



School Improvement Plan

Alcott School

Pontiac City School District

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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 Assist BJ	

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?

The comprehensive needs assessment (CNA) was completed during Alcott School Improvement and Building Turnaround Network (BTN) meetings. Input from all regular education teachers, special education teachers, and school administrator was collected during staff meetings, PLC meetings and through teacher, parent and student surveys.

Parents were involved in the CNA through the creation of and participation in Fall and Spring surveys which requested their perception of the school, teachers, principal, students, and curriculum. The surveys were given in English and Spanish. Bilingual staff was available for those parents needing clarification or assistance in answering the questions. Although parents have not attended previous school improvement meetings; data was shared and available for parent review during yearly parent programs and meetings. Follow-up meetings will be scheduled at the beginning of the school year to receive feedback and to organized the parent organization.

Students were involved in the CNA utilizing student surveys. The surveys requested their perception of the school, teachers, principal culture and climate, and fellow students. Teachers met in cross-grade level meetings to analyze the data and create a gap analysis based on end of the year NWEA data. A gap statement for all the content areas was finalized. Fountas and Pinnell and common assessment data for grades K-2 is analyzed by teachers weekly in professional learning communities. NWEA and common assessment data is analyzed by teachers weekly in

professional learning communities. The BTN also analyzed demographic data including attendance and behavior through the MI-Star reports.

The BTN discussed the results of all the data, surveys, the input received from teachers, staff, and parents and came to a consensus of what is important to include in the school improvement plan. The final school improvement plan is available to all teachers, parents, and community through our yearly open house.

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?

The Comprehensive Needs Assessment (CNA) indicates the need for a data-driven approach to instruction, greater understanding of the standards

of expectations and more consistent use of instructional and behavioral intervention based on MTSS strategies and Essential Practices in Elementary Literacy.

In addition, parent involvement is needed with greater consistency and greater collaboration with addressing attendance issues.

Information revealed that overall all students, staff and parents have positive perceptions. We have continued to provide additional programming and enrichment for students. We need to continue to work on instructional best practices to move all students in the curriculum and provide appropriate interventions for students who fall below grade level. We need to particularly focus on African-American male students and our ESL population.

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.

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Alcott Elementary goals, objectives, strategies, and activities are based on the results of the Spring 2019 Fountas and Pinnell, Spring 2019 NWEA results and classroom formative and summative assessments.

The School Improvement Team with input from the staff analyzed academic, process, perception, demographic and attendance data to update the SIP and develop and/or improve the goals.

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?

The goals of the School Improvement Plan meet the whole population by utilizing a multi-tier system of support, providing appropriate professional development around best teaching practices and the use of Professional Learning Communities (PLC) to drive instruction. Teachers will meet weekly to meet, discuss and monitor progress regarding the goals and objectives.

The goals are designed around meeting the needs of all students both above and below grade level and providing differentiated teaching to support their success.

Teachers are recognized for their accomplishment through emails, monthly meetings, PLC meetings and regular conversations with the administrator.

Component 2: Schoolwide Reform Strategies

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

The strategies in Alcott's school improvement plan will continue to focus on helping all students reach the State's standards.

During the 2019-2020 school year Alcott School will implement their state-approved School Improvement Plan following these strategies:

1. Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS)
2. Professional Learning Communities: Data Driven Instruction using the Problem Solving Protocol

Reading: RtI-MTSS, Essential Practices in Elementary Literacy, PLC

Writing: RtI-MTSS, research-based writing across curriculum, PLC

Mathematics: RtI-MTSS, research-base mathematics instruction, vocabulary, PLC

Science: RtI-MTSS, Phenomenal Science (3-5 grades), PLC

Social Studies: RtI-MTSS, inquiry based learning, PLC

Positive Behavioral Interventions and Supports strategies

Students' individual needs across all content areas are addressed through differentiated instruction in a variety of ways.

Teachers provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills.

Teachers provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those right in the middle.

Ways teachers are differentiating instruction in the classroom:

Administer pre-tests to assess where individual students need to begin the study of a given topic, or an Instructional Learning Cycle.

Progress monitor student's progress in order to monitor growth and plan instruction.

Plan lessons based on High Quality Instruction (HQI) activities.

Use a variety of instructional delivery methods to address different learning styles.

Break assignments into smaller, more manageable parts that include structured directions for each part.

Provide access to a variety of leveled reading books in the same content area.

Establish centers for inquiry-based, independent learning activities.

Create activities that vary in level of complexity and degree of abstract thinking required.

Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.

Use a variety of assessment strategies, including performance-based and open-ended assessments.

Make assessment an ongoing, interactive process.

Tutors under the guidance of teachers will provide all students with academic support in the content areas where students are having difficulties.

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).

Alcott School follows a Response to Intervention: A Multi-Tiered System of Supports model which includes universal screening to identify "at risk of failing" students. Additional data collection and analysis to support appropriate intervention selection and implementation and frequent progress monitoring ensure that adequate improvement is achieved. Frequent progress monitoring of "at-risk of failing" students is an essential component of our program that enables teachers to identify students who are not responding to provided intervention and allows for modification of that intervention to better meet student needs.

Teachers work collaboratively in PLCs to plan all the content areas instruction. Following a universal screening process, students are grouped into three categories: Tier I, Tier II and Tier III.

All students are provided core instruction.

Research-based interventions targeting identified skill weakness are implemented 2-3 times per week for 30 minutes or more with students at the Tier II level of instruction.

Reading and math interventionists, special education teachers and regular education teachers work together to address the high rates of students identified in the Tier III level (this includes students receiving Special Education Services). These students are provided with more instructional time in smaller groups.

Professional Learning Communities (PLC). Staff members are supported in the process of meeting collaboratively to assess and measure weekly progress towards improving students' performance. Teachers work in PLC teams that are organized by grade levels or across grade levels and specific content areas. Teachers develop common lessons based on the use of data to identify students' needs, plan differentiated instruction based on learning targets, monitor students' learning and provide interventions for those students not meeting benchmark goals. The PLC teams report on student progress and the implementation of instructional strategies as part of the district's monitoring of the Blueprint for reform.

Positive Behavioral Intervention and Supports (PBIS). PBIS is a framework or approach for assisting schools in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Inquiry-Based Learning. Inquiry-based learning guides students in their development and practice of higher level thinking skills. Students facilitated by the teacher work in collaborative teams to develop questions related to the content they are studying. Students obtain supporting evidence to answer their questions and then present the results to all members of the class.

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

Research-based reform strategies in the school wide plan align with the findings of the needs assessment as the strategies target our needs to increase literacy proficiency in reading, science and social studies, writing, and math for all students through Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS).

Reading, Writing, Mathematics, Science and Social Studies Strategies:

Teachers will use assessments to screen the instructional needs of all learners. Teachers will use the assessment data to guide all

instructional decisions. Teachers will implement research based instruction and interventions. Teachers will monitor the progress of students to inform their ongoing decision making.

PBIS: Teachers will implement PBIS as a student management system to ensure a safe, secured learning environment where all members are respected and are responsible. The program will be supported by the behavior intervention team of social worker and behavior specialist.

Research-Based Mathematics Instruction: Teachers will build number sense and computational fluency using research-based mathematics instruction, technology, and critical thinking skills.

Professional Learning Communities (PLC): Teachers work in PLC teams that are organized by grade levels or across grade levels and specific content areas. Teachers develop common lessons based on the use data to identify students' needs, plan differentiated instruction based on learning targets, monitor students' learning and provide interventions for those students not meeting benchmark goals. The PLC teams report on student progress and the implementation of instructional strategies as part of the district's monitoring of the Blueprint for Reform.

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.

Teachers work collaboratively in PLCs to plan all the content areas instruction. Following a universal screening process, students are grouped into three categories: Tier I, Tier II and Tier III.

Effective Response to Intervention: A Multi-Tiered System of Supports (Rti-MTSS) strategies use instruction that is structured, planned and research-based.

Effective and additional assistance is provided to students identified at risk academically:

- * All students are taught the Tier I instruction.
- * Additional intervention time in classroom for the Tier II and Tier III students.
- * Instruction is delivered to small groups of students two or three times a week in 30 minute sessions.
- * Teacher uses strategies that are designed to affect the way in which students process information, such as modeling how to think through a problem and students then do the same.
- * Instruction is more explicit and systematic.
- * Teacher helps students work on memory skills.
- * Teacher instruct students how to ask and answer questions about what they are learning.
- * Teacher instructs one skill at the time to avoid confusion.
- * Interventionist and/or special education teachers work with the students needing the most instructional support.
- * After school tutoring in all core academic subjects for grades K-5.
- * Bilingual/ESL tutors and teachers for identified EL students for grades K-5.
- * In-school tutorial support under teacher supervision for grades K-5.

Teachers regularly progress monitor the targeted students to ensure the interventions are effective and the students are making timely progress toward benchmark. Adjustments in instruction are based on the students' progress.

These initiatives coupled with the consistent documentation and use of instructional interventions and accommodations within all the content areas assist students in mastering challenging concepts and regaining appropriate grade level pace.

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

Alcott School teachers meet during weekly PLCs and plan instruction based on core content learning objectives.

Teachers use the Problem Solving Protocol to analyze a variety of formative and summative assessments to determine the needs of each student; these include school-based common core assessment across all grade levels, M-STEP, Fountas and Pinnell, and NWEA to determine if the students are making adequate progress. Students who meet the objectives move on to the next objective in the unit of study. Students who are having difficulties are given Tier II small group instruction in addition to the core curriculum. This small group direct instruction is more specific in targeting the learning outcomes. Students are assessed and if still struggling they are moved to Tier III where the instruction is more individualized and specific for the needs of each student.

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.	No	Alcott School has no instructional paraprofessionals.	

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	Pontiac School District assures that 100% of Alcott elementary instructional staff are highly qualified as required by NCLB. Teachers possess a minimum of a Bachelor's Degree, full state certification and have evidence of meeting at least one of following options: Michigan Test for Teacher Certification (MTTC), a graduate degree or course work that is equivalent to an undergraduate major in any subject area directly related to elementary teacher, or National Board Certification.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

For the 2018 - 2019 school year Alcott School had a turnover rate of 21%. The increased turnover was due to one retirement, one transfer and one teacher resignation.

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

During the 2018-2019 school year, Alcott School had 2 teachers with 0-5 years of experience; 5 teachers with 6-15 years of experience and 6 teachers with 16-30 years of experience. The principal has >10 years of administrative experience.

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

Alcott School staff endeavors to create a safe and secure working environment through Positive Behavioral Interventions and Support. Alcott School offers professional mentoring to new teachers to ensure a successful transition into the school district. Alcott School teachers are provided professional development in best practices through state, and local resources. The evaluation process involves the implementation of a rubric in the effective observation of probationary teachers. Alcott School has a positive principal who recognizes the good work done by teachers. Alcott School teachers promote the school to others in the school district making Alcott a very desirable place to work. Alcott School staff consider themselves a family who support each other in order to bring quality education to all the students.

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

The School District of the City of Pontiac has undertaken the following initiatives to attract and retain highly qualified teachers:

1. Posting vacancies on a variety of websites and platforms including JobSpot, MASA website, Indeed.com, WSU, Michigan State Univ, Oakland University, relevant subject matter State organizations (Michigan Music Teachers Association, Michigan Association for Special Educators, for example), Oakland County Applitrak.
2. Candidates are interviewed by a team from Human Resources and the principal or designee of the selected school. In addition there are three phases to the interview process: Round 1: interview; Round 2: Behavioral and Performance Task Interview; Round 3: Fit To School (Candidate tours and job shadows for a portion of the day to determine if a fit is found).
3. We look for applicants that have experience with urban school districts, especially our student Interns who are in an Urban Cohort, these students have proven to be some of our most successful hires.
4. We pair each new teacher with a subject matter mentor and give them specific time to foster a safe relationship where they can exchange concerns and support the new staff member. We hope to be able to give a stipend to the mentors, and will move forward with doing so in the 2018-2019 school year.

5. We orient new staff on basic District information including; student attendance /grade processes, evaluation, Human Resource supports, and district technology use. This creates a good foundation for new staff.
6. Onboarding will take place at the Curriculum and School site level to reach out to all new staff the first, third and 6th week of employment to see how things are going and to let them know we are there to support their efforts.
7. When an employee resigns, we do a brief written exit interview to see what we can improve upon for the next hire.
8. Provide an opportunity to earn a retention bonus
9. Provide an opportunity to receive a recruitment bonus

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?

For the 2018-2019 school year Alcott had a turn over rate of 21%. During the school year, Alcott has worked hard to provide a high level of teacher support through increased collaborative time, streamlined academic and behavior protocols, conducted relationship building practices with the new administrator and implemented protocols for effective communication based on the district's Blueprint for Reform. The expected turn over rate for the 2019- 2020 school year is 0%.

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.

Alcott School professional learning will be based on the teachers' needs as determined by the instructional infrastructure initiative of the Blueprint for Academic Reform.

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

Professional learning will be sustained and ongoing through weekly monitoring and daily administrative walkthroughs to support best practice and the use of high quality instruction. Teachers will also meet during PLC meetings to plan instruction and review professional learning. Teachers will also receive support from the reading and math interventionists.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Alcott Professional Learning Plan is guided by the district's professional plan based on the instructional infrastructure of the Blueprint for Academic Reform.	

Component 6: Strategies to Increase Parental Involvement

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

Alcott parents participated in the Fall and Spring surveys which requested their perception of the school, teachers, principal, students and curriculum. The surveys were given in English and Spanish. Bilingual staff was available for those parents needing clarification or assistance in answering the questions.

Parents will review and update the Alcott Parent Involvement Policy and Parent/Student/Teacher Compact.

Alcott will also conduct parent meetings to share the progress of the plan for academic and behavioral improvement.

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

Alcott parents are an important part of the success of this program. Parents help implement the program by supporting the plan and by informing other Alcott parents of the high importance of parental involvement in helping the children do well in school.

Parents are involved in Fall and Spring surveys which requested their perception of the school, teachers, principal, students and curriculum. The surveys are given in English and Spanish. Bilingual staff was available for those parents needing clarification or assistance in answering the questions. Parents will participate in our School Improvement process and will have a voice in the development of the plan.

Alcott would like to have parent input, when hiring Highly Qualified Staff.

At the Annual Title I Parent Meeting, parents are surveyed on what topics they would like professional development for the upcoming school year. At the parent workshops, parents are given an opportunity to do an evaluation, in which they share other topics of interest.

Parent workshops topics include reading, writing, math, science, social studies, testing, parenting topics, DHS, bully free/ PBIS and cultural awareness.

Alcott School provides preschool parents with opportunities to learn the skills their children will need to be successful in kindergarten.

* Invitation to visit the kindergarten classrooms in the spring of the child's preschool year (open house and round-up).

* Dissemination of information on the transition from preschool to kindergarten, including kindergarten registration guidelines, kindergarten options in the community, and health and nutrition information to ensure that children enter school healthy.

Alcott parents are informed of all the assessments that are administered to their students in a language that is easy for them to understand.

Alcott staff provides training and assistance to parents prior and after administering of standardized and local assessments in an effort to explain state expectations, testing timelines and strategies in a language that parents can understand. Spanish and Hmong translators assist parents during meetings and parent-teacher conferences for EL students.

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

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of the plan and clarify any concerns. Parents will help evaluate the program by doing action research, such as making sure all families complete evaluation surveys, observe in classrooms, review materials, and visit other schools and programs. Alcott parents and staff will evaluate successes and those areas in need of improvement and then together collaborate in modifying the school improvement plan which will lead to an increase in student achievement.

Parent representatives will be part of the School Improvement Team. Parent representatives will participate in the creation and evaluation of perception surveys, the data analysis of assessments, the discussion of goals and objectives and the evaluation and modification of the School Improvement Plan. The principal will present the plan to all parents during Title I meetings and at these meetings, parents can give their suggestions and concerns.

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)?	Yes		

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

Section 1116 c-f

(c) POLICY INVOLVEMENT- Each school served under this part shall-

(1) convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

Alcott School surveys parents at the start of the school year in order to find out the most convenient time to hold meetings and explain the Title law and requirements.

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide under this part, transportation, child care, or home visits, as such services relate to parental involvement;

Throughout the school year, Alcott School provides help to parents so they can be involved in the education of their children.

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

Alcott School involves parents in the improvement of family programs and policies through surveys and the active participation of Title I meetings.

(4) provide parents of participating children--

(A) timely information about programs under this part;

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(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible;

Alcott School provide parents with the mentioned requirements through parent-teacher conferences, newsletters, regularly scheduled meetings, surveys and meetings with the administrator.

(5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Alcott School schoolwide plan takes into consideration all parents.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.--As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall--

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum--

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress;

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Alcott School under the guidance of the district and with parental involvement has developed a parent compact that is shared with parents and students at the start of the school year during parent meetings. Parent-teacher conferences are conducted in the fall and spring to discuss the academic and social achievement of students and to involve the parent in the school activities. Progress reports are available to parents three times per year and report cards are completed four times per year. All meetings and conferences are conducted with translators to help parents not fluent in the English language understand the educational process of their children. Parents are welcomed to volunteer and participate in school activities and to visit the students in the classroom.

(e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part-

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

Alcott School informs parents of their children's grade-level curriculum, Common Core State Standards (CCSS), academic assessments,

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State Assessments (M-STEP) and monitoring process during Title I parent meetings, educational family fun nights, parent-teacher conferences, progress reports, home newsletters, and communications between teachers and parents.

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Alcott School provides materials and training to parents during educational family nights, through special guest speakers attending the Title I parent meetings to present topics that support student achievement, and through communications between teachers and parents.

(3) shall educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

Alcott School staff in the next school years will be provided with professional development in the following topics related to parental involvement:

Understanding the value and utility of contributions of parents

Learning how to reach out to and communicate with parents

Working with parents as equal partners

Implementing and coordinating parent programs

Building ties between parents and the school

School Improvement Plan parent representative will be invited to all scheduled professional development related to parent involvement.

During Title I parent meetings all parents can suggest topics related to parental involvement that they wish to be considered as part of the teachers' professional learning.

(4) shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

Alcott School provides parents with educational resources during educational family nights, through special guest speakers attending the Title I parent meetings to present topics that support student achievement, and through communications between teachers and parents. Alcott School has reserved an area in the school library to be used as a parent resource room.

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language that parents can understand;

Alcott School will disseminate information to parents through the Pontiac School district website, phone messages, quarterly newsletters, school calendar of events, Student Code of Conduct handbook, School/Parent/Student Compact, written school communications in the Spanish language and notes from teachers to parents also go home written in Spanish. Parents will receive parent-friendly information where examples are used to clearly explain programs, activities, and events taking place at meetings.

(6) may involve parents in the development of training teachers, principals, and other educators to improve the effectiveness of such training; Alcott School if appropriate may involve parents in the previously mentioned activities.

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

Alcott School will follow the advise of the Pontiac School District individual in charge of Title I funds in regards to the availability of funds for literacy training.

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(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

Alcott School will follow the guidance of the Title I district representative in allocating funds for the above mentioned activities.

(9) may train parents to enhance the involvement of other parents;

Alcott School will try to involve all parents in the implementation of the Title I guidelines it might be necessary to accomplish this task through the involvement of other parents.

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

Alcott School conducts parent meetings at different times and home visits are conducted in order to reach out to parents who are unable to come to the school.

(11) may adopt and implement model approaches to improve parental involvement;

Alcott School is open to suggestions that will help improve parental involvement.

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section:

Alcott School will follow the directives of the district Title I representative in all matters related to parental programs.

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities;

Alcott School is open to partnerships with local community based organizations that are working on parental activities.

(14) and shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Alcott School will listen to parent requests through surveys, parent-teacher meetings, and Title I meetings.

(f) ACCESSIBILITY.- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Alcott School accommodates families with disabilities by ensuring they have full access to all our school activities.

Bilingual speakers are available at all times in school to translate for parents. Information pertinent to parents is sent home written in Spanish.

Alcott School does not have migratory students, however, if we did Alcott staff will make every possible effort to have these parents feel welcomed at the school. Parents would receive frequent student academic and behavior progress reports and report cards. Parents would have reasonable access to Alcott staff before and after school hours. Parent-teacher appointments or conferences could be scheduled at the school or at a convenient location to the parent. Alcott staff could also keep parents connected by telephone conversations. If possible parents could be invited to volunteer to help and/or observe in the classroom.

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

The parent involvement component of the school-wide plan will be evaluated by a committee of parents, as well as the parent representative who is a member of the school improvement team. This group of parents will have discussions with other parents during parent meetings at the school. Recommendations and suggestions are given to the Building Turnaround Network (BTN) and appropriate changes are made. Parents are always encouraged to express their concerns and their suggestions are always welcomed through the principal's open door policy. Parent's perception of curriculum, staff, and administration are gathered through fall and spring surveys. These perception surveys help the BTN know what the parents think about the school and the many programs and events taking place at Alcott School including the parent involvement component. Attendance and evaluation sheets after all parent programs and workshops are used to evaluate the effectiveness of the schoolwide plan and the programs attended by the parents.

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

The fall and spring parent surveys, evaluations from parent workshops, Title I meetings and school programs are reviewed by staff, principal and parents. The results from the evaluations are used to determine whether parents are in accord with the action plans developed by the staff and BTN. Parental input is discussed and any improvements will be added to the plan.

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

The school-parent compact was developed by Alcott School BTN team with the input and collaboration of parents. BTN annually reviews and revises the parent compact according to the goals of the school improvement plan and the expectations of all stakeholders. The plan is a joint collaboration of the principal, staff, parents and students. The purpose of this compact is to outline all stakeholders expectations. The compact will be signed by all stakeholders at the start of the academic school year and it will again be discussed with parents and students during the fall parent-teacher conferences. Discussing the compact with parent, student and teacher helps remind the expectation of a true partnership for learning between the home and school.

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

The purpose of this compact is to outline all stakeholders expectations. The compact will be signed by all stakeholders at the start of the academic school year and will be discussed with the parents during the fall parent-teacher conferences. Discussing the compact with parent and student helps remind the expectations of this very important parent-school partnership.

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

Alcott School is not a middle or high school.

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		school parent compact

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

Alcott staff actively provides training and assistance to parents prior and after administering of standardized and local assessments in an effort to explain state expectations, testing time lines and strategies in a parent friendly language that is easy to understand and clearly explains the topics of discussion. Teachers also review results one-on-one during parent-teacher conferences. Parents are also welcomed to ask questions as necessary. Spanish and Hmong translators assist parents during meetings and parent-teacher conferences for the EL students.

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?

Alcott School will engage in several activities designed to assist students when transitioning from preschool into kindergarten. By familiarizing students with building protocols and staff, transition becomes more effective and contributes to a positive school atmosphere. Alcott School embraces the scientific research of Pianta, Rimm-Kauffman, and Cox (1999) which suggests that schools need to base transition practices on these interrelated principles:

1. Reaching out. We reach out and link with families within the community across the grades and preschool in order to establish relationships and engage in two-way communication about how to establish effective transition practices. Alcott School provides opportunities on a quarterly basis for prospective parents to interact and preview programs for all grade levels through open house, kindergarten roundup, and the end of the year school tour. No less than 4 contact and connect opportunities are provided at both the building and district level.

2. Reaching backward in time. We have established links with families before the first day of school sending brochures, invitations to open houses, family learning nights and school events.

Practices to "reach out" and "reach back" to families are listed below:

- * Invitation to visit the kindergarten in the spring of the child's preschool year (open house and round-up).
- * Preparation and dissemination of home-learning activities, including summer book lists and other literacy activities for the summer months prior to kindergarten entry.
- * Parent-teacher association informs parents how they can be involved in their child's kindergarten setting and how they can connect new families with families currently enrolled in the school.
- * Dissemination of information on the transition from preschool to kindergarten, including kindergarten registration guidelines, kindergarten options in the community, and health and nutrition information to ensure that children enter school healthy.
- * Kindergartens are staffed with bilingual teacher aides to support the EL students and families.
- * Younger siblings are always welcome at family events.

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?

Alcott School provides preschool parents with opportunities to learn the skills their children will need to be successful in kindergarten.

- * Invitation to visit the kindergarten in the spring of the child's preschool year (open house and round-up).
- * Dissemination of information on the transition from preschool to kindergarten, including kindergarten registration guidelines, kindergarten options in the community, and health and nutrition information to ensure that children enter school healthy.
- * Future Alcott students attending the district's preschool program will be invited along with their family to all activities taking place throughout the school year.
- * Preschool teachers will be invited to work with Alcott's Kindergarten teachers in PLCs to discuss those skills students need to be successful in Kindergarten.

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?

Alcott Elementary staff is actively involved in the decision making process with regards to the use of school based academic assessments. Alcott uses NWEA, M-STEP, MI-Access, Fountas and Pinnell, Unit Assessments, WIDA, school-based common core assessments, formative, and summative assessments. Administration actively solicits the voice and input of staff members on various district, school and community issues.

- * Building Turnaround Network (BTN) team meets to discuss curriculum, social, development and assessment issues, as well as school-wide instructional best practices.
- * Staff members participate in district improvement committees which meet monthly or as needed to develop, implement, and evaluate the instructional delivery of the curriculum, discuss data from common assessments and plan professional development.
- * Alcott staff participates in all district subject area committee meetings, where they receive on-going professional development in best practices and assessments through national, state, and local resources bringing back information to share with subject area teams.
- * Alcott staff works collaboratively to create common assessments for core subject areas. Core staff members meet with essential staff to identify the most challenging standards and benchmarks.
- * Alcott parents are informed of all the assessments that are administered to their students in a language that is easy for them to understand. Alcott staff provides training and assistance to parents prior and after administering of standardized and local assessments in an effort to explain state expectations, testing timelines and strategies in a language that parents can understand. Spanish and Hmong translators assist parents during meetings and parent-teacher conferences for EL students.

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

Alcott staff participate in student achievement data analysis using the Problem Solving Protocol to increase overall student achievement.

- * PLC meetings are held where all staff analyze classroom, Fountas & Pinnell and NWEA data to then formulate instructional practices.
- * Staff and administration collaborate with parents to resolve issues regarding student discipline, achievement, attendance and school-wide initiatives.
- * Fountas and Pinnell data is shared with K-5 staff for discussion and then plan appropriate intervention strategies for the strategic and at risk students.
- * Teachers discuss progress monitoring of students during PLC meetings and plan appropriate instruction.
- * The district works collaboratively with Alcott staff to compare and analyze common assessment data.
- * State assessment (M-STEP) is analyzed yearly
- * Once data is analyzed the results are shared with parents through the School Improvement process.
- * All data is analyzed and used yearly to update the School Improvement Plan.

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.

Students are identified through data analysis of the yearly state test. Teachers will also utilize PLCs to examine proficiency data based on classroom instruction to determine the interventions necessary to support student learning

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?

Timely, effective and additional assistance is provided to students through the following tiers

- * Tier II students: Additional intervention time in all content areas is delivered by teacher in the classroom in small groups two or three times a week in 30 minutes sessions. The instruction includes curriculum, strategies and procedures designed to supplement, enhance and support core classroom instruction.

- * Tier II students: Intervention specialist and Bilingual/ESL tutor in all content areas for grades K-5 help support the students below grade level in benchmarks with instruction in small groups two or three times a week for 30 minutes. The instruction includes curriculum, strategies and procedures designed to supplement, enhance and support core classroom instruction.

- * Tier III students: Intervention specialist will provide one-to-one instruction at least three times per week for 30 minutes. The instruction is based on specific strategies designed for more intense intervention.

- * Bilingual/ESL tutors and teachers for identified EL students for all content areas for grades K-5.

- * In-school tutorial support under teacher supervision for grades K-5 in all content areas.

- * Behavior intervention specialists work with staff developing and implementing behavior plans and strategies for grades K-5.

Teachers progress monitor the targeted students every 2-3 weeks to ensure the interventions are effective and the students are making timely progress toward benchmark. Adjustments in instruction are based on the students' progress.

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

All students' individual needs are addressed through classroom differentiated instruction across all content areas in a variety of ways.

Teachers provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills.

Teachers provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those right in the middle.

Parents are involved in their child's instructional process through parent teacher conferences, individual conferences, Instructional Support Team meetings and IEP meetings.

Ways teachers are differentiating instruction in the classroom:

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Administer pre-tests to assess where individual students need to begin the study of a given topic.

Plan lessons based on HQI activities.

Use a variety of instructional delivery methods to address different learning styles.

Break assignments into smaller, more manageable parts that include structured directions for each part.

Provide access to a variety of leveled reading books on the same content area.

Establish centers for inquiry-based, independent learning activities.

Create activities that vary in level of complexity and degree of abstract thinking required.

Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.

Use a variety of assessment strategies, including performance-based and open-ended assessments.

Make assessment an ongoing, interactive process.

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.

FEDERAL

1. Title I, Part A

- a. K-12 Supplemental Online Learning Tools (School Wide "SW" Component 2)
- b. K-8 Tier I/Tier II Intervention Teachers (SW2, SW3, SW9)
- c. 6-8 Tier III Intervention Teachers (SW9)
- d. Reading/Math Intervention Specialists and Materials (SW2, SW3, SW9)
- e. Behavior Intervention Specialists and Materials (SW9)
- f. Homeless Student Supplies (SW9)
- g. Bilingual Tutors (SW9)
- h. Career and Technical Education Teacher Assistants (SW9)
- i. College and Career Readiness Tutor (SW9)
- j. College and Career Readiness Specialist (SW9)
- k. At-Risk Social Workers (SW9)
- l. Professional Learning Stipends and Substitutes (SW1, SW5, SW8)
- m. MTSS Coordinator (SW1, SW2, SW5, SW9)
- n. Grants Compliance & Billing Coordinator (SW10)
- o. Grants Compliance & Billing Specialist (SW10)
- p. Monthly Parent Meeting Literature, Refreshments and Interpreters (SW6)
- q. Annual Parent Meeting Literature, Refreshments and Interpreters (SW6)
- r. Core Content Area Parent Nights Literature, Refreshments and Interpreters (SW6)

2. Title II, Part A

- a. Instructional Coaches and Materials (SW5)
- b. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, High Quality Instruction, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, LLI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)
- c. Title II Coordinator (SW5)
- d. Retention and Recruitment Bonuses (SW4)

3. Title III, Part A

- a. Bilingual Tutors (SW9)
- b. English Learners Oriented Professional Development (SW5)
- c. English Learners Supplemental Materials (SW9)

4. Title IV

- a. Reading/Math Intervention Specialists/Teachers and Materials (SW2, SW3, SW9)
- b. Behavior Intervention Specialists (SW9)
- c. Behavior/Social Emotional Materials/Supplies (SW9)
- d. Safety Training (SW9)

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5. Fresh Fruit and Vegetables Program (FFVP)
 - a. During the Day Afternoon Snack for elementary students
6. Child and Adult Care Food Program (CACFP)
 - a. Afterschool Programs Snack/Supper for students
7. School Nutrition Program (SNP) and Community Eligibility Programs (CEP)
 - a. During the Day Breakfast and Lunch FREE for all students
8. IDEA - (Special Education Funding)
 - a. Special Education Phycologists (SW9)
 - b. Special Education Speech and Language Pathologists (SW9)
 - c. Special Education Social Workers (SW9)
 - d. Special Education Professional Development (SW5)

STATE AND LOCAL

1. Section 21h
 - a. ELE STEM Program Contractor and Supplies (SW9)
 - b. Data Instructional Coach (SW1, SW5, SW8)
 - c. Behavior Intervention Specialists (SW9)
 - d. HS PBIS Initiatives (SW9)
 - e. Teacher Leader/Coach (SW5)
 - f. After/Before/Summer Tutorial Program (SW9)
2. Section 31A
 - a. Bilingual Tutors (SW9)
 - b. ESL Teachers (SW9)
 - c. Police Authority Officers (SW9)
 - d. Alternative Education Teachers and Counselor (SW9)
 - e. Homeless Student Transportation (SW9)
 - f. Homeless Student Supplies (SW9)
 - g. K-3 Reading/Math Teachers and Materials (SW9)
 - h. Art/Music Intervention (SW9)
 - i. Breakfast Program Supplemental Supplies/Materials (SW2)
 - j. Parental Involvement Software Subscription (SW6)
 - k. NWEA Assessment System (SW1)
3. Section 32d
 - a. Great Start Readiness Program (GSRP - Preschool)
4. Section 35a5
 - a. Reading Intervention Materials and Training (SW2, SW3, SW5, SW9)
 - b. NWEA testing substitutes (SW8)
 - c. Summer Literacy Program (SW9)
5. Section 41
 - a. Bilingual Tutors (SW9)
6. Section 61a1 (Vocational Education/Added Cost)
 - a. Vocational Education Staff and Materials (SW9)
7. Section 104d
 - a. NWEA Assessment System (SW1, SW8)

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8. Career Focused Education

a. Career Focused Education Staff (SW9)

NO FUNDS NEEDED

1. No Funds Needed

a. Current Employee Recognitions (SW4)

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.

1. Comprehensive Needs Assessment

a. NWEA Assessment System (Section 31a, Section 104d)

b. Professional Learning Stipends and Substitutes (Title I)

c. Data Analysis Training (Title I, Title II, Section 21h)

2. Schoolwide Reform Strategies

a. K-12 Supplemental Online Learning (Title I)

b. K-8 Tier I/Tier II Intervention Teachers (Title I)

c. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)

d. During the Day Afternoon Snack for Elementary Students (FFVP)

e. During the Day Breakfast and Lunch FREE for all students (CEP)

3. Highly Qualified Staff (Instruction)

a. K-8 Tier I/Tier II Intervention Teachers (Title I)

b. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)

4. Attract and Retain Highly Qualified Staff

a. Current Employee Recognitions (No Funds)

b. Restructuring of Salary Schedules (General Funds)

c. Retention and Recruitment Bonuses (Title II)

5. Professional Development

a. Instructional Coaches and Materials (Title II)

b. Data Instructional Coach (Section 21h)

c. Special Education Professional Development (IDEA)

d. English Learners Oriented Professional Development (SW5)

e. Professional Learning Communities Stipends and Subs (Title I)

f. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)

g. MTSS Coordinator (Title I)

h. Title II Coordinator (Title II)

i. Data Instructional Coach (Section 21h)

6. Parental Involvement

a. Parent Events/Initiatives Literature, Refreshments and Interpreters (Title I, GSRP)

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- b. Annual Parent Meeting Literature, Refreshments and Interpreters (Title I)
- c. Core Content Area Parent Nights Literature, Refreshments and Interpreters (Title I)
- d. Parental Involvement Software Subscription (Section 31a)
- 7. Preschool Transition
 - a. Elementary School Parent and Student Visits (General Fund)
- 8. Assessment Decisions
 - a. NWEA Assessment System (Title I)
 - b. Professional Learning Communities Substitutes and Stipends (Title I)
 - c. Data Analysis Training (Title II)
 - d. Data Instructional Coach (Section 21h)
- 9. Timely & Additional Assistance
 - a. Core Content Intervention Specialists (Title I)
 - b. K-8 Tier I/Tier II Intervention Teachers (Title I)
 - c. 6-8 Tier III Intervention Teachers (Title I)
 - d. ESL Teachers (Section 31a)
 - e. HS English Language Development Teacher, Training and Materials (Section 21h)
 - f. HS Reading Intervention Teacher (Section 21h)
 - g. ELE Reading/Math Intervention Specialists, Training and Materials (Section 21h)
 - h. ELE STEM Program Contractor and Supplies (Section 21h)
 - i. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)
 - j. After/Before/Summer Tutorial Program (Section 21h)
 - k. Summer Literacy Program (Section 35a5)
 - l. Bilingual Tutors (Title I, Title III, Section 31a, Section 41)
 - m. Alternative Education Teachers and Counselor (Section 31a)
 - n. K-3 Reading/Math Teachers (Section 31a)
 - o. Art/Music Intervention (Section 31a)
 - p. Breakfast Program Supplemental Supplies/Materials (Section 31a)
 - q. Career and Technical Education Teacher Assistants (Title I)
 - r. College and Career Readiness Tutor (Title I)
 - s. College and Career Readiness Specialist (Title I)
 - t. Career Focused Staff (Title I, Section 61a6, CFE)
 - u. Vocational Education Staff and Materials (Title I, Section 61a6, CFE)
 - v. Special Education Psychologists (IDEA)
 - w. Special Education Speech and Language Pathologists (IDEA)
 - x. Behavior Intervention Materials and Specialists (Title I, Title IV)
 - y. Behavior/Social Emotional Materials/Supplies (Title IV)
 - z. At-Risk Social Workers (Title I)
 - aa. HS PBIS Initiatives (Section 21h)
 - bb. Special Education Social Workers (IDEA)
 - cc. MTSS Coordinator (Title I)
 - dd. Police Authority Officers (Section 31a)
 - ee. Homeless Student Transportation (Section 31a)
 - ff. Homeless Student Supplies (Title I and Section 31a)
- 10. Coordination & Integration of Federal, State and Local Resources

- a. Grants Compliance & Billing Coordinator (Title I, Title II)
- b. Grants Compliance & Billing Specialist (Title I, Title II)

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.

1. Students receive a daily free breakfast and lunch thru the Community Eligibility Provision Program (CEP);
2. Students receive a daily snack between lunch and school dismissal thru the Fresh Fruit and Vegetable Program (FFVP);
3. Students receive a meal thru the Child and Adult Care Food Program (CACFP) if they participate in our alternative education program, athletics programs, and afterschool enrichment program funded via the 21st Century Community Learning Centers Grant;
4. Police Authority Officers, Behavior Intervention Specialists and At-Risk Social Workers work with students to prevent and minimize truancy, assist with social and emotional behaviors that limit the student's academic achievement results;
5. A Preschool Program (GSRP) is provided to 272 students;
6. Vocation and Technical Education, dual Enrollment and Job training opportunities are provided to HS students.

Evaluation:

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

The Building Turnaround Network (BTN) meets at least once per month to discuss the implementation of the schoolwide academic and behavioral programs. The principal reviews the lesson plans, and PLCs logs looking for details of the implementation of the schoolwide program. During principal's walkthroughs the fidelity of the program is observed. Progress monitoring data is analyzed by teachers and reports are reviewed by principal during PLC meetings. Principal conducts dialogues with teachers individually and during grade level PLC meetings where further discussions take place about the implementation of School Improvement Plan' strategies

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.

The BTN meets at least once per month to discuss the academic and behavioral progress of the students. Teachers meet in PLCs meetings to review state assessments (M-STEP), multiple data sources, such as Fountas & Pinnell, WIDA, NWEA, MI-Star behavior, unit assessments, summative and formative assessments, to help monitor the progress of students and thus the implementation of the school improvement plan. As soon as the state assessment scores are available teachers meet across grade levels to utilize the Problem Solving Protocol for the reading, writing, mathematics, science, and social studies data.

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.

The BTN team analyzes student achievement based on M-STEP sub groups such as gender, special education, English Language Learners, and ethnicity. Along with M-STEP the team uses multiple data sources, such as Fountas & Pinnell, WIDA, NWEA, MIStar behavior, Surveys, Process and Demographic Data along with unit assessments, summative and formative assessments, to help monitor whether the school-wide program has been effective in increasing the achievement of students. Students progress is also monitored for changes in proficiency levels. Response to Intervention: A Multi-Tiered System of Supports sets up the structure for the support of those students who are not meeting the set expectations. Teachers in PLCs review all data results and instructional changes are immediately implemented.

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?

The Problem Solving Protocol is used to evaluate state assessment data and discussions among grade level teams will take place. The BTN team, using the results from the data, along with the comprehensive needs assessment, made any revisions necessary to the plan. The plan is discussed at a general staff meeting and it is then approved by all stakeholders including parents. Teachers end the school year with a plan ready to be implemented in the fall.

Alcott School Improvement Plan 2019-2020

Overview

Plan Name

Alcott School Improvement Plan 2019-2020

Plan Description

SIP 2019-2020 3rd draft 05-19-19

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	Alcott School will install the instructional infrastructure system of the Blueprint to ensure that high-quality ELA curriculum, assessment and instructional practices are occurring.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$0
2	Alcott School will install the instructional infrastructure system of the Blueprint to ensure that high quality mathematics curriculum, assessment and instructional practices are occurring.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
3	Alcott School will install the student support network system of the blueprint to ensure that all students have access to necessary social, emotional, nutritional and health support that allow access to learning.	Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$0
4	Alcott School will install the talent management system of the blueprint to ensure that effective staff will turnaround competencies are placed within each of the classrooms.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Alcott School will install the instructional infrastructure system of the Blueprint to ensure that high-quality ELA curriculum, assessment and instructional practices are occurring.

Measurable Objective 1:

60% of All Students will increase student growth 1.25 years in Reading by 06/30/2020 as measured by NWEA for full year students.

Strategy 1:

Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS) - Teachers will engage all students in high quality literacy instruction utilizing a multi-tiered system of intervention. The RtI-MTSS method of organizing instruction will be implemented through assessing and screening all students to determine individual instructional needs. Teachers will use the assessment data to guide all instructional decisions, develop core instruction for on-grade level, strategic and intensive students. This information will also be shared during professional learning communities to create a plan of support with the principal, teacher and interventionist. Teachers will continuously monitor and track progress utilizing a data driven model for instruction.

Category: English/Language Arts

Research Cited: Vision for High Quality Instruction

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School Improvement Plan

Alcott School

Tier: Tier 1

Activity - Reader's Workshop Literacy Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K- 5 teachers will implement a 120 minutes, dedicated, literacy block focusing on the implementation of high quality, high level literacy instruction utilizing a Reader's Workshop Model. This model increases the interaction between students and text, collaboration between peers and teacher-led interventions based on individual student needs. Lessons will provide instruction on critical skills such as phonological awareness, phonics, vocabulary, comprehension, fluency and oral language. Gradual Release Method will be utilized in all content areas. During this literacy block teachers will also utilize a co-teaching model with the building resource teacher and interventionist for students who require additional support, high level differentiation strategies, and will develop small group interventions to address the needs of intensive and strategic students. Success of literacy blocks will be monitored and discussed during weekly professional learning communities and through consistent monitoring of progress data obtained through summative and formative assessments. Interventions and strategies will be adjusted based on this data.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers and reading interventionist.

Activity - Reading Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott will utilize a reading interventionist to support students "at risk of failing" by providing support for strategic and intensive students. The interventionists will assist with assessment of Tier II and Tier III students, analyze data and plan instruction with classroom teachers during PLC meetings, support teachers through coaching and modeling and support the implementation of Alcott's Tier II and Tier III Phonics First Reading intervention.	Direct Instruction, Academic Support Program	Tier 2	Monitor	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers and interventionist.

Activity - Phonics First	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Alcott School

Grade K - 3 Teachers will utilize Phonics First Interventions for students who are strategic and intensive. Phonic First utilizes a strategic, multi-sensory approach that addresses reading deficits and gaps in students who struggle with reading. Teachers will utilize Phonics First during small reading groups, intervention blocks and progress will be monitored during professional learning communities to determine mastery and necessary adjustments to instruction. Phonics First resource materials will be replaced as needed. Teachers will be supported by interventionist in the implementation of the Phonics First program. Tier II and Tier K-5 students will be supported through Phonics First.	Direct Instruction, Professional Learning	Tier 2	Monitor	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers and interventionist.
Activity - Reader's Workshop /Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development and coaching support to assist with the implementation of the Reader's Workshop across all content areas. Coaching support for literacy awareness and guided reading instruction.	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers and interventionist.
Activity - Enrichment/ Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide extended learning opportunities for Tier I, Tier II and Tier III students before/after/during and in the summer in all content areas. These opportunities include but are not limited to field trips, assemblies, academic and enrichment clubs, guest speakers, etc.	Academic Support Program	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal and teachers.
Activity - Bilingual Support and Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott will utilize bilingual tutors to provide academic and social emotional support for students with non-English speaking backgrounds. EL students will be screened at the beginning of the year to determine the level of needed support. Tutors will utilize push-in and small group support to monitor and track academic performance. Once a caseload is established students' progress will be monitored and tracked during weekly professional learning communities and appropriate interventions plans based on WIDA assessments results will be established with principal and teachers. ESL teacher and ESL tutors will instruct students in all content areas.	Direct Instruction, Academic Support Program	Tier 2	Monitor	08/26/2019	06/30/2020	\$0	Title III	Principal, teachers, ESL teacher and ESL tutors.

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Activity - Supplemental Support for Curriculum and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize supplemental online curriculum to support all content areas learning objectives through licensed technology programs such as Brain Pop, IXL, Raz Kids, Reading A - Z, Discovery Education and research based software. Promethean board will be used as a supplemental instructional tool including upkeep replacement and resources. Mathematics, science and social studies leveled reading books will supplement all students' instruction.	Academic Support Program, Technology	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	Title I Part A	Principal and teachers.
Activity - Essential Practices in Elementary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and interventionist will implement the Essential Practices in Elementary Literacy across all content areas. Essential Practice #2: Read alouds of age-appropriate books and other materials, print or digital Essential Practice #3: Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development Essential Practice #5: Explicit instruction in letter-sound relationships Essential Practice #7: Intentional and ambitious efforts to build vocabulary and content knowledge Essential Practice #8: Abundant reading materials and reading opportunities in the classroom	Direct Instruction	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers and interventionist
Activity - Teaching Strategies and Delivery Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School staff will participate in professional development to learn teaching strategies and delivery instruction that make sure all students are comprehending the information taught across all content areas.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, BTN members and Oakland Schools staff.

Strategy 2:

Professional Learning Communities - Alcott staff will participate in weekly professional learning communities (PLCs). During this time, staff members will review learning objectives, high quality instruction strategies and plan lessons that will address the needs of all students, collaborate with principal and reading interventionist to determine effectiveness of instructional strategies. In addition, formative assessment data will be dis-aggregated and reviewed to drive future instructional practices and to make the necessary adjustments to ensure student success. Utilizing this practice will also ensure proper utilization of all training, resources, provide administrative support as well as provide consistent monitoring, tracking and mastery of learning objectives for the school year.

School Improvement Plan

Alcott School

Category: Learning Support Systems

Research Cited: Davenport, Patricia and Gerald E. Anderson. (2002) "Closing the Achievement Gap-No Excuses". Houston, TX: American Productivity & Quality Center. 1-512-343-6296 admin@eqityineducation.com ISBN 1-928593-62-3

DuFour, Richard, DuFour, Rebecca, Eaker, Robert, and Many, Thomas (2006) "Learning by Doing: A Handbook for Professional Learning Communities at Work" (Second Edition)

Tier: Tier 1

Activity - Professional Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning communities weekly to develop and discuss high quality instruction that meet the needs of all students. This will also provide the opportunity to collaborate with the reading interventionist and the principal in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Principal, teachers and interventionist will also utilize and dis-aggregate weekly formative assessment data to further support academic achievement and to monitor and implement effective instructional practices. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive and strategic - bi-weekly, core - monthly). Teachers will also discuss and analyze the data and plan multi-tiered instruction and interventions for fidelity regarding Common Core State Standards, activities from CORE Sourcebook (phonemic awareness, phonics, vocabulary, comprehension and fluency), activities to support Essential Elementary Practices, critical thinking skills, Depth of Knowledge (DOK) levels, state assessments and best practices. This activity will require a substitute cost for teachers' Professional Learning Community meetings.	Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers, interventionist

Activity - NWEA Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, teachers and interventionist will participate in NWEA professional learning in order to analyze data and plan high quality instruction across all content areas.	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers and interventionist.

Strategy 3:

Culturally Responsive Teaching - Alcott School staff will establish and implement culturally responsive instructional and organizational practices and routines across all content areas.

School Improvement Plan

Alcott School

Category: School Culture

Research Cited: Banks, J (2001). Handbook of Research on Multicultural Education. San Francisco. Jossey Bass.

Gay, G. (2001). Culturally Responsive Teaching. Columbia University. College Press.

Tier: Tier 1

Activity - Culturally Responsive Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School staff will participate in professional learning that will help implement culturally responsive instructional and organizational practices and routines across all content areas.	Professional Learning	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, BTN members and Oakland School staff.

Goal 2: Alcott School will install the instructional infrastructure system of the Blueprint to ensure that high quality mathematics curriculum, assessment and instructional practices are occurring.

Measurable Objective 1:

A 60% increase of All Students will increase student growth 1.25 years in Mathematics by 06/30/2020 as measured by NWEA for full year students.

Strategy 1:

Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS) - Teachers will engage all students in high quality mathematics instruction utilizing a multi-tiered system of intervention. The RtI-MTSS method of organizing instruction will be implemented through assessing and screening all students to determine individual instructional needs. Teachers will use assessment data to guide all instructional decisions, develop core instruction for on-grade level, strategic and intensive students. This information will also be shared during professional learning communities to create a plan of support with the principal and interventionist in order to develop research based high quality instructional interventions.

Teachers will continuously monitor and track progress utilizing a data driven model for instruction.

Category: Mathematics

Research Cited: Vision for High Quality Instruction.

Tier: Tier 1

Activity - Standards-Based Common Core Mathematics Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-5 teachers will implement a 90 minutes math block focusing on the implementation of high quality, high level math instruction utilizing a standards-based approach. This model will increase the use of high-level math instruction based on critical standards and increase the collaboration between peers and teacher-led interventions based on individual student needs. Lessons will focus on core skills such as numeracy, data analysis, geometry, and algebra. Teachers will also collaborate with principal and the math interventionist to assess effectiveness of math instruction based on formative assessments. This will support the use of high level differentiation strategies, and will develop small group interventions to address the needs of intensive and strategic students. Success of math blocks will be monitored and discussed during weekly professional learning communities and through consistent monitoring of progress data obtained through summative and formative assessments. Interventions and strategies will be adjusted based on this data.	Direct Instruction	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers and intervention ist.
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Activity - Mathematics Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott will utilize a math interventionist to support students "at risk of failing" by providing support for strategic and intensive students. The interventionist will assist with assessment of Tier II and Tier III students, analyze data and plan high quality instruction with classroom teachers during PLC meetings, support teachers through coaching and modeling and implementation of Alcott's Tier II and Tier III Math interventions.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers and intervention ist.

Activity - Mathematics Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue training with the district-adopted mathematics textbooks and instructional resources. K-5: Everyday Math (EDM) and supporting resources will be replaced as needed.	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers, intervention ist and instructional support staff.

Strategy 2:

Professional Learning Communities - Alcott staff will participate in weekly professional learning communities (PLCs). During this time, staff members will review learning objectives, high quality instruction strategies and plan lessons that will address the needs of all students, collaborate with principal and math interventionist to determine effectiveness of instructional strategies. In addition, formative assessment data will be dis-aggregated and reviewed to drive future instructional practices and to make the necessary adjustments to ensure student success. Utilizing this practice will also ensure proper utilization of all training, resources, provide administrative support as well as provide consistent monitoring, tracking and mastery of learning objectives for the school year.

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Category: Learning Support Systems

Research Cited: Davenport, Patricia and Gerald E. Anderson. (2002) "Closing the Achievement Gap-No Excuses". Houston, TX: American Productivity & Quality Center. 1-512-343-6296 admin@eqityineducation.com ISBN 1-928593-62-3

DuFour, Richard, DuFour, Rebecca, Eaker, Robert, and Many, Thomas (2006) "Learning by Doing: A Handbook for Professional Learning Communities at Work" (Second Edition)

Tier: Tier 1

Activity - Professional Learning Communities Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning communities weekly to develop and discuss high quality strategies that meet the needs of all students. This will also provide the opportunity to collaborate with the mathematics interventionist and the principal in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Principal, teachers and interventionist will also utilize and dis-aggregate weekly formative assessment data to further support academic achievement and to monitor and implement effective instructional practices. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive and strategic - bi-weekly, core - monthly). Teachers will also discuss and analyze the data and plan multi-tiered instruction and interventions for fidelity regarding Common Core State Standards, critical thinking skills, Depth of Knowledge (DOK) levels, state assessments and best practices. This activity will require a substitute cost for teachers' Professional Learning Community meetings.	Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers and interventionist.

Goal 3: Alcott School will install the student support network system of the blueprint to ensure that all students have access to necessary social, emotional, nutritional and health support that allow access to learning.

Measurable Objective 1:

collaborate to increase student attendance to 95% by 06/30/2020 as measured by student information system attendance reports.

Strategy 1:

PBIS Attendance Intervention - Teachers and all staff will implement PBIS strategies as an attendance intervention management system to ensure a safe, secured learning environment where all members are respected and are responsible.

School Improvement Plan

Alcott School

Category: School Culture

Research Cited: Research Cited: Center on Positive Behavioral Interventions and Supports, (2004) School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment. University of Oregon.

Tier: Tier 1

Activity - Pathway to Potentials/DHS Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department of Human Services (DHS) worker will help parents resolve issues of attendance and tardiness.	Parent Involvement	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Other	Principal, teachers and DHS worker.
Activity - PBIS Awards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School will have quarterly assemblies to award prizes to those students who have perfect attendance.	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	All Alcott staff.
Activity - September Attendance Awareness Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School staff will use the month of September to remind parents through newsletter how important student attendance is for academic achievement.	Behavioral Support Program, Parent Involvement	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	All Alcott School staff.
Activity - Connect with At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Alcott School staff will reach out and connect with those at-risk students who have poor attendance. The goal of making school a welcoming and engaging place will result in happy students who want to attend school and be successful.	Behavioral Support Program	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Title I Schoolwide	All Alcott staff.

Measurable Objective 2:

collaborate to increase student positive behavior to 95% by 06/30/2020 as measured by student information system behavior reports.

Strategy 1:

Positive Behavioral Interventions and Supports (PBIS) - Teachers and all staff will implement PBIS as a student management system to ensure a safe, secured learning

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Alcott School

environment where all members are respected and are responsible.

Category: School Culture

Research Cited: Research Cited: Center on Positive Behavioral Interventions and Supports, (2004) School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment. University of Oregon.

Walker, H. M., & Shinn, M. R. (2002). Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective schools. In M. R. Shinn, G. Stoner, & H. M. Walker (Eds.), Interventions for academic and behavior problems: Preventive and remedial approaches (pp. 1-26). Silver Spring, MD: National Association of Psychologists. This article supports PBIS and CHAMPS.

Sugai, G., Horner, R. H., & McIntosh, K. (2008). Best practices in developing a broad scale system of school-wide positive behavior support. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology (pp. 765-780). Bethesda, MD: National Association of School Psychologists. This article supports PBIS and CHAMPS.

Sprick, Randy. "CHAMPS: A Proactive and Positive Approach to Classroom Management" 2nd Edition. Oregon: Pacific Northwest Publishing, 2009. Print

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

Horner, R.H., Todd, A., Lewis-Palmer, T., Irwin, L., Sugai, G. & Boland, J. (2004). The school-wide evaluation tool (SET). A research instrument for assessing school wide positive behavior support. Journal of Positive Behavior Intervention 6 (1) 3-12).

PBIS Info Website http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Tier: Tier 1

Activity - Behavior Intervention Specialist and At-Risk Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A behavior intervention specialist and At-Risk Social Worker will be employed to support students "at risk of failing" because of behavior issues. Behavior intervention specialist and At-Risk Social Worker will analyze Mi-Star data and plan behavior support instruction with classroom teachers during PLC meetings. Behavior Intervention Specialist and At-Risk Social Worker will conduct school assemblies and classroom presentations to remind students about safe, respectful and responsible behavior for all. Acknowledgement and rewards for good behavior will be given to students weekly and monthly. Behavior Intervention Specialist and At-Risk Social Worker will provide teachers throughout the year with materials, resources and lesson plans that support students being safe, respectful and responsible.	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers, behavior intervention specialist and at-risk social worker

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Activity - PBIS/Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior intervention specialist and At-risk Social Worker will provide teachers throughout the year with materials, resources and lesson plans that support students being safe, respectful and responsible.	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers, behavior intervention specialist and at-risk social worker
Activity - Conflict Resolution Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott behavior support staff will teach student conflict resolution skills.	Behavioral Support Program	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Alcott School behavior support staff.
Activity - Second Steps Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott will implement Second Steps Curriculum weekly to support the socio-emotional development of students and support the school-wide behavior expectations. This includes the cost of the materials and training.	Behavioral Support Program, Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, teachers and supporting staff.

Goal 4: Alcott School will install the talent management system of the blueprint to ensure that effective staff will turnaround competencies are placed within each of the classrooms.

Measurable Objective 1:

collaborate to increase teacher retention to 90% by 06/30/2020 as measured by human resources reports.

Strategy 1:

Teacher Retention - Alcott School staff will ensure that teacher retention will be high among new teachers by working as a team that will provide a safe working environment, worthwhile professional learning opportunities and professional mentoring to help new teachers transition to the school.

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Alcott School

Category: School Culture

Research Cited: Pontiac School District Blueprint for Reform.

Tier: Tier 1

Activity - Safe Working Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School staff will complete a survey at the start of the school year to find out their safety and working environment concerns. The results of the survey will guide any changes that might need to be implemented.	Other	Tier 1	Implement	08/26/2019	06/30/2020	\$0	No Funding Required	Principal and BTN members.
Activity - Job-embedded Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School instructional staff will receive job-embedded professional development on the elements of effective instruction and protocols/processes for improving instruction, such as but not limited to: a. Cultural Responsive Teaching b. Data Analysis c. Instructional Core d. Teaching strategies to deliver instruction	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Title I Schoolwide	Principal, district staff and Oakland Schools staff.
Activity - Professional Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School staff will provide mentoring and support to all new teachers in the school.	Teacher Collaboration, Recruitment and Retention	Tier 1	Implement	08/26/2019	06/30/2020	\$0	No Funding Required	Principal and BTN members.

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
Safe Working Environment	Alcott School staff will complete a survey at the start of the school year to find out their safety and working environment concerns. The results of the survey will guide any changes that might need to be implemented.	Other	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal and BTN members.
Professional Mentoring	Alcott School staff will provide mentoring and support to all new teachers in the school.	Teacher Collaboration, Recruitment and Retention	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal and BTN members.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Pathway to Potentials/DHS Partnership	Department of Human Services (DHS) worker will help parents resolve issues of attendance and tardiness.	Parent Involvement	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal, teachers and DHS worker.

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Essential Practices in Elementary Literacy</p>	<p>Teachers and interventionist will implement the Essential Practices in Elementary Literacy across all content areas. Essential Practice #2: Read alouds of age-appropriate books and other materials, print or digital Essential Practice #3: Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development Essential Practice #5: Explicit instruction in letter-sound relationships Essential Practice #7: Intentional and ambitious efforts to build vocabulary and content knowledge Essential Practice #8: Abundant reading materials and reading opportunities in the classroom</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Principal, teachers and interventionist</p>
<p>Reader's Workshop Literacy Blocks</p>	<p>K- 5 teachers will implement a 120 minutes, dedicated, literacy block focusing on the implementation of high quality, high level literacy instruction utilizing a Reader's Workshop Model. This model increases the interaction between students and text, collaboration between peers and teacher-led interventions based on individual student needs. Lessons will provide instruction on critical skills such as phonological awareness, phonics, vocabulary, comprehension, fluency and oral language. Gradual Release Method will be utilized in all content areas. During this literacy block teachers will also utilize a co-teaching model with the building resource teacher and interventionist for students who require additional support, high level differentiation strategies, and will develop small group interventions to address the needs of intensive and strategic students. Success of literacy blocks will be monitored and discussed during weekly professional learning communities and through consistent monitoring of progress data obtained through summative and formative assessments. Interventions and strategies will be adjusted based on this data.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/26/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Principal, teachers and reading interventionist.</p>
<p>PBIS/Professional Learning</p>	<p>Behavior intervention specialist and At-risk Social Worker will provide teachers throughout the year with materials, resources and lesson plans that support students being safe, respectful and responsible.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Principal, teachers, behavior intervention specialist and at-risk social worker</p>

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Behavior Intervention Specialist and At-Risk Social Worker	A behavior intervention specialist and At-Risk Social Worker will be employed to support students "at risk of failing" because of behavior issues. Behavior intervention specialist and At-Risk Social Worker will analyze Mi-Star data and plan behavior support instruction with classroom teachers during PLC meetings. Behavior Intervention Specialist and At-Risk Social Worker will conduct school assemblies and classroom presentations to remind students about safe, respectful and responsible behavior for all. Acknowledgement and rewards for good behavior will be given to students weekly and monthly. Behavior Intervention Specialist and At-Risk Social Worker will provide teachers throughout the year with materials, resources and lesson plans that support students being safe, respectful and responsible.	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal, teachers, behavior intervention specialist and at-risk social worker
Reading Interventionists	Alcott will utilize a reading interventionist to support students "at risk of failing" by providing support for strategic and intensive students. The interventionists will assist with assessment of Tier II and Tier III students, analyze data and plan instruction with classroom teachers during PLC meetings, support teachers through coaching and modeling and support the implementation of Alcott's Tier II and Tier III Phonics First Reading intervention.	Direct Instruction, Academic Support Program	Tier 2	Monitor	08/26/2019	06/30/2020	\$0	Principal, teachers and interventionist.
September Attendance Awareness Month	Alcott School staff will use the month of September to remind parents through newsletter how important student attendance is for academic achievement.	Behavioral Support Program, Parent Involvement	Tier 1	Implement	08/26/2019	06/30/2020	\$0	All Alcott School staff.
Teaching Strategies and Delivery Instruction	Alcott School staff will participate in professional development to learn teaching strategies and delivery instruction that make sure all students are comprehending the information taught across all content areas.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Principal, BTN members and Oakland Schools staff.
NWEA Professional Learning	Principal, teachers and interventionist will participate in NWEA professional learning in order to analyze data and plan high quality instruction across all content areas.	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal, teachers and interventionist.

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Phonics First	Grade K - 3 Teachers will utilize Phonics First Interventions for students who are strategic and intensive. Phonic First utilizes a strategic, multi-sensory approach that addresses reading deficits and gaps in students who struggle with reading. Teachers will utilize Phonics First during small reading groups, intervention blocks and progress will be monitored during professional learning communities to determine mastery and necessary adjustments to instruction. Phonics First resource materials will be replaced as needed. Teachers will be supported by interventionist in the implementation of the Phonics First program. Tier II and Tier K-5 students will be supported through Phonics First.	Direct Instruction, Professional Learning	Tier 2	Monitor	08/26/2019	06/30/2020	\$0	Principal, teachers and interventionist.
Standards-Based Common Core Mathematics Block	K-5 teachers will implement a 90 minutes math block focusing on the implementation of high quality, high level math instruction utilizing a standards-based approach. This model will increase the use of high-level math instruction based on critical standards and increase the collaboration between peers and teacher-led interventions based on individual student needs. Lessons will focus on core skills such as numeracy, data analysis, geometry, and algebra. Teachers will also collaborate with principal and the math interventionist to assess effectiveness of math instruction based on formative assessments. This will support the use of high level differentiation strategies, and will develop small group interventions to address the needs of intensive and strategic students. Success of math blocks will be monitored and discussed during weekly professional learning communities and through consistent monitoring of progress data obtained through summative and formative assessments. Interventions and strategies will be adjusted based on this data.	Direct Instruction	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal, teachers and interventionist.
Mathematics Interventionist	Alcott will utilize a math interventionist to support students "at risk of failing" by providing support for strategic and intensive students. The interventionist will assist with assessment of Tier II and Tier III students, analyze data and plan high quality instruction with classroom teachers during PLC meetings, support teachers through coaching and modeling and implementation of Alcott's Tier II and Tier III Math interventions.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/26/2019	06/30/2020	\$0	Principal, teachers and interventionist.

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Reader's Workshop /Professional Development	Teachers will receive professional development and coaching support to assist with the implementation of the Reader's Workshop across all content areas. Coaching support for literacy awareness and guided reading instruction.	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal, teachers and interventionist.
Second Steps Curriculum	Alcott will implement Second Steps Curriculum weekly to support the socio-emotional development of students and support the school-wide behavior expectations. This includes the cost of the materials and training.	Behavioral Support Program, Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Principal, teachers and supporting staff.
Professional Learning Community Meetings	Teachers will participate in professional learning communities weekly to develop and discuss high quality instruction that meet the needs of all students. This will also provide the opportunity to collaborate with the reading interventionist and the principal in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Principal, teachers and interventionist will also utilize and dis-aggregate weekly formative assessment data to further support academic achievement and to monitor and implement effective instructional practices. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive and strategic - bi-weekly, core - monthly). Teachers will also discuss and analyze the data and plan multi-tiered instruction and interventions for fidelity regarding Common Core State Standards, activities from CORE Sourcebook (phonemic awareness, phonics, vocabulary, comprehension and fluency), activities to support Essential Elementary Practices, critical thinking skills, Depth of Knowledge (DOK) levels, state assessments and best practices. This activity will require a substitute cost for teachers' Professional Learning Community meetings.	Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal, teachers, interventionist
Mathematics Professional Learning	Teachers will continue training with the district-adopted mathematics textbooks and instructional resources. K-5: Everyday Math (EDM) and supporting resources will be replaced as needed.	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal, teachers, interventionist and instructional support staff.

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Enrichment/ Extended Learning Opportunities	Teachers will provide extended learning opportunities for Tier I, Tier II and Tier III students before/after/during and in the summer in all content areas. These opportunities include but are not limited to field trips, assemblies, academic and enrichment clubs, guest speakers, etc.	Academic Support Program	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal and teachers.
Job-embedded Professional Development	Alcott School instructional staff will receive job-embedded professional development on the elements of effective instruction and protocols/processes for improving instruction, such as but not limited to: a. Cultural Responsive Teaching b. Data Analysis c. Instructional Core d. Teaching strategies to deliver instruction	Professional Learning	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal, district staff and Oakland Schools staff.
Connect with At-Risk Students	All Alcott School staff will reach out and connect with those at-risk students who have poor attendance. The goal of making school a welcoming and engaging place will result in happy students who want to attend school and be successful.	Behavioral Support Program	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	All Alcott staff.
Professional Learning Communities Meetings	Teachers will participate in professional learning communities weekly to develop and discuss high quality strategies that meet the needs of all students. This will also provide the opportunity to collaborate with the mathematics interventionist and the principal in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Principal, teachers and interventionist will also utilize and dis-aggregate weekly formative assessment data to further support academic achievement and to monitor and implement effective instructional practices. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive and strategic - bi-weekly, core - monthly). Teachers will also discuss and analyze the data and plan multi-tiered instruction and interventions for fidelity regarding Common Core State Standards, critical thinking skills, Depth of Knowledge (DOK) levels, state assessments and best practices. This activity will require a substitute cost for teachers' Professional Learning Community meetings.	Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Principal, teachers and interventionist.

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Culturally Responsive Professional Development	Alcott School staff will participate in professional learning that will help implement culturally responsive instructional and organizational practices and routines across all content areas.	Professional Learning	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Principal, BTN members and Oakland School staff.
PBIS Awards	Alcott School will have quarterly assemblies to award prizes to those students who have perfect attendance.	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/30/2020	\$0	All Alcott staff.
Conflict Resolution Skills	Alcott behavior support staff will teach student conflict resolution skills.	Behavioral Support Program	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Alcott School behavior support staff.

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bilingual Support and Tutors	Alcott will utilize bilingual tutors to provide academic and social emotional support for students with non-English speaking backgrounds. EL students will be screened at the beginning of the year to determine the level of needed support. Tutors will utilize push-in and small group support to monitor and track academic performance. Once a caseload is established students' progress will be monitored and tracked during weekly professional learning communities and appropriate interventions plans based on WIDA assessments results will be established with principal and teachers. ESL teacher and ESL tutors will instruct students in all content areas.	Direct Instruction, Academic Support Program	Tier 2	Monitor	08/26/2019	06/30/2020	\$0	Principal, teachers, ESL teacher and ESL tutors.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Supplemental Support for Curriculum and Technology	Teachers will utilize supplemental online curriculum to support all content areas learning objectives through licensed technology programs such as Brain Pop, IXL, Raz Kids, Reading A - Z, Discovery Education and research based software. Promethean board will be used as a supplemental instructional tool including upkeep replacement and resources. Mathematics, science and social studies leveled reading books will supplement all students' instruction.	Academic Support Program, Technology	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	Principal and teachers.
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