curriculum	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tier 1 curriculum and instruction based on the Michigan Math Standards. Instructional technology practices to support differentiation will be embedded throughout this professional development offering.	Professional Learning	Tier 1		07/01/2017	06/30/2018	\$300	6-11 math teachers, Mary Christensen-Cooper, Ashlie O'Connor