



# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

# **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 Leadership team 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. Data were also acquired through the CNA. Stakeholder analyzed academic, perception, process and demographics.

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 every two weeks 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 data for grades K-2 is analyzed by teachers bi-weekly in professional learning communities. NWEA and common assessment data will be analyzed by teachers bi-weekly in professional learning communities. The results of literacy ILCs were included in the analysis of academic data. The SI/Leadership team also analyzed demographic data including attendance and behavior through the MI-Star reports. The School Systems Review was completed with the input from Alcott staff.

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

The SI/Leadership team 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 and end of the school year celebration.

### **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 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. 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.**

Alcott Elementary goals, objectives, strategies, and activities are based on the results of the Spring 2018 Fountas and Pinnell, Spring 2018 NWEA results, ILC results, Spring 2017 M-STEP and classroom formative and summative assessments. In addition, they are connected to the priority needs and needs assessment which shows student achievement in all content area requires the implementation of higher quality instructional strategies and an increased use of data to drive instructional practices and interventions. 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. Alcott Elementary goals, objectives, strategies, and activities are connected to priority needs and the needs assessment in all content areas and based social-emotional 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 every two weeks to meet and discuss the Instructional Learning Cycle and closely 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 this accomplishment through emails, monthly meetings, PLC meetings and regular conversations with the administrator. There are also district-level celebrations monthly.

## **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 2018-2019 school year Alcott School will implement their state-approved School Improvement Plan with the following three main teaching and learning priorities:

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

Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS) will be the method used to implement research-based strategies to all students. Description of all of the strategies listed below are provided in Component 2 question 2.

Reading strategies:

RtI-MTSS

Sheltered Instruction Observation Protocol (SIOP)

PLC

Writing strategies:

RtI-MTSS

Research-based writing across curriculum instruction.

PLC

Mathematics strategies:

RtI-MTSS

SIOP

PLC

Science strategies:

Project Lead The Way (PLTW)

RtI-MTSS

PLC

Social Studies strategies:

Inquiry-based learning

RtI-MTSS

PLC

High-Quality Instruction strategies:

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Job-embedded professional development  
Positive Behavior Interventions and Supports  
Family and Community Partnerships

Climate and Culture strategies:

Positive Behavioral Interventions and Supports  
Family and Community Partnerships  
Second Steps - Social/Emotional Curriculum

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 Bloom's taxonomy and/or Depth of Knowledge activities.

Plan lessons based on the SIOP method of instruction.

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: Benchmark, Strategic, and Intensive. All students are provided core instruction. In addition to this, our Benchmark level students are provided enrichment and extension activities to promote the highest levels of growth. Research-based

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interventions targeting identified skill weakness are implemented 2-3 times per week for 30 minutes or more with students at the Strategic level of instruction. Instructional coach, reading and math interventionists, special education teachers and regular education teachers work together to address the high rates of students identified in the Intensive level (this includes students receiving Special Education Services). These students are provided with more instructional time in smaller groups. This model is implemented in order to close achievement gaps of at-risk students and accelerate the achievement of all students.

The Sheltered Instruction Observation Protocol (SIOP) is a framework for planning and delivering instruction in content areas such as English Language Arts (ELA), science, history, and mathematics to limited-English proficient students. The goal of SIOP is to help teachers integrate academic language development into their lessons, allowing students to learn and practice English as it is used in the context of school, including the vocabulary used in textbooks and lectures in each academic discipline. Using this planning framework, teachers modify the way they teach so that the language they use to explain concepts and information is comprehensible to these students. The SIOP planning and observation framework covers eight areas of instruction: preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, review, and assessment.

The Sheltered Instruction Observation Protocol (SIOP) method of literacy instruction using culturally relevant effective teaching strategies for English Language Learners is supporting Alcott's high population of ELL students. The SIOP program also is effective in supporting all groups of "at-risk students."

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 School Improvement Plans, Alcott Reform Plan, and the District Improvement Plan.

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.

Character Education-Second Steps is a program that supports K-6th grade students in the following areas: Skills for Learning, Empathy, Emotion Management and Problem Solving. Web classes will be available for teachers to train before the start of the school year. The program will be supported by the behavior intervention team of social worker, elementary counselor, and behavior specialist. All staff will use Time to Teach curriculum to support the teaching and learning of school-wide behavior expectations.

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

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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) is the method used to implement research based strategies to all students.

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. Character Education-Second Steps program for K-6th grade students will support students in the following four areas: Skills for Learning, Empathy, Emotion Management and Problem Solving. Web classes will be available for teachers to train before the start of the school year. The program will be supported by the behavior intervention team of social worker, elementary counselor, and behavior specialist.

SIOP: The Sheltered Instruction Observation Protocol (SIOP) method of literacy instruction using culturally relevant effective teaching strategies for English Language Learners is supporting Alcott's high population of ELL students. The SIOP program also is effective in supporting all groups of "at-risk students."

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

Parent Involvement: Alcott staff will become more involved with our students' parents. An effort will be made to contact all parents at the start of the school year and welcome them to our school community. Continuous contacts throughout the school year will reinforce the school-home partnership.

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 School Improvement Plans, Alcott Reform Plan, and the District Improvement Plan.

The District has been working with external providers over the past 5 years to provide professional development and coaching services to support teachers in understanding the PLC and ILC processes and to support implementation with fidelity. The school district also provides support through the use of an Instructional Coach, Math and Reading Interventionist working with students and teacher in the development of effective cross-curricular best practices. The Principal has established protocols for supporting teachers in learning the ILC/PLC processes. The PLC structure of collaborative team meetings also provides opportunities for teachers to participate in job-embedded professional learning activities. District, school leaders, and instructional/content coaches are able to work with teachers during their PLC meeting times to deepen understanding of content standards, instructional and assessment strategies; facilitate the development of common assessments; facilitate the use of protocols for data analysis and conduct professional dialogues about student work; provide professional resources, and address other areas of needs related to implementation of the Instructional Learning Cycle process. Monitoring happens at regular interval throughout the year (at least quarterly) through the review of assessment data, PLC meeting notes and observations, walk-throughs, individual teacher/principal conversations, building-wide data analysis, and district data collections.

#### **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 universal screening, students are grouped into three categories: Benchmark, Strategic, and Intensive. All students are provided core instruction. In addition to this, our Benchmark level students are provided enrichment and extension activities to promote the highest levels of growth. Research based interventions targeting identified skill weakness are implemented 2-3 times per week for 30 minutes or more with students at the Strategic 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 Intensive level (this includes students receiving Special Education Services). These students are provided with more instructional time in smaller groups. This model is implemented in order to close achievement gaps of at-risk students and accelerate the achievement of all students.

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:

- \* 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-6.
- \* Bilingual/ESL tutors and teachers for identified ELL students for grades K-6.
- \* In-school tutorial support under teacher supervision for grades K-6.

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 Instructional Learning Cycles based on core content learning objectives. Teachers use a 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.	Yes	Alcott School has no instructional paraprofessionals. In the future if the Pontiac School District were to hire instructional paraprofessionals it is assured that they would meet the NCLB requirements for highly qualified.	

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 2017 - 2018 school year Alcott School had a turnover rate of 10%. The increased turnover was due to retirements, and one teacher resignation.

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

During the 2017-2018 school year, Alcott School had 5 teachers with 0-5 years of experience; 4 teachers with 6-15 years of experience and 11 teachers with 16 >30 years of experience. The principal has >15 years of experience. Eight teachers have bachelor's degree, 10 teachers have masters, 1 teacher has a masters plus additional 30 hours of study and 1 teacher has an Ed. Specialist degree. The principal has an Ed.D.

The experienced teachers support the newer teachers. The collaboration among teachers has a positive impact on student achievement.

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

Alcott School teachers are rewarded for exemplary service through incentives and recognition ceremonies during board meetings. Alcott School staff endeavors to create a safe and secure working environment through Positive Behavioral Interventions and Supports. Alcott School offers professional mentoring and coaches teachers and principal to ensure a successful transition into the school district. Alcott School teachers are provided professional development in best practices through national, 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  
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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.

**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 2017 - 2018 school year Alcott had an decreased turn over rate of 10%. 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 established protocols for effective communication. The expected turn over rate for the 2018 - 2019 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 Staff Professional Learning

During the 2018-2019 school year Alcott School will implement their School Improvement Plan with the following three main teaching and learning priorities:

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

The following Professional Development is aligned with the school improvement goals and the comprehensive needs assessment:

Goal: All students at Alcott Elementary School will be proficient in reading.

#### Strategy 1: Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS)

Activity: Reader's Workshop: All teachers and interventionists will continue to receive professional learning in Reader's Workshop. Teachers will continue to apply the strategies learned in lessons aligned with the Common Core State Standards in Reading, Science and Social Studies instruction.

Activity: Differentiated instruction: Teachers will be able to continue professional learning to systemically observe, record, and evaluate changes in student reading performance and based on this information differentiate and support an increase in student reading proficiency both in fluency and comprehension.

Activity: Phonics First training: Teachers will continue to support reading instruction through Phonics First. New teachers will be trained in Phonics First.

Activity: Fountas and Pinnell: Teacher will continue to receive ongoing professional development to support reading instruction through progress monitoring and assessment utilizing F & P.

Activity: AIMSweb Plus: Teachers will be trained to utilize AIMSweb Plus as a screening assessment and progress monitoring tool.

#### Strategy 2: Sheltered Instruction Observation Protocol (SIOP)

Activity: SIOP instruction: Teachers will be provided with ongoing professional learning on the SIOP Model of eight interrelated components:

Lesson Preparation

Building Background

Comprehensible Input

Strategies

Interaction

Practice/Application

Lesson Delivery

Review & Assessment

Using instructional strategies connected to each of these components, teachers will be able to design and deliver lessons that address the academic and linguistic needs of all English learners and students who struggle academically.

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Strategy 3: The use of professional learning communities to support increased academic achievement.

Activity: Teachers will participate in weekly professional learning communities to develop grade level common core assessments to analyze data using the Problem Solving Protocol and plan interventions.

Activity: Teachers will collaborate during professional learning communities in the development of grade level common core lessons and learning objectives.

Activity: Teachers will collaborate with intervention specialist, instructional coach, to develop appropriate interventions and plans based on student needs and to analyze data key to increased student achievement.

Activity: Professional Development on the use of Illuminate to analyze data and create formative assessments.

Goal: All students at Alcott Elementary School will be proficient in writing.

Strategy 1: Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS)

Activity: Writer's Workshop: All teachers and interventionists will receive professional learning in the implementation of Writer's Workshop in their classroom. Teachers will continue to apply the strategies learned in lessons aligned with the Common Core State Standards in Reading, Science and Social Studies instruction.

Activity: Differentiated instruction: Teachers will be able to continue professional learning to systemically observe, record, and evaluate changes in student writing performance and based on this information differentiate and support an increase in student writing proficiency.

Strategy 2: The use of professional learning communities to support increased academic achievement.

Activity: Teachers will participate in weekly professional learning communities to develop grade level common core assessments to analyze data and plan interventions.

Activity: Teachers will collaborate during professional development in the development of grade level common core lessons and learning objectives.

Activity: Teachers will collaborate during professional development with intervention specialist, and instructional coach, to develop appropriate interventions and plans based on student needs and to analyze data key to increased student achievement.

Activity: Professional Development on the use of Illuminate to analyze data and create formative assessments.

Goal: All students at Alcott Elementary will be proficient in mathematics.

Strategy 1: Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS).

Activity: Differentiated instruction: Teachers will continue to receive professional learning to systemically observe, record, and evaluate changes in student mathematical performance and based on this information differentiate and support an increase in student reading and mathematics proficiency both in fluency and comprehension.

Activity: Mathematics strategies: Teachers will receive ongoing professional development on mathematical strategies, focusing on number sense, computational fluency, and differentiated instruction. Teachers will be able to apply the strategies learned in lessons aligned with the Common Core State Standards for Mathematics (CCSS-M). Lessons will be differentiated to the individual needs of all students.

Activity: Mathematics program professional development: Teachers will receive ongoing professional development on how to use the district adopted mathematics textbooks and materials. K-5 teachers will work with Everyday Math (EDM) enactment guides and their alignment to the CCSS-M. 6th grade teachers will work with the Connected Math Program (CMP) aligning it to CCSS-M. Teachers will have the opportunity to attend professional workshops offered by Oakland Schools.

Activity: Professional Development on the use of Illuminate to analyze data and create formative assessments.

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Activity: AIMSweb Plus: Teachers will be trained to utilize AIMSweb Plus as a screening assessment and progress monitoring tool for math.

Strategy 2: Sheltered Instruction Observation Protocol (SIOP)

Activity: SIOP instruction: Teachers will be provided with ongoing professional learning on the SIOP Model of eight interrelated components:

Lesson Preparation

Building Background

Comprehensible Input

Strategies

Interaction

Practice/Application

Lesson Delivery

Review & Assessment

Using instructional strategies connected to each of these components, teachers will be able to design and deliver lessons that address the academic and linguistic needs of all English Learners and student who struggle academically.

Strategy 3: The use of professional learning communities to support increased academic achievement.

Activity: Teachers will participate in weekly professional learning communities to develop grade level common core assessments to analyze data and plan interventions.

Activity: Teachers will collaborate during professional learning communities in the development of grade level common core lessons and learning objectives.

Activity: Teachers will collaborate during professional learning communities with intervention specialist, and instructional coach, to develop appropriate interventions and plans based on student needs and to analyze data key to increased student achievement.

Goal: All students at Alcott Elementary School will be proficient in science.

Strategy 2: Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS)

Activity: Differentiated instruction: Teachers will be able to continue professional learning to systemically observe, record, and evaluate changes in student science performance and based on this information differentiate and support an increase in student reading and science proficiency both in fluency and comprehension.

Strategy 3: The use of professional learning communities to support increased academic achievement.

Activity: Teachers will participate in weekly professional learning communities to develop grade-level assessments based on Next Generation standards to analyze data and plan interventions.

Activity: Teachers will collaborate during professional learning new communities with the development of grade level lessons and learning objectives based on Next Generation Science Standards.

Activity: Teachers will collaborate during professional learning communities with intervention specialist, and instructional coach, to develop appropriate interventions and plans based on student needs and to analyze data key to increased student achievement.

Goal: All students at Alcott Elementary School will be proficient in social studies.

Strategy 1: Social Studies Curriculum - Teachers during professional learning will plan social studies lessons based on the Common Core State Standards using leveled books, critical thinking skills, Depth of Knowledge (DOK) levels, informational texts, and technology. Charts, tables, and graphs will be part of all lessons as methods of instruction and assessment.

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Strategy 2: Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS)

Activity: Differentiated instruction: Teachers will be able to continue professional learning to systemically observe, record, and evaluate changes in student reading performance and based on this information differentiate and support an increase in student social studies and reading proficiency both in fluency and comprehension.

Strategy 3: The use of professional learning communities to support increased academic achievement.

Activity: Teachers will participate in weekly professional learning communities to develop grade-level assessments based on Social Studies standards to analyze data and plan interventions.

Activity: Teachers will collaborate during professional learning communities in the development of grade level lessons and learning objectives based on Social Studies standards.

Activity: Teachers will collaborate during professional learning communities with intervention specialist and instructional coach, to develop appropriate interventions and plans based on student needs and to analyze data key to increased student achievement.

Goal: All students at Alcott Elementary School will benefit from high-quality instruction.

Strategy 1: Job-embedded professional development

Activity: Professional Learning Communities: Alcott school leaders will establish PLCs within the school as the primary means by which staff will engage in job-embedded professional learning to ensure implementation of the DIP and SIP.

Strategy 2: The use of professional learning communities to support increased academic achievement.

Activity: Teachers will participate in weekly professional learning communities to develop grade level assessments based on critical standards and to analyze data and plan interventions.

Activity: Teachers will collaborate during professional learning communities in the development of grade level lessons and learning objectives based on critical standards.

Activity: Teachers will collaborate during professional learning communities with intervention specialist, and instructional coach, to develop appropriate interventions and plans based on student needs and to analyze data key to increased student achievement.

Goal: All students at Alcott Elementary School will be provided with a climate and culture that supports them academically and socially.

Strategy 1: Positive Behavioral Interventions and Supports (PBIS)

Activity: Alcott staff will receive ongoing professional development on PBIS and CHAMPs programs that will support the engagement of students being safe, respectful and responsible.

Teachers with the support of the Behavior Intervention Specialist, Social Worker and Elementary School Counselor will implement PBIS and CHAMPs as a student management system to ensure a safe, secured learning environment where all members are respected and responsible.

Behavior Intervention Specialist, Social Worker and Elementary School Counselor will provide ongoing professional development to all teachers as follows:

Lesson plans and materials that support students being safe, respectful and responsible.

Improve classroom behavior (on-task, work completion, cooperation)

Establish clear classroom behavior expectations with logical and fair responses to misbehavior

Motivate students to put forth their best efforts (perseverance, pride in work)

Reduce misbehavior (disruptions, disrespect, non-compliance)

Increase academic engagement, resulting in improved test scores

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Spend less time disciplining students and more time teaching them

Teach students to behave respectfully and to value diversity, thereby reducing cultural differences that may manifest as misbehavior.

Feel empowered and happy to be in the classroom

Develop a common language about behaviors among all staff

Create a plan for orienting and supporting new staff

Lesson plans and materials that support students being safe, respectful and responsible.

## Strategy 2: Family and Community Partnerships

Activity: Parental involvement: All teachers will receive professional development throughout the school year on best practice strategies that encourage parents to become actively involved in their children's education.

## 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 practice and use best practices. Teachers will also meet during PLC meetings, monthly professional learning meetings to collaborate and support classroom embedded practice around critical academic strategies. Teachers will also receive support for reading and math interventions and the instructional learning coach.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

## **Component 6: Strategies to Increase Parental Involvement**

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

Alcott parents were involved in the CNA through the creation of and participation 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. A parent also participates in the SI/Leadership meetings.

Parents also helped review and update the Alcott Parent Involvement Policy and Parent/Student/Teacher Compact. Alcott will also conduct monthly parent meetings to share progress and the schoolwide 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 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. Parents participate in our School Improvement process and have a voice in the development of the plan.

Parents are involved in the Schoolwide Reform strategies by having representation in the SI/Leadership meetings. During SI/ Leadership meetings the team discusses the results of all data, surveys, the input received from teachers, staff and parents. The team comes to consensus on what is important to include in the schoolwide reform strategies.

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 monthly 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 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.

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- \* 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.
- \* 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.

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, Hmong and Chinese translators assist parents during meetings and parent-teacher conferences for EL students.

Parents are involved in the Timely and Additional Assistance through an open house, parent-teacher conferences, individual conferences, Instructional Support Team meetings and IEP meetings. Alcott hosts monthly PTA, Title I and academic meetings to help communicate and implement our school-wide plan.

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

Alcott parents are an important part of the success of this program. The parent surveys help identify the parents' views on the effectiveness of the plan and clarify any concerns. Parents 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 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 are part of the School Improvement Team. Parent representatives 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 presents the plan to all parents during Title I meetings and at these meetings, parents can give their suggestions and concerns. At the conclusion of the 2017-2018 school year, the MDE Program Evaluation Tool will be used to evaluate the implementation of the SIOP instructional program. Parents will also be involved in all aspects of this new process.

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).

ESEA Section 1118 "(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

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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, 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, 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, pupil services personnel, principals, and other staff, 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 Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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.

"(14) 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.

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ESEA Section 1118 "(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 participation of parents with limited English proficiency, parents with disabilities, and parent of migratory children, including providing information and school reports 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 have discussions with other parents during parent meetings at the school. Recommendations and suggestions are given to the School Improvement/Leadership Team 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 leadership team 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 leadership team. 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 the Alcott School administration, Alcott School leadership team with the input and collaboration of parents 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 is signed by all stakeholders at the start of the academic school year and is again discussed with parents and students during the fall parent-teacher conferences. Discussing the compact with parent, student and teacher

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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 is signed by all stakeholders at the start of the academic school year and is 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.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		School 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 welcome 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).
- \* 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.
- \* 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, ILC, school-based common core assessments, formative, summative and next school year the state mandated assessments. In order to ensure staff participation in decisions we have established the following building level subgroups and committees: content/grade level data teams, SIOP, PLTW, instructional support teams, curriculum council and school improvement/leadership team. Administration actively solicits the voice and input of staff members on various district, school and community issues.

- \* All staff members are active participants on various committees. These teams meet monthly or as needed 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 staff develop pre and post-tests for the monthly Instructional Learning Cycles.
- \* 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.

- \* Regular PLC meetings are held where all staff analyze ILC results 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-6 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.
- \* Oakland Schools consultants work with Alcott staff to analyze data, plan instruction and provide professional development.
- \* ILC pre and post test data is analyzed every two weeks in PLC meetings.
- \* 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 professional learning communities to examine proficiency data based on instructional learning cycles every two weeks determine 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, HQ tutors, and Bilingual/EL tutor in all content areas for grades K-6 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-6.
- \* In-school tutorial support under teacher supervision for grades K-6 in all content areas.
- \* Occupational Therapist assist teachers with activities to help students who are not mastering the State's academic achievement standards in grades K-6.
- \* Behavior intervention specialist works with staff developing and implementing behavior plans and strategies for grades K-6.

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.

These initiatives will be coupled PLC's conducted every two weeks to analyze data and plan research-based interventions.

### **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

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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:

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

Plan lessons based on Bloom's taxonomy and/or Depth of Knowledge activities.

Lessons are planned based on the SIOP method of instruction.

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" Goal 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. NWEA Assessment System (SW1)
- q. Monthly Parent Meeting Literature, Refreshments and Interpreters (SW6)
- r. Annual Parent Meeting Literature, Refreshments and Interpreters (SW6)
- s. 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, 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. Grants Compliance & Billing Coordinator (SW10)
- d. Title II Coordinator (SW5)

#### 3. Title III, Part A

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

#### 4. Title IV

- a. Reading/Math Intervention Specialists (SW2, SW3, SW9)
- b. Behavior Intervention Specialists (SW9)
- c. Behavior/Social Emotional Materials/Supplies (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. HS English Language Development Teacher, Training and Materials (SW9)
  - b. HS Reading Intervention Teacher (SW9)
  - c. ELE Reading/Math Intervention Specialists, Training and Materials (SW9)
  - d. ELE STEM Program Contractor and Supplies (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 (SW9)
  - h. Art/Music Intervention (SW9)
  - i. Breakfast Program Supplemental Supplies/Materials (SW2)
3. Section 32d
  - a. Great Start Readiness Program (GSRP - Preschool)
4. Section 35a5
  - a. Reading Intervention Specialists and Materials (SW2, SW3, SW9)
  - b. NWEA testing substitutes (SW8)
5. Section 41
  - a. Bilingual Tutors (SW9)
  - b. EL Supplemental Intervention Materials (SW9)
6. Section 61a1 (Vocational Education/Added Cost)
  - a. Vocational Education Staff and Materials (SW9)
7. Section 104d
  - a. NWEA Assessment System (SW1, SW8)
8. Career Focused Education
  - a. Career Focused Education Staff (SW9)

### NO FUNDS NEEDED

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## 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 (Title I, Section 104d)
- b. Professional Learning Stipends and Substitutes (Title I)
- c. Data Analysis Training (Title I, Title II)

### 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

### 5. Professional Development

- a. Instructional Coaches and Materials (Title II)
- b. Special Education Professional Development (IDEA)
- c. English Learners Oriented Professional Development (SW5)
- d. Professional Learning Communities Stipends and Subs (Title I)
- e. 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)
- f. MTSS Coordinator (Title I)
- g. Title II Coordinator (Title II)

### 6. Parental Involvement

- a. Monthly Parent Meeting Literature, Refreshments and Interpreters (Title I)
- b. Annual Parent Meeting Literature, Refreshments and Interpreters (Title I)
- c. Core Content Area Parent Nights Literature, Refreshments and Interpreters (Title I)

### 7. Preschool Transition

### 8. Assessment Decisions

- a. NWEA Assessment System (Title I)
- b. Professional Learning Communities Substitutes and Stipends (Title I)

## School Improvement Plan

Alcott School

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- c. Data Analysis Training (Title II)
- 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. Bilingual Tutors (Title I, Title III, Section 31a, Section 41)
  - k. Alternative Education Teachers and Counselor (Section 31a)
  - l. K-3 Reading/Math Teachers (Section 31a)
  - m. Art/Music Intervention (Section 31a)
  - n. Breakfast Program Supplemental Supplies/Materials (Section 31a)
  - o. Career and Technical Education Teacher Assistants (Title I)
  - p. College and Career Readiness Tutor (Title I)
  - q. College and Career Readiness Specialist (Title I)
  - r. Career Focused Staff (Title I, Section 61a6, CFE)
  - s. Vocational Education Staff and Materials (Title I, Section 61a6, CFE)
  - t. Special Education Psychologists (IDEA)
  - u. Special Education Speech and Language Pathologists (IDEA)
  - v. Behavior Intervention Materials and Specialists (Title I, Title IV)
  - w. Behavior/Social Emotional Materials/Supplies (Title IV)
  - x. At-Risk Social Workers (Title I)
  - y. Special Education Social Workers (IDEA)
  - z. MTSS Coordinator (Title I)
  - aa. Police Authority Officers (Section 31a)
  - bb. Homeless Student Transportation (Section 31a)
  - cc. 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,

## School Improvement Plan

Alcott School

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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 SI/Leadership team and BTN meets at least once per month to discuss the implementation of the schoolwide academic and behavioral programs. The principal reviews the lesson plans, Professional Learning Communities logs and ILC results 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 monthly and reports are reviewed by principal and analyzed by teachers during PLC meetings. Principal conducts dialogues with teachers individually and during grade level PLC meetings where further discussions take place about the implementation of those strategies in the schoolwide program that are designed to positively change the academic achievement of students.

### **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 SI/Leadership team and 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, ILC results, 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 SI/Leadership team and BTN 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, MI-Star behavior, Surveys, Process and Demographic Data along with unit assessments, ILC results, 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 SI/Leadership team and BTN, 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 2018 - 2019**

## **Overview**

### **Plan Name**

Alcott School Improvement Plan 2018 - 2019

### **Plan Description**

Alcott School Improvement Plan for the 2018 - 2019 School Year

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Alcott Elementary School will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$531425
2	All students at Alcott Elementary School will be proficient in writing.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$3000
3	All students at Alcott Elementary School will be proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$120000
4	All students at Alcott Elementary School will be proficient in science.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
5	All students at Alcott Elementary School will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$1000
6	All students at Alcott Elementary School will benefit from high quality instruction.	Objectives: 3 Strategies: 8 Activities: 27	Organizational	\$16813
7	All students at Alcott Elementary School will be provided with a climate and culture that supports them academically and socially.	Objectives: 3 Strategies: 5 Activities: 30	Organizational	\$128700
8	BUDGET - All students at Alcott Elementary will be provided with a safe and supportive environment in which to excel through the attainment of high quality administration, instructional staff, instructional resources and school infrastructure.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$1878804
9	Alcott Staff will implement a school-wide positive behavior plan in support of a positive climate and culture.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

## Goal 1: All students at Alcott Elementary School will be proficient in reading.

### Measurable Objective 1:

A 25% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading in English Language Arts by 06/30/2020 as measured by the state reading assessment, NWEA (2-6), Fountas and Pinell (K - 6) and formative school assessments, including students who are performing below grade level (bottom 30%) and other targeted student populations.

### 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, instructional coach, interventionist, and Oakland Schools coaches and to develop research based instructional interventions. Teachers will continuously monitor and track progress utilizing a data driven model for instruction.

Category: English/Language Arts

Research Cited: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S, and Tilly, W. D. (2008). assisting students struggling with reading: Response to Intervention and Multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

O'Connor, R. E. Harty, K. R., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. *Journal of Learning Disabilities*, 38, 532-538.

Gettinger, M., & Stoiber, K. (2007). Applying a response-to-intervention model for early literacy development in low-income children. *Topics in Early Childhood Special Education*, 27, 198-213.

Vellutino, F. R., Scanlon, D. M., Zhang, H., & Schatschneider, C. (2008). Using response to kindergarten and first grade intervention to identify children at-risk for long-term reading difficulties. *Reading and Writing*, 21, 437-480.

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41, 93-99.

The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level:

[ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm_pg_092909.pdf).

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](mailto:admin@eqityineducation.com) ISBN 1-928593-62-3

## School Improvement Plan

Alcott School

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 - 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.	Academic Support Program	Tier 2	Monitor	08/21/2017	06/30/2020	\$300000	Title I Schoolwide	Principal, teachers, reading interventionist

Activity - Reader's Workshop Literacy Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K- 6 teachers will implement a 90 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. During this literacy block teachers will also utilize a co-teaching model with the building resource teacher 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	Implement	08/28/2017	06/30/2020	\$5000	Title I Schoolwide	Principal, teachers and reading interventionist.

Activity - Reader's Workshop /Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Alcott School

Teachers will receive professional development and coaching support to assist with the implementation of the Reader's Workshop across all content areas.	Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$3000	Title I Schoolwide	Principal, teachers and Oakland Schools ELA coach.
<b>Activity - Enrichment/ Extended Learning Opportunities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will provide extended learning opportunities for Tier I, Tier II and Tier III students before/after/during and in the summer. These opportunities include but are not limited to field trips, assemblies, academic and enrichment clubs, guest speakers, etc.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$20000	Title I Schoolwide	Principal, teachers and specialized tutors.
<b>Activity - Tutors</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will work with tutors (support organizations, churches) assigned to Alcott School to provide twice weekly literacy support to Tier I, Tier II and Tier III students.	Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	No Funding Required	Principal, teachers and tutors.
<b>Activity - Extended Day Kindergarten Teachers</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
3 Highly Qualified (HQ) Teachers for extended day Kindergarten to provide students with additional time on task, address reading, writing and mathematics deficits while reinforcing social/emotional skills that have an impact on literacy and reading development. Kindergarten transportation cost for 2 buses for 90 students.	Direct Instruction	Tier 1	Implement	08/21/2017	06/30/2020	\$191425	Title I Schoolwide, Title I Schoolwide	Kindergarten teachers and Principal.
<b>Activity - Bilingual Support and Tutors</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Alcott will utilize a bilingual interventionist and bilingual tutors to provide academic and social emotional support for students with non-English speaking backgrounds. Tutors will screen students at the beginning of the year to determine the level of needed support and 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 will be established with principal, interventionist, and coaches.	Academic Support Program	Tier 2	Monitor	08/21/2017	06/12/2020	\$0	Title III	Principal, Bilingual Interventionist, Bilingual Tutors, Teachers, Coaches, Reading Interventionist.

## School Improvement Plan

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Activity - Phonics First	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade K - 3 Teachers will utilize Phonics First (Orton-Gillingham) 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.	Academic Support Program	Tier 2	Implement	08/21/2017	06/30/2020	\$0	Title II Part A	Teachers, administrators, coaches, interventionist
Activity - Supplemental Support for Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize supplemental online curriculum to support 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 2	Monitor	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers and administrator
Activity - Teaching Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Supplies, materials resources, Supplement Supplies, RAZ Kids, Reading A - Z, IXL, journals, general supplies needed to support high quality instruction.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrator
Activity - AIMSweb Plus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIMSweb Plus will be used as a screener to identify at risk students. Teachers will be trained at the beginning of the 2017-2018 school year. The screener will be administered in September 2017, January 2018 and May 2018.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Title I Part A	Alcott staff

### Strategy 2:

Sheltered Instruction Observation Protocol (SIOP) - Teachers will learn and implement the SIOP method of literacy instruction for all students.

Category:

Research Cited: Effective Instructional Strategies for English Language Learners in Mainstream Classrooms by Susan Wallace

## School Improvement Plan

Alcott School

©September 2004

Echevarria, J., Short, D., & powers, K. (2006). School reform and standards-based education: An instructional model for English language learners. *Journal of Educational Research*, 99(4), 195-211.

Echevarria, J., Vogt, M. E., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP Model*. 3rd ed. Boston: Pearson/Allyn & Bacon.  
Tier: Tier 1

Activity - SIOP Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in SIOP method of literacy instruction and learn to use a variety of activities to engage all students in literacy. As 80% of Alcott's student population consists of minority students; SIOP addresses the needs of English Language Learners and all struggling learners by utilizing instructional components that increases the connection between vocabulary and learning objectives through the 8 steps of lesson planning, building background, utilizing comprehension strategies, interacting with the concepts, practice and application, delivery and assessment. These research strategies have proven effective supporting high quality instruction for all students.	Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2020	\$10000	Title I Schoolwide	Principal, teachers, SIOP consultant and bilingual department consultant.

Activity - SIOP Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the SIOP method of culturally relevant effective teaching strategies to address the needs of all students in literacy instruction. Instruction will be developed and monitored during professional learning communities; with lessons created based on the 8 components of SIOP, and will be monitored by teachers, interventionist, staff and coaches through the review of progress monitoring and assessment data. Interventions and adjustments to instructional practice will be determined based on this data and discussion and appropriate support will be provided to ensure mastery of all students.	Direct Instruction	Tier 1	Monitor	08/26/2013	06/30/2017	\$2000	Title I Schoolwide	Principal, coaches, interventionist and teachers.

### Strategy 3:

Professional Learning Communities/ILC - Alcott staff will participate in weekly professional learning communities. During this time, staff members will review learning objectives, high-yield strategies and plan lessons that will address the needs of all students, collaborate with coaches, school improvement facilitator, principal, instructional coach 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

## School Improvement Plan

Alcott School

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utilization of all training, resources, provide administrative and coaching support as well as provide consistent monitoring, tracking and mastery of learning objectives for the school year.

Category: Learning Support Systems

Research Cited: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S, and Tilly, W. D. (2008). assisting students struggling with reading: Response to Intervention and Multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

O'Connor, R. E. Harty, K. R., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. *Journal of Learning Disabilities*, 38, 532-538.

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Vellutino, F. R., Scanlon, D. M., Zhang, H., & Schatschneider, C. (2008). Using response to kindergarten and first grade intervention to identify children at-risk for long-term reading difficulties. *Reading and Writing*, 21, 437-480.

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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](mailto: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
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## School Improvement Plan

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Teachers will participate in professional learning communities two times weekly to develop and discuss high-yield strategies that meet the needs of all students. This will also provide the opportunity to collaborate with the school improvement facilitator, coaches, the instructional coach, the reading interventionist and the principal in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Staff, administrator, coaches 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. Teachers will utilize bi-weekly reading assessments based on state and district mandated common core standards. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive -weekly, 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, fluency, vocabulary and comprehension), 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.	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrator, coaches, interventionist
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## Goal 2: All students at Alcott Elementary School will be proficient in writing.

### Measurable Objective 1:

A 15% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in writing in English Language Arts by 06/14/2019 as measured by school and district formative assessments for writing..

### Strategy 1:

Response to Intervention - Multi-tiered Support System (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, instructional coach, interventionist, school improvement facilitator and Oakland Schools coaches and to develop research based instructional interventions. Teachers will continuously monitor and track progress utilizing a data driven model for instruction.

Category: English/Language Arts

Research Cited: Knipper, K. J. and Duggan, T. J. "Writing to Learn Across the Curriculum: Tools for Comprehension in Content Area Classes." The Reading Teacher, 59 (2006): 462-470. doi: 10.1598/RT/59.5.5

## School Improvement Plan

Alcott School

Teaching Writing: The Elementary Years by Dr. Wayne D. Lance Reprinted from the March 1992 issue of Parents Teaching Overseas.

Tier: Tier 1

Activity - Writer's Workshop Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will implement, to fidelity; a 90 minute, dedicated Writer's Workshop Block utilizing research based methods of writing instruction across reading, science, social studies and mathematics curriculums. Teachers will integrate thinking maps, paragraph frames, former students' writing samples, editing, technology and grammar instruction within all writing lessons. These strategies and planning will be evaluated during weekly professional learning communities and through collaboration with the instructional coach, interventionist, administrator, Oakland Schools Coaches and school improvement facilitator.</p> <p>Teacher will monitor progress through formative assessments and three school/district based writing prompts to determine instructional efficacy, required student support and interventions and allocation of resources to support academic mastery.</p>	Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$2000	Title I Schoolwide	Principal, teachers, interventionists, Oakland Schools Coach, Instructional Coach
Activity - Professional Development in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will receive ongoing professional development in the Writer's Workshop, MAISA writing units, prompt creation in order to monitor implementation of curriculum and program and to monitor impact on student achievement. Teachers will analyze effectiveness and data during professional learning communities to determine additional need for support and resources.</p>	Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$1000	Title I Schoolwide	Principal, teachers, interventionist, instructional coach
Activity - Extended/Enrichment Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will provide extended learning opportunities before/after/during and in the summer for Tier I, Tier II and Tier III students. These opportunities include but are not limited to assemblies, guest speakers, etc.</p>	Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 2	Getting Ready	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrators, interventionist

## School Improvement Plan

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Activity - Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will work with tutors (support organizations, churches) assigned to Alcott School to provide twice weekly literacy support to Tier I, Tier II and Tier III students.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	No Funding Required	Teachers, administrators, tutors
Activity - Extended Day Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 Highly Qualified (HQ) Teachers for extended day Kindergarten to provide students with additional time on task, address reading, writing and mathematics deficits while reinforcing social/emotional skills that have an impact on literacy and reading development. Kindergarten transportation cost for 2 buses for 90 students.	Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 2	Evaluate	08/21/2017	06/30/2020	\$0	Title I Schoolwide	Teachers, administrator
Activity - Reading Interventionist	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" to provide support for strategic and intensive students. The interventionist will assist with assessment of Tier II and Tier III students, analyze data and plan instruction with classroom teacher 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	Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/21/2017	06/30/2020	\$0	Title I Schoolwide	Teachers, interventionist and administrator
Activity - Bilingual Tutors and Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott will utilize a bilingual interventionist and bilingual tutors to provide academic and social emotional support for students with non-English speaking backgrounds. Tutors will screen students at the beginning of the year to determine the level of needed support and 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 will be established with principal, interventionist, and coaches.	Academic Support Program	Tier 2	Monitor	08/21/2017	06/30/2020	\$0	Title III	Teachers, Bilingual Tutors, administrator

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Activity - Teaching Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Supplies, materials resources, Supplemental Supplies, RAZ Kids, Reading A - Z, IXL, journals, general supplies needed to support high quality instruction.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrator

### Strategy 2:

Professional Learning Communities/ILC - Alcott staff will participate in weekly professional learning communities. During this time, staff members will review learning objectives, high-yield strategies and plan lessons that will address the needs of all students, collaborate with coaches, school improvement facilitator, principal, instructional coach and reading interventions 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 and coaching support as well as provide consistent monitoring, tracking and mastery of learning objectives for the school year.

Category: English/Language Arts

Research Cited: ersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S, and Tilly, W. D. (2008). assisting students struggling with reading: Response to Intervention and Multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

O'Connor, R. E. Harty, K. R., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. *Journal of Learning Disabilities*, 38, 532-538.

Gettinger, M., & Stoiber, K. (2007). Applying a response-to-intervention model for early literacy development in low-income children. *Topics in Early Childhood Special Education*, 27, 198-213.

Vellutino, F. R., Scanlon, D. M., Zhang, H., & Schatschneider, C. (2008). Using response to kindergarten and first grade intervention to identify children at-risk for long-term reading difficulties. *Reading and Writing*, 21, 437-480.

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41, 93-99.

The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level:  
[ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm_pg_092909.pdf).

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](mailto: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
Teacher will participate in professional learning communities two times weekly to develop and discuss high-yield strategies that meet the needs of all students. This will also provide the opportunity to collaborate with the school improvement facilitator, coaches, the instructional coach, the reading interventionist and the principal in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Staff, administrator, coaches 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.	Curriculum Development, Teacher Collaboration, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrators, instructional coach, reading interventionist

### **Goal 3: All students at Alcott Elementary School will be proficient in mathematics.**

**Measurable Objective 1:**

A 20% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in content in Mathematics by 06/29/2018 as measured by state Mathematics assessment, NWEA (2-6) and Alcott assessments (K-6).

**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, instructional coach, interventionist, and Oakland Schools coaches and to develop research based instructional interventions. Teachers will continuously monitor and track progress utilizing a data driven model for instruction.

Category: Mathematics

Research Cited: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S, and Tilly, W. D. (2008). assisting students struggling with

## School Improvement Plan

Alcott School

reading: Response to Intervention and Multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41, 93-99.

Ardoin, S. P., Witt, J. C., Connell, J. E., & Koenig, J. L. (2005). Application of a three-tiered response to intervention model for instructional planning, decision making, and the identification of children in need of services. Journal of Psycho educational Assessment, 23, 362-380.

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

Tier: Tier 1

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 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	Tier 2	Monitor	08/21/2017	06/30/2020	\$100000	Title I Schoolwide	Principal, teachers and interventionist.

Activity - Standards-Based Common Core Math Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K- 6 teachers will implement a 90 minutes, dedicated, 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 district and Oakland schools, the administrator, 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. The dedicated math blocks will also support push-in collaboration with Math Coaches, and a co-teaching model with the building resource teachers.	Direct Instruction	Tier 1	Implement	08/21/2017	06/30/2020	\$20000	Title I Schoolwide	Principal, teachers, interventionist, resource teacher and OS Math Coach

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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. These opportunities include but are not limited to assemblies, academic and enrichment clubs, guest speakers, etc.	Direct Instruction, Academic Support Program	Tier 2	Getting Ready	08/21/2017	06/30/2020	\$0	Title I Schoolwide	Teachers, interventionist, administrator
Activity - Bilingual Tutors and Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott will utilize a bilingual interventionist and bilingual tutors to provide academic and social emotional support for students with non-English speaking backgrounds. Tutors will screen students at the beginning of the year to determine the level of needed support and 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 will be established with principal, interventionist, and coaches.	Academic Support Program	Tier 2	Monitor	08/21/2017	06/30/2020	\$0	Title III	Teachers, interventionist, Instructional Coach, bilingual tutor
Activity - Professional Development in Math	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 but not limited to: K-5: Everyday Math (EDM) enactment guides aligning the resource to the CCSS-M. 6th grade: Connected Math Program (CMP) alignment tools aligning the resource to CCSS-M. Additional support will also be classroom-embedded with the instructional coach regarding best practices and monitoring effectiveness of instructional practices.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$0	No Funding Required	Teachers, instructional coach, administrator, Oakland Schools
Activity - Extended Day Kindergarten Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Qualified (HQ) Teachers for extended day Kindergarten to provide students with additional time on task, address reading, writing and mathematics deficits while reinforcing social/emotional skills that have an impact on mathematics skills. Kindergarten transportation cost for 2 buses for 90 students.	Direct Instruction, Academic Support Program	Tier 1	Evaluate	08/21/2017	06/30/2020	\$0	Title I Schoolwide	Teachers, administrator

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Activity - Teaching Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Supplies, materials resources, Supplement Supplies, RAZ Kids, Reading A - Z, IXL, journals, general supplies needed to support high quality instruction.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrators

### Strategy 2:

Sheltered Instructional Observation Protocol (SIOP) - Teachers will learn and implement the SIOP method of literacy instruction for all students.

Category: Mathematics

Research Cited: Effective Instructional Strategies for English Language Learners in Mainstream Classrooms by Susan Wallace

©September 2004

Tier: Tier 1

Activity - SIOP Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the SIOP method of culturally relevant effective teaching strategies to address the needs of all students in mathematics instruction. Instruction will be developed and monitored during professional learning communities; with lessons created based on the 8 components of SIOP, and will be monitored by teachers, interventionist, staff and coaches through the review of progress monitoring and assessment data. Interventions and adjustments to instructional practice will be determined based on this data and discussion and appropriate support will be provided to ensure mastery of all students.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title II Part A	Teachers, administrator, instructional coach, interventionist, Oakland Schools SIOP coach

Activity - SIOP Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive continued support and professional development in SIOP to increase efficacy in implementation in the area of Mathematics. Teachers will collaborate and monitor progress with the instructional coach, Oakland Schools SIOP Trainer, administrator and math interventionist to determine needed support and resources. Data will be reviewed weekly to determine impact on student mastery of common core standards.	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, interventionist, instructional coach, administrator, Oakland School SIOP coach

## School Improvement Plan

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### Strategy 3:

Professional Learning Communities/ILC - Alcott staff will participate in weekly professional learning communities. During this time, staff members will review learning objectives, high-yield strategies and plan lessons that will address the needs of all students, collaborate with coaches, school improvement facilitator, principal, instructional coach 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 and coaching support as well as provide consistent monitoring, tracking and mastery of learning objectives for the school year.

Category: Mathematics

Research Cited: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S, and Tilly, W. D. (2008). assisting students struggling with reading: Response to Intervention and Multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

O'Connor, R. E. Harty, K. R., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. Journal of Learning Disabilities, 38, 532-538.

Gettinger, M., & Stoiber, K. (2007). Applying a response-to-intervention model for early literacy development in low-income children. Topics in Early Childhood Special Education, 27, 198-213.

Vellutino, F. R., Scanlon, D. M., Zhang, H., & Schatschneider, C. (2008). Using response to kindergarten and first grade intervention to identify children at-risk for long-term reading difficulties. Reading and Writing, 21, 437-480.

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41, 93-99.

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[ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm_pg_092909.pdf).

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
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Teachers will participate in professional learning communities two times weekly to develop and discuss high-yield strategies that meet the needs of all students. This will also provide the opportunity to collaborate with the school improvement facilitator, coaches, the instructional coach, the mathematics interventionist and the principal in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Staff, administrator, coaches 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. Teachers will utilize bi-weekly assessments based on state and district mandated common core standards. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive - weekly, 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.	Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, instructional coach, interventionist, administrator, and coaches
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### Goal 4: All students at Alcott Elementary School will be proficient in science.

#### Measurable Objective 1:

A 25% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of content in Science by 06/29/2018 as measured by the state Science assessment and NWEA..

#### Strategy 1:

Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS) - Teachers will engage all students in high quality science 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, instructional coach, interventionist, and Oakland Schools coaches and to develop research based instructional interventions. Teachers will continuously monitor and track progress utilizing a data driven model for instruction.

Category: Science

Research Cited: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S, and Tilly, W. D. (2008). assisting students struggling with reading: Response to Intervention and Multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

## School Improvement Plan

Alcott School

O'Connor, R. E. Harty, K. R., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. *Journal of Learning Disabilities*, 38, 532-538.

Gettinger, M., & Stoiber, K. (2007). Applying a response-to-intervention model for early literacy development in low-income children. *Topics in Early Childhood Special Education*, 27, 198-213.

Vellutino, F. R., Scanlon, D. M., Zhang, H., & Schatschneider, C. (2008). Using response to kindergarten and first grade intervention to identify children at-risk for long-term reading difficulties. *Reading and Writing*, 21, 437-480.

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41, 93-99.

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[ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm_pg_092909.pdf).

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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 - SIOP Vocabulary Strategies Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the SIOP method of culturally relevant effective teaching strategies to address the needs of all students in science instruction. Instruction will be developed and monitored during professional learning communities; with lessons created based on the 8 components of SIOP, and will be monitored by teachers, interventionist, staff and coaches through the review of progress monitoring and assessment data. Interventions and adjustments to instructional practice will be determined based on this data and discussion and appropriate support will be provided to ensure mastery of all students,	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Title II Part A	Alcott School teachers and Oakland Schools coaches.

Activity - Enrichment/ Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide extended learning opportunities for Tier I, Tier II and Tier III students before/after/during and in the summer. These opportunities include but are not limited to field trips, assemblies, academic and enrichment clubs, guest speakers, etc.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Title I Schoolwide	Teachers, interventionist, administrator
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Activity - Teaching Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Supplies, materials resources, Supplement Supplies, RAZ Kids, Reading A - Z, IXL, journals, general supplies needed to support high quality instruction.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrator

### Strategy 2:

Next Generation Science Standards - Teachers will implement, monitor and evaluate progress through Next Generation Standards data. Teachers will receive support from instructional coaches and lessons will be designed and monitored through weekly professional learning communities. Teachers, coaches, and administrator will analyze data to determine best practices in instructional strategies and needed interventions.

Category: Science

Research Cited: National Research Council. (2005). How students learn: History, mathematics and science in the classroom, A Targeted Report for Teachers. M Donovan & J. Bransford (Eds.), Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academy Press.

National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012.

This document and research supports the development of the New Generation Science Standards. Copies of the document can be found at the Next Generation Science Standards web site.

Tier: Tier 1

Activity - Next Generation Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development and professional learning communities in the implementation and unpacking of Next Generation Science Standards. Teachers will monitor and evaluate effective practices and student mastery on a weekly basis with the administration, instructional coach, and collaboration with peers.	Curriculum Development, Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$0	No Funding Required	Teachers, instructional coach, administrator

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Activity - Next Generation Science Standards Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K- 6 teachers will implement a 30 - 60 minutes, dedicated, science block focusing on the implementation of high quality, high level science instruction utilizing a standards-based approach. This model will increase the use of high-level science instruction based on critical standards and increase the opportunity for collaboration between peers and teacher-led interventions based on individual student needs. Lessons will focus on core science concepts regarding physical, life and earth science. Teachers will also collaborate with district and Oakland schools, the administrator, the instructional coach and the school improvement facilitator to assess effectiveness of science 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 science 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. Teachers will also collaborate during this time coordinate and plan resources from available science kits, PTLW materials and lessons to yield the highest academic results and differentiation. Resources for science instruction include Promethean Board upkeep replacement and resources, PLTW license and cost of modules/kits, mobile ipads and/or mobile devices.	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, instructional coach, administrator

### Strategy 3:

Professional Learning Communities/ILC - Alcott staff will participate in weekly professional learning communities. During this time, staff members will review learning objectives, high-yield strategies and plan lessons that will address the needs of all students, collaborate with coaches, principal, instructional coach 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 and coaching support as well as provide consistent monitoring, tracking and mastery of learning objectives for the school year.

Category: Science

Research Cited: ersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S, and Tilly, W. D. (2008). assisting students struggling with reading: Response to Intervention and Multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

O'Connor, R. E. Harty, K. R., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. *Journal of Learning Disabilities*, 38, 532-538.

Gettinger, M., & Stoiber, K. (2007). Applying a response-to-intervention model for early literacy development in low-income children. *Topics in Early Childhood Special*

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Education, 27, 198-213.

Vellutino, F. R., Scanlon, D. M., Zhang, H., & Schatschneider, C. (2008). Using response to kindergarten and first grade intervention to identify children at-risk for long-term reading difficulties. *Reading and Writing*, 21, 437-480.

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41, 93-99.

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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/ILC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will participate in professional learning communities two times weekly to develop and discuss high-yield strategies that meet the needs of all students. This will also provide the opportunity to collaborate with the school improvement facilitator, coaches, the instructional coach, the interventionist and the principals in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Staff, administrator, coaches 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. Teachers will utilize bi-weekly assessments based on state and district mandated common core standards.. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive - weekly, strategic - bi-weekly, core - monthly). Teachers will also discuss and analyze the data and plan multi-tiered instruction and interventions for fidelity regarding Next Generation Common Core State Standards, activities from Depth of Knowledge (DOK) levels, State assessments and best practices. This activity will require a substitute cost for teachers' Professional Learning Community meetings.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, instructional coach, administrator

## Goal 5: All students at Alcott Elementary School will be proficient in social studies.

### Measurable Objective 1:

A 20% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of content in Social Studies by 06/29/2018 as measured by state Social Studies assessment, district and school assessments. .

### 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, instructional coach, interventionist, and Oakland Schools coaches and to develop research based instructional interventions. Teachers will continuously monitor and track progress utilizing a data driven model for instruction.

Category: Social Studies

Research Cited: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S, and Tilly, W. D. (2008). assisting students struggling with reading: Response to Intervention and Multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. O'Connor, R. E. Harty, K. R., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. *Journal of Learning Disabilities*, 38, 532-538. Gettinger, M., & Stoiber, K. (2007). Applying a response-to-intervention model for early literacy development in low-income children. *Topics in Early Childhood Special Education*, 27, 198-213. Vellutino, F. R., Scanlon, D. M., Zhang, H., & Schatschneider, C. (2008). Using response to kindergarten and first grade intervention to identify children at-risk for long-term reading difficulties. *Reading and Writing*, 21, 437-480. Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41, 93-99. The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level: [ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm_pg_092909.pdf). 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)

Horning, A. S. (2007). "Reading Across the Curriculum as the Key to Student Success. Across the disciplines", 4. Retrieved January 2, 2008 from <http://wac.colostate.edu/atd/articles/horning2007.cfm>.

Reed, B. "Practical Advice on Reading Across the Curriculum." *Northwest Education* 10.1 (2004): 1-3. Print.

Tier: Tier 1

## School Improvement Plan

Alcott School

Activity - Standards-based Social Studies Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan Social Studies lessons based on the grade level expectations using leveled books, critical thinking skills, Depth of Knowledge (DOK) levels, informational texts, technology and TIME for Kids magazines. Charts, tables and graphs will be part of all lessons as methods of instruction and assessment. Teachers, administrators and coaches will assess effectiveness of instruction through professional learning communities and through the use of regular formative assessment data. Interventions and re-teach opportunities will be determined based on formative assessment data.	Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$1000	Title I Schoolwide	Principal, teachers, instructional coach
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district along with Alcott School will partner with Oakland Schools to provide Alcott School teachers with professional learning to embed research based content literacy practices, effective vocabulary instruction, and processes of teaching evidence-based arguments.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	Pontiac School District, Oakland Schools and Alcott School teachers.
Activity - Vocabulary Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students ongoing opportunities to build and analyze vocabulary in the context of historical texts as well as provide students ongoing opportunities to evaluate the arguments and claims made by others in text.	Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	Teachers, administrators, instructional coach
Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Alcott School

Students will participate in field trips to increase exposure to real-world concepts relating to learning objectives, goals and standards across the curriculum. Trips will be content driven and will support reading, math, science, social studies and writing curricula. Students will participate in programs such as but not limited to Detroit Institute of Art, Cranbrook Art Institute, Henry Ford Museum and Greenfield Village, Charles Wright African American Museum, Lansing Capital tour, Performing Arts shows, Flint Institute of Arts, Motown Historical Museum, landmarks bus tours, Cranbrook Institute of Science, Michigan Science Center, Ann Arbor Children's Hands-on Museum, University of Michigan Museum of Natural History, Flint Children's Museum, Detroit Zoo, local farms, and local nature centers. This includes registration fees, materials, food and transportation.	Field Trip, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrator, instructional coach, interventionist
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Activity - Teaching Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Supplies, materials resources, Supplement Supplies, RAZ Kids, Reading A - Z, IXL, journals, general supplies needed to support high quality instruction.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrator, interventionist, instructional coach

### Strategy 2:

Professional Learning Communities/ILC - Alcott staff will participate in weekly professional learning communities. During this time, staff members will review learning objectives, high-yield strategies and plan lessons that will address the needs of all students, collaborate with coaches, school improvement facilitator, principal, instructional coach and 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 and coaching support as well as provide consistent monitoring, tracking and mastery of learning objectives for the school year.

Category: Social Studies

Research Cited: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S, and Tilly, W. D. (2008). assisting students struggling with reading: Response to Intervention and Multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

O'Connor, R. E. Harty, K. R., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. *Journal of Learning Disabilities*, 38, 532-538.

Gettinger, M., & Stoiber, K. (2007). Applying a response-to-intervention model for early literacy development in low-income children. *Topics in Early Childhood Special*

## School Improvement Plan

Alcott School

Education, 27, 198-213.

Vellutino, F. R., Scanlon, D. M., Zhang, H., & Schatschneider, C. (2008). Using response to kindergarten and first grade intervention to identify children at-risk for long-term reading difficulties. *Reading and Writing*, 21, 437-480.

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41, 93-99.

The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level:

[ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm_pg_092909.pdf).

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
Teacher will participate in professional learning communities two times weekly to develop and discuss high-yield strategies to meeting the needs of all students. This will also provide the opportunity to collaborate with the school improvement facilitator, coaches, the instructional coach, the interventionist and the principals in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Staff, administrator, coaches 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. Teachers will utilize bi-weekly assessments based on state and district mandated common core standards. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive - weekly, 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.	Curriculum Development, Teacher Collaboration, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrator, instructional coach

## Goal 6: All students at Alcott Elementary School will benefit from high quality instruction.

### Measurable Objective 1:

demonstrate a proficiency of at least 75% of teachers and 75% of administrators will be rated as effective or highly effective on professional competencies by 06/29/2018 as measured by the district's evaluation system.

### Strategy 1:

Collaborative process for evaluating teachers and administrator - Alcott School and Pontiac School District Leaders will use a collaborative process for evaluating teachers and administrator that incorporates student growth as a significant factor and identifies strategies to support ongoing practice.

Category:

Research Cited: Braskamp, Larry A.; Brandenburg, Dale C.; & Ory, John C. (1984). Evaluating teaching effectiveness: A practical guide. Beverly Hills, CA: Sage.

Tier: Tier 1

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 SIOP and PLTW but not limited to: a. Cultural Responsive Teaching b. Data Analysis c. Instructional Core d. Visible Learning (Hattie) e. Instructional Rounds f. Lesson Studies g. Higher Order Thinking, Depth of Knowledge, "KUD" (Know, Understand, Do—lesson planning  Supported by the intervention specialists, Alcott teachers who train staff, Oakland Schools coaches and district specialist.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	District staff, Oakland Schools coaches, intervention specialist, district specialist and Alcott teachers who train staff.

Activity - Teacher Self-reflection and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac School District will incorporate opportunities for teacher self-reflection and goal setting into the evaluation system.	Recruitment and Retention	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	District staff and Oakland Schools.

Activity - Screening/Evaluation of Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Alcott School

Pontiac School District will screen and evaluate all existing teachers and principal based on the district's identified professional competencies. Alcott School principal will co-evaluate teachers with Oakland Schools teacher evaluators.	Recruitment and Retention	Tier 1	Implement	08/21/2017	06/29/2018	\$0	No Funding Required	Pontiac School District staff, Alcott School staff and Oakland Schools staff.
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### Strategy 2:

Identify and Reward Teachers - Teachers who have been found to be effective at raising student achievement will be identified and rewarded.

Category:

Research Cited: OECD (2009), "Evaluating and Rewarding Good Teachers", in OECD, Evaluating and Rewarding the Quality of Teachers: International Practices, OECD Publishing. doi: 10.1787/9789264034358-3-en

Tier: Tier 1

Activity - Input on Creative Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School leaders will seek stakeholder input on creative ways to reward staff who have been effective at raising student achievement.	Teacher Collaboration	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	Alcott School leaders.

### Strategy 3:

Job Embedded Professional Development - Alcott School staff will participate in a system of on-going, high quality, job-embedded professional development that is based on

research and aligns with the needs of students, staff, school, and the district.

Category:

Research Cited: Richard DuFour: What It Takes: How a Professional Learning Community Responds When Kids Don't Learn.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School leaders will establish PLCs within their schools as the primary means by which staff will engage in job-embedded professional development to ensure implementation of the DIP and SIP.	Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title II Part A	Alcott School leaders, Pontiac School District and Oakland Schools.

## School Improvement Plan

Alcott School

Activity - Design Professional Learning Topics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac School District leaders along with Alcott School staff will partner with external service providers to deliver professional development on topics that support implementation of educational reform initiatives articulated in DIP and SIP. Registration fees, materials and substitute cost for teachers attending professional development conferences and/or workshops.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$8000	Title II Part A	Pontiac School District, Oakland Schools, MEMPSA, McGraw-Hill.
Activity - Survey of Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Alcott teachers will complete and analyze the survey of an enacted curriculum in order to improve instruction.	Professional Learning	Tier 1	Getting Ready	02/03/2014	06/30/2017	\$8813	Title I Schoolwide	School Improvement/Priority Redesign/Reform Team. Administrator, Alcott staff, Oakland Schools SIF Coach, MSU Coach, Oakland Schools facilitator and Oakland Schools content coaches.

### Strategy 4:

Recruit and Retain Staff - Alcott School and Pontiac School District leaders will implement strategies designed to recruit and retain staff to meet the needs of students in the district.

Category:

Research Cited: Schleicher, A. (2011), Building a High-Quality Teaching Profession: Lessons from around the World, OECD Publishing.

OECD (2005), Recruiting, Selecting and Employing Teachers, in OECD, Teachers Matter: Attracting, Developing and Retaining Effective Teachers, OECD Publishing.

Tier: Tier 1

## School Improvement Plan

Alcott School

Activity - Retaining Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School and District Leaders will implement strategies to retain staff by providing staff opportunities for career growth and promotion, including but not limited to: a. Volunteering for special assignments: SIT, Instructional Leadership Team, Building State Assessment Coordinator, Building Data Specialist, SWIS Facilitator. b. Participating in Coordinating Council c. Participation on district-wide leadership committees/teams including the Curriculum Committee, District-wide Data Team, and others.	Recruitment and Retention	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Other	Alcott School staff and Pontiac School leaders.

### Measurable Objective 2:

collaborate to implement comprehensive instructional reform strategies to strengthen and enrich the academic program for all students and provide supplemental and/or specialized instruction for at-risk student population by 06/29/2018 as measured by local and standardized assessments.

### Strategy 1:

Research Based Instruction - Data will be used to identify and implement an aligned and research-based instructional program.

Category:

Research Cited: The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level:

[ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wcc/pdf/practiceguides/dddm_pg_092909.pdf).

Tier: Tier 1

Activity - Curriculum Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School staff will receive professional development on the changes to the district's curriculum, understanding the content and process standards of the Common Core State Standards, as appropriate, designing and delivering lessons.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Other	Pontiac School District staff and Oakland Schools.

Activity - Curriculum Aligned to State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac School District along with Alcott School will establish and teachers will implement a guaranteed and viable curriculum that is aligned to State Standards (Common Core) and supports students in becoming college and career ready.	Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Other	Pontiac School District and Alcott School.

Activity - Professional Learning/Curriculum Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Alcott School

Mathematics and ELA/literacy teachers will implement 2-3 Common Core units and will share results, feedback, and reflections with PLC teams. Principals will review data results, at least quarterly, to monitor student achievement and implementation of school improvement plan.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Other	Alcott School teachers and principal.
<b>Activity - Programs to Support Non-traditional Student Learners</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Pontiac School District and Alcott School will implement innovative instructional programs that address the needs of non-traditional student learners. a. Co-teaching	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Other	Pontiac School District staff and Alcott School staff.
<b>Activity - Monitoring/Evaluating</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Schools will share data on student academic progress with stakeholders and will display summary data in classrooms and/or the school, as appropriate, to make the progress of the school visible to the school community. Teachers and principal will discuss student data, at least quarterly, to monitor the school improvement plan and student achievement.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Other	Alcott School staff.
<b>Activity - MDE Program Evaluation Tool</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Alcott School will use the MDE Program Evaluation Tool to report on one of the Title I programs. Cost for substitutes and stipend provided for teachers.	Policy and Process	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Other	Pontiac School District staff.
<b>Activity - Oakland Schools School Improvement Facilitator</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Alcott School

Alcott staff will collaborate monthly with the assigned Oakland Schools School Improvement Facilitator to discuss instructional implementation, formative and summative assessment data, plan instructional interventions and to discuss resources available to impact and implement rapid turn around in student achievement. The SIF will support the PLC/ILC work, in addition to provide support for the principal in developing effective plans, (i.e. schoolwide diagnostic, goals and plans and program evaluation).	Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	No Funding Required	Oakland Schools, School Improvement Facilitator, teachers, administrator, interventionist, instructional coach
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### Strategy 2:

Inform and Differentiate Instruction - District will promote the continuous use of data to inform and differentiate instruction.

Category:

Research Cited: The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level: [ies.ed.gov/ncee/wcc/pdf/practiceguides/ddd\\_m\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wcc/pdf/practiceguides/ddd_m_pg_092909.pdf).

Subban, Pearl. "Differentiated Instruction: A Research Basis." International Educational Journal 7.7 (2006): 935-947.

Tier: Tier 1

Activity - ILC Training the Trainer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac School District along with Alcott School will partner with Oakland Schools to provide training to Alcott teacher leaders who will serve as trainers on the ILC process. Trainers will provide school-level training beginning in Dec. 2013.	Professional Learning	Tier 1	Implement	12/16/2013	06/30/2015	\$0	Other	Alcott School teachers and Oakland Schools.

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers working in Professional Learning Communities will implement the Instructional Learning Cycle process to guide lesson planning & instructional delivery and will use the district's ILC protocol to document student assessment results (pre/post), decisions made regarding instructional and intervention plans to address students' needs, and reflections on next steps.	Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Other	Alcott School staff.

## School Improvement Plan

Alcott School

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet once a week (1x for 2 hours for monthly data review; 1 hour for remaining weekly meetings) to implement the Instructional Learning Cycle , including the use of data to differentiate and design instruction and interventions for students, and to participate in job embedded professional learning activities that address identified needs of teachers.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	Alcott School staff.
Activity - Balanced System of Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School will implement a balanced system of assessment to monitor the progress of students toward mastery of the district's "essential skills" and state standards. The system will include both formative and summative uses of assessment data. Assessments will address all five content areas and will include universal screening, diagnostic assessments, district benchmark assessments, common formative assessments, as well as norm- and criterion –referenced assessments including NWEA.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Other	Alcott School staff and Pontiac School District staff.
Activity - Evaluating Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborating in PLCs will identify monthly outcomes on "essential skills", gather student performance data on mastery of identified skills, review progress and modify instruction, as needed, to support student learning. Teachers will share results with principal in order to monitor student achievement and implementation of school improvement plan.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Other	Alcott School staff.
Activity - Monthly Performance Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers working in PLCs will gather, compile, and analyze aggregate student performance data monthly to monitor the progress of all students, grade spans, and student groups toward mastery of academic standards in a particular grade/course. K-6 data will be presented/shared with the SIT and will be made available to the MDE, upon request.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Other	Alcott School staff.
Activity - SI/Leadership Team Data Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Alcott School

SI/Leadership Teams will study the data gathered on student/subgroup progress toward mastery of academic standards in order to monitor the implementation and effectiveness of the DIP/SIPs.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Other	Alcott School staff.
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Activity - Principal Walk throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will conduct regular walk throughs to provide feedback and observe instructional practices. Teachers and administrator will collaborate and discuss based on regular classroom observations.	Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	08/21/2017	06/30/2020	\$0	No Funding Required	Administrator, district administrators

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott will secure an Instructional Coach responsible supporting the academic goals and teaching practices within the classroom. The Instructional Coach will assist with monitoring and tracking data, PLC collaboration, teacher support, curriculum development and implementation, coordination of professional learning and supporting academic initiatives of the school.	Curriculum Development, Materials, Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Title II Part A	Instructional Coach, District Coordinators, administrator

### Measurable Objective 3:

collaborate to increase learning and teacher collaboration time and family and community engagement by 06/29/2018 as measured by district process indicators and results of staff, student, parent, and/or community surveys.

### Strategy 1:

Increased Instructional Time - Pontiac School District and Alcott School leaders will establish schedules & strategies for increased instructional time (core subjects) and professional learning for teachers ("collaboration time").

Category:

Research Cited: OECD (2007), "Improving primary and secondary education", OECD Economic Surveys: United States 2007, Publishing. doi: 10.1787/eco\_surveys-usa2007-7-en

Tier: Tier 1

## School Improvement Plan

Alcott School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities (2 hours once a month and 1 hour 3x/month) will use protocols aligned to Michigan's Standards to guide job-embedded professional learning and implementation of ILCs.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	Alcott School staff.
Activity - Intervention Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac School District along with Alcott Schools will implement intervention sessions to provide additional learning opportunities for students who are at-risk of failing to meet state standards in core content areas.	Direct Instruction	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title I Schoolwide	Alcott teachers, principal, interventionist and coaches

### Strategy 2:

Family/Community Engagement - Pontiac School District and Alcott Schools will provide ongoing mechanisms for engagement of families and communities.

Category:

Research Cited: Ferlazzo, L. & Hammond, L. A. (2009). Building parent engagement in schools. Santa Barbara, CA: Linworth Southwest Educational Development Laboratory (2002). A new wave of evidence: The impact of school, family and community: Connections on student achievement Austin, Texas.

Tier: Tier 1

Activity - Professional Development Family/Community Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac School District and Alcott Schools will provide ongoing mechanisms for engagement of families and communities. The Pontiac School District will hold regular/frequent meetings with parents/families to provide useful information in areas that include but not limited to: instructional programs/services, health and safety issues and academic achievement.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Other	Pontiac School District.

**Goal 7: All students at Alcott Elementary School will be provided with a climate and culture that supports them academically and socially.**

### Measurable Objective 1:

collaborate to create caring relationships and demonstrate culturally competent understandings and methods when interacting with and/or instructing all students and identified groups by 06/29/2018 as measured by improvements of 10% or greater on surveys, assessments and identified program and process data.

## School Improvement Plan

Alcott School

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### Strategy 1:

Positive Behavioral Interventions and Supports (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.

Category:

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.

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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](http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf)

Tier: Tier 1

Activity - Data Collection, Analysis and Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer student perception surveys at least two times per year. Teachers will meet during PLC meetings to analyze the survey data, SWIS and MI Star data in order to monitor behavior, attendance and tardiness. Teachers and staff will plan multi-tiered interventions that support at risk students. Teachers will review students' progress; identify indicators (attendance, failing grades and discipline referrals) and then develop and implement interventions and specialized services to support students. Funding for SWIS program.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$2000	Title I Schoolwide	Principal, teachers and behavior intervention specialist.

## School Improvement Plan

Alcott School

Activity - Behavior Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A behavior intervention specialist will be employed to support students "at risk of failing" because of behavior issues. Behavior intervention specialist will analyze Mi-Star and SWIS data and plan behavior support instruction with classroom teachers during PLC meetings. Behavior Intervention Specialist 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 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	08/21/2017	06/30/2020	\$30000	Title I Schoolwide	Principal, teachers and behavior intervention specialist.
Activity - PBIS/Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior intervention specialist 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	08/21/2017	06/30/2020	\$1000	Title I Schoolwide	Principal, teachers and behavior intervention specialist
Activity - CHAMPs/Time to Teach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will implement lesson plans based on CHAMPs system of behavior support and Time to Teach. This programs allow staff to establish and reinforce school-wide expectation, behavior protocols and re-thinking opportunities for students.	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$1000	Title I Schoolwide	Principal, teachers, behavior intervention specialist and at-risk counselor
Activity - Student Code of Conduct	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Pontiac School District will establish a disciplinary system that includes a "Student Code of Conduct" with clearly articulated expectations and consequences.	Policy and Process	Tier 1	Implement	08/21/2017	06/30/2020	\$0	No Funding Required	Pontiac School District.
Activity - Implementation of Student Code of Conduct	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Alcott School

Alcott School will implement the "Student Code of Conduct" in a consistent and equitable manner.	Policy and Process	Tier 1	Implement	08/21/2017	06/30/2020	\$0	No Funding Required	Alcott School staff.
<b>Activity - Implementation of Classroom Rules and Routine</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will instruct students the classroom rules and routines. Teachers will monitor student behavior, the implementation of classroom rules, incentives, celebrations and activities according to the school's behavior system. All staff will utilize the Time to Teach, and Teach-To's during the first three weeks of school in order to establish expectations.	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	No Funding Required	Teachers, administrator, behavior specialist, At-risk counselor
<b>Activity - Conflict Resolution Skills</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Alcott behavior support staff will teach student conflict resolution skills emphasizing constructive feedback with no tolerance for ridicule.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	Alcott School behavior support staff.

### Strategy 2:

Family and Community Partnerships - Alcott School will provide venues to invite active participation and encourage engagement of family and community members in the educational programs of the school. Alcott staff will become more involved with our students' parents. An effort will be made to contact all parents at the start of the school year and welcome them to our school community. Continuous contacts throughout the school year will reinforce the school-home partnership.

Category:

Research Cited: Research Cited: Jeynes, W. H. (2005). Parental involvement and student achievement: A meta-analysis (Family Involvement Research Digest).

Cambridge, MA: Harvard Family Research Project. Retrieved January 1, 2007, from

[http://www.gse.harvard.edu/hfrp/publications\\_resources/publications\\_series/family\\_involvement\\_research\\_digest/parental\\_involvement\\_and\\_student\\_achievement\\_a\\_meta\\_analysis](http://www.gse.harvard.edu/hfrp/publications_resources/publications_series/family_involvement_research_digest/parental_involvement_and_student_achievement_a_meta_analysis).

Allen, J. (2009). Effective home-school communication. Family Involvement Network of Educators (FINE) Newsletter, 1(1). Retrieved February 1, 2009, from <http://www.hfrp.org/family-involvement/publications-resources/effective-home-school-communication>.

Levine, E. (1999) Latino Families: Getting Involved in Your Children's Education. Early Childhood Digests

Dr. Joyce Epstein's Parent Involvement Model Simon, B.S. (2001). "Family Involvement in High School: Predictors and Effects". NASP Bulletin, 85, (627), 8-19.

## School Improvement Plan

Alcott School

Sanders, M.G. (2005) Building School-Community Partnerships: Collaboration for Student Success. Thousand Oaks, CA: Corwin Press

Tier: Tier 1

Activity - Data Collection, Analysis and Planning Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be surveyed regarding school participation, engagement and involvement at least two times per school year. Activities such as Open House, Family Fun Nights, Cranbrook visit, cultural celebrations, study packets, parent-teacher conferences, newsletters, progress reports, etc will be planned based on the results of the September parent perception survey. Throughout the school year parents will receive positive notes, emails and/or calls from staff regarding their children's progress.	Other	Tier 1	Implement	08/21/2017	06/30/2020	\$1000	Title I Schoolwide	Alcott staff.
Activity - Translation for Bilingual Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Notes home to parents will be written in their home language. Bilingual staff will be available at all school functions to offer translation support for parents in need.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$2500	Title I Schoolwide	Principal and bilingual staff.
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) employees will help parents resolve issues of attendance, tardiness and case management.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Other	Principal, teachers and DHS employees.
Activity - Parent Liaison/Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parent liaison develops a connection between home and school so parents and teachers become partners in the education of students. The parent liaison will coordinate monthly parent informational meetings. The parent liaison helps finds community resources and assist parents in developing effective parenting strategies that support the well-being of the students.	Parent Involvement	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$3000	Title I Schoolwide	Principal, teachers and parent liaison.
Activity - Title I Parent Group/Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Alcott School

The Title I parent group along with Alcott staff will coordinate parent and teachers meetings, presenters, family educational nights including reading, writing, mathematics, science and social studies and monthly informational meetings. These activity/workshops include food, child care, prizes and stipend for presenters.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$5000	Title I Schoolwide	Principal, Title I parent group, and Title I coordinator.
<b>Activity - Parent Welcome</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will host a welcome back picnic to meet and greet parents and begin a positive communication partnership. Entertainment will be provided as well as school district registration. Alcott's community partners will participate.	Parent Involvement	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$3000	Title I Schoolwide	Alcott staff.
<b>Activity - Parent Involvement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will receive professional development throughout the school year on best practice strategies to encourage parents to become actively involved in their child's education.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$200	Title I Schoolwide	Teachers and principal.
<b>Activity - Parent Friendly Communication</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
When preparing documents and resources for parents/families, Alcott School staff will use parent-friendly language, free of educational jargon, to be easily understood by everyone, allowing parents to be active participants and contributors in their children's education.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$0	No Funding Required	Alcott School staff.
<b>Activity - Evidence of Parent Activity Effectiveness</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
District and school staff will obtain feedback from participants following parent/family workshops & activities and will study the results along with other evidence (i.e., agendas, workshop materials/minutes, attendance data) to evaluate the effectiveness of these activities.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$0	No Funding Required	Alcott School staff.
<b>Activity - Services to Homeless Students</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Pontiac School District and Alcott School will provide services such as transportation and supplies including uniforms to all identified homeless students.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Section 31a, Title I Schoolwide	District and Alcott School.

## School Improvement Plan

Alcott School

### Measurable Objective 2:

demonstrate a proficiency in student and staff engagement in learning as evidenced by decreases in staff and student absenteeism/tardiness in the number of discipline infractions and improvements in stakeholders perceptions by 06/29/2018 as measured by positive changes in the result of annual parent, teacher and student surveys.

### Strategy 1:

Student Re-engagement - Alcott School staff will implement strategies designed to re-engage students who are disengaged in school.

Category:

Research Cited: Kuh, George D. "What we're learning about student engagement from NSSE: Benchmarks for effective educational practices." Change: The Magazine of Higher Learning 35.2 (2003): 24-32.

Marks, Helen M. "Student engagement in instructional activity: Patterns in the elementary, middle, and high school years." American educational research journal 37.1 (2000): 153-184.

Tier: Tier 1

Activity - At Risk Early Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and Alcott School leaders will establish a system for early identification of students who are at risk of failing or of dropping out by monitoring student attendance, achievement, and behavior data. Alcott staff will study the data to identify the possible underlying motivations.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	District and Alcott School leaders.
Activity - Instructional Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott School Instructional Support Team (IST) will review data on students who are determined to be at-risk due to attendance, behavior and academic issues and then design or select interventions/supports & services to address the students' identified needs.	Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title II Part A	Alcott School Instructional Support Team.
Activity - Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention staff will be assigned as mentors to "at risk students" who show a need to learn and solve problems non-violently.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	Intervention staff.
Activity - Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Alcott School

Pontiac School District will provide Alcott School with a Social Worker for At-Risk youth to respond to academic and behavior interventions with an emphasis for Tier III students.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$40000	Section 31a	Social worker.
<b>Activity - Superintendent's Drop-Out Challenge</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Alcott School will participate in the Superintendent's Drop-Out Challenge by identifying students who are at high risk of dropping out of school based on attendance, behavior (i.e., high insubordination rates, high incident reports) and course performance data. Staff will use data from these areas to identify and design interventions to improve student's academic performance, including assigning an adult mentor to students participating in the challenge.	Behavioral Support Program	Tier 2	Implement	01/06/2014	06/30/2017	\$0	No Funding Required	Alcott School staff.
<b>Activity - Interventions and Support Services</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Behavior Intervention Specialist, Social Worker, PRIDE counselors and other staff will plan and provide interventions and support services to address the social, behavioral and/or academic needs of identified students, including: a. Check-in/Check-out support b. Skills Groups c. Group with individual support d. Brief Functional Behavior Assessment/Behavior Intervention Plan e. Others as determined by the school-level team	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	No Funding Required	Behavior Intervention Specialist, Social Worker, PRIDE Counselor and Alcott School staff.
<b>Activity - Elementary School Counselor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Pontiac School District will provide Alcott School with an Elementary School Counselor who will provide all students with the following: - academic support, including organizational, study and test taking skills, goal setting and decision making - bullying prevention and awareness - career awareness, exploration and planning - Character Education - communication, problem-solving and conflict resolution - education on understanding self and others, including peer relationships, coping strategies and effective social skills - multicultural/diversity awareness	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$40000	Section 31a	Principal, teachers, Alcott School Counselor

### Strategy 2:

Student Responsibilities - Students will communicate both formally and informally with Alcott staff.

## School Improvement Plan

Alcott School

Category:

Research Cited: Lumsden, Linda. "Motivating Today's Students: The Same Old Stuff Just Doesn't Work." Portraits of Success 1.2 (1996): n2

Tier: Tier 1

Activity - Person to Person Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and Alcott staff will develop communication skills by discussing issues, asking and answering questions and engaging in talk.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	Alcott School staff and students.
Activity - Authentic Conversation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will authentically share information and construct meaning.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	Alcott School students and staff.
Activity - Increased Learning/Fewer Discipline Issues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be surveyed for improved attendance, academic improvement and improved teacher-student relationships.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	No Funding Required	Alcott School students and staff.

### Measurable Objective 3:

demonstrate a behavior that will create caring relationships and culturally competent understandings and methods when interacting with and/or instructing all students and identified student groups by 06/29/2018 as measured by improvements of 10% or greater on surveys.

### Strategy 1:

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

Category:

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 - Bilingual Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Alcott School

Bilingual tutors will provide English Learners (EL) with instruction that honors culture.	Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title I Schoolwide, Section 31a, Title III	Alcott School bilingual tutors.
Activity - ESL Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL teacher will instruct all eligible students in the learning of the English language. ESL teacher will plan with classroom teacher the curriculum instruction in all content areas. ESL teacher will discuss results of WIDA assessment with teachers and use this data to plan instructional outcomes.	Direct Instruction	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Section 31a, Title III, Title I Schoolwide	ESL teacher, Principal and Alcott staff.

### **Goal 8: BUDGET - All students at Alcott Elementary will be provided with a safe and supportive environment in which to excel through the attainment of high quality administration, instructional staff, instructional resources and school infrastructure.**

#### **Measurable Objective 1:**

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Science by 06/30/2024 as measured by according to State Assessment.

#### **Strategy 1:**

Attainment, Development, Support and Retention of High Quality Administration - The district will attain a school leader and corresponding leader support team that will effectively lead a schools' instructional staff in improving student achievement according to State Assessment by:

- Promoting collaborative problem solving and open communication
- Collecting, analyzing, and using data to identify school needs
- Using data to identify and plan for needed changes in the instructional program
- Implementing and monitoring the school improvement plan
- Using systems thinking to establish a clear focus on attaining student achievement goals
- Managing daily operations of the school

Category: Other - Administration

Research Cited: n/a

Tier: Tier 1

## School Improvement Plan

Alcott School

Activity - Attainment of a Principal Leader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will attain a principal leader who will effectively lead a school in improving student achievement according to State Assessment.	Other - Attainment	Tier 1	Monitor	07/01/2017	06/29/2018	\$85000	Other	Human Resources Office, Curriculum and Instruction Office

Activity - Support and Retention - School Office	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will support and retain a main office staff (along with office supplies/materials/resources) that will effectively and collaboratively work with a principal leader in managing the school.	Other - High Quality Administration and Corresponding Materials/Resources	Tier 1	Monitor	07/01/2017	06/29/2018	\$100000	Other	Principal, Human Resources

Activity - Development of Administrative Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will provide professional learning to school administrative staff in order to provide increased school leadership and management.	Professional Learning	Tier 1	Implement	07/01/2017	06/29/2018	\$10000	Other	Principal Leader, Human Resources, Curriculum

### Strategy 2:

Attainment, Development, Support and Retention of High Quality Instructional, Support and Career/College Readiness Staff - The district will attain, develop, support and retain High Quality Instructional Staff that will effectively work collaboratively with their school principal leader and corresponding leader support team in improving student achievement according to State Assessment.

Category: Other - School Staffing, Supplies/Material

Research Cited: n/a

Tier: Tier 1

Activity - Attainment and Support of Instructional/Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Alcott School

Pontiac Schools will attain an instructional/Support staff (along with instructional supplies/materials/programs/resources/assessment-monitoring system) that will effectively and collaboratively work with a principal leader in improving student achievement.	Other - Staffing, Instructional/Data/Assessment Materials/Resources	Tier 1	Monitor	07/01/2017	06/29/2018	\$1500000	Other	Principal Leader, Human Resources/Curriculum/Grants Offices
Activity - Development of Instructional/Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will provide professional learning to school instructional/support staff needed in improving student achievement.	Professional Learning	Tier 1		07/01/2017	06/29/2018	\$75000	Other	Principal Leader, Curriculum

### Strategy 3:

Attainment and Maintenance of High Quality School Infrastructures and Systems - The district will assure that all school infrastructures and systems required for improvement of student achievement according to State Assessment are adequately and effectively in place.

Category: Other - Operational

Research Cited: n/a

Tier: Tier 1

Activity - Attainment and Maintenance of Operational Services and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will attain and maintain technology advancement, transportation and security services and resources conducive in improving student achievement.	Other - Operational Services	Tier 1	Monitor	07/01/2017	06/29/2018	\$100000	Other	Technology, Student Services and Security Office
Activity - Attain and Maintain School Completion and Advancement Programs, Materials and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will attain and maintain dual enrollment and high school completion services, materials and resources conducive in improving student achievement.	Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	07/01/2017	06/29/2018	\$0	Other	Principal Leader

### Strategy 4:

Student, Parent and Community Engagement and Involvement - The district will provide student, parent and community opportunities for engagement and involvement thru events and materials that will reinforce improvement in student achievement according to State Assessment.

## School Improvement Plan

Alcott School

Category: Other - Engagement and Involvement

Research Cited: n/a

Tier: Tier 1

Activity - Positive Behavioral Intervention & Supports Events and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott Elementary's Principal Leader and Staff will provide students and parents behavioral events and resources conducive in improving student achievement.	Other - Engagement and Involvement	Tier 1	Monitor	07/01/2017	06/29/2018	\$1000	Other	Principal Leader, Behavior Intervention Specialist and Instructional Staff
Activity - Parent Events and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alcott Elementary's Principal Leader and Staff will provide parents parental events and resources conducive in improving student achievement.	Other - Engagement and Involvement	Tier 1	Monitor	07/01/2017	06/29/2018	\$7804	Other	Principal Leader, All Staff

## Goal 9: Alcott Staff will implement a school-wide positive behavior plan in support of a positive climate and culture.

### Measurable Objective 1:

collaborate to implement a school-wide positive behavior plan to support a positive school climate and culture by 06/29/2018 as measured by academic and behavior data.

### Strategy 1:

School Wide Behavior Supports - The administrator, teachers and support staff will implement a school-wide positive behavior support plan. Teachers and support staff will receive professional development and materials to teach expectations for the school year, support the plan with appropriate strategies, implement a socio-emotional behavior curriculum each week to support the expectations and analyze behavior data through SWIS each month to determine effectiveness and impact of strategies.

Category: School Culture

Research Cited: "The evolution of discipline practices: School-wide positive behavior supports" G Sugai, R Horner - Child & Family Behavior Therapy, 2002 - Taylor & Francis

Positive behavior supports: Can schools reshape disciplinary practices? SP Safran, K Oswald - Exceptional children, 2003 - [ecx.sagepub.com](http://ecx.sagepub.com)

## School Improvement Plan

Alcott School

Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches

G Sugai, RH Horner - Exceptionality, 2009 - Taylor & Francis

Tier: Tier 1

Activity - Time to Teach Professional Development and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a Time to Teach professional development to increase the amount of time spent on academic instruction and to implement a school-wide plan for teaching expectations and utilize the behavior team to support academic and behavior goals. This includes materials and training costs.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Title I Part A	Administrator, behavior support staff, teachers
Activity - CHAMPS Professional Development and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, behavior support staff will receive ongoing training on CHAMPs curriculum to support school-wide behavior plan and reinforce school expectations for behavior.	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrators, 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.	Direct Instruction, Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Title I Part A	Teachers, administrators, behavior support staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ESL Teacher	ESL teacher will instruct all eligible students in the learning of the English language. ESL teacher will plan with classroom teacher the curriculum instruction in all content areas. ESL teacher will discuss results of WIDA assessment with teachers and use this data to plan instructional outcomes.	Direct Instruction	Tier 1	Implement	08/21/2017	06/30/2020	\$0	ESL teacher, Principal and Alcott staff.
Services to Homeless Students	Pontiac School District and Alcott School will provide services such as transportation and supplies including uniforms to all identified homeless students.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$0	District and Alcott School.
Elementary School Counselor	Pontiac School District will provide Alcott School with an Elementary School Counselor who will provide all students with the following: - academic support, including organizational, study and test taking skills, goal setting and decision making - bullying prevention and awareness - career awareness, exploration and planning - Character Education - communication, problem-solving and conflict resolution - education on understanding self and others, including peer relationships, coping strategies and effective social skills - multicultural/diversity awareness	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$40000	Principal, teachers, Alcott School Counselor
Social Worker	Pontiac School District will provide Alcott School with a Social Worker for At-Risk youth to respond to academic and behavior interventions with an emphasis for Tier III students.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$40000	Social worker.
Bilingual Tutors	Bilingual tutors will provide English Learners (EL) with instruction that honors culture.	Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Alcott School bilingual tutors.

### Title I Schoolwide

## School Improvement Plan

Alcott School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Parent Group/Workshops	The Title I parent group along with Alcott staff will coordinate parent and teachers meetings, presenters, family educational nights including reading, writing, mathematics, science and social studies and monthly informational meetings. These activity/workshops include food, child care, prizes and stipend for presenters.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$5000	Principal, Title I parent group, and Title I coordinator.
Services to Homeless Students	Pontiac School District and Alcott School will provide services such as transportation and supplies including uniforms to all identified homeless students.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$0	District and Alcott School.
Parent Welcome	Teachers will host a welcome back picnic to meet and greet parents and begin a positive communication partnership. Entertainment will be provided as well as school district registration. Alcott's community partners will participate.	Parent Involvement	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$3000	Alcott staff.
ESL Teacher	ESL teacher will instruct all eligible students in the learning of the English language. ESL teacher will plan with classroom teacher the curriculum instruction in all content areas. ESL teacher will discuss results of WIDA assessment with teachers and use this data to plan instructional outcomes.	Direct Instruction	Tier 1	Implement	08/21/2017	06/30/2020	\$0	ESL teacher, Principal and Alcott staff.
Extended Day Kindergarten Teachers	3 Highly Qualified (HQ) Teachers for extended day Kindergarten to provide students with additional time on task, address reading, writing and mathematics deficits while reinforcing social/emotional skills that have an impact on literacy and reading development. Kindergarten transportation cost for 2 buses for 90 students.	Direct Instruction	Tier 1	Implement	08/21/2017	06/30/2020	\$166425	Kindergarten teachers and Principal.

# School Improvement Plan

Alcott School

Standards-Based Common Core Math Block	K- 6 teachers will implement a 90 minutes, dedicated, 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 district and Oakland schools, the administrator, 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. The dedicated math blocks will also support push-in collaboration with Math Coaches, and a co-teaching model with the building resource teachers.	Direct Instruction	Tier 1	Implement	08/21/2017	06/30/2020	\$20000	Principal, teachers, interventionist, resource teacher and OS Math Coach
Extended Day Kindergarten	3 Highly Qualified (HQ) Teachers for extended day Kindergarten to provide students with additional time on task, address reading, writing and mathematics deficits while reinforcing social/emotional skills that have an impact on literacy and reading development. Kindergarten transportation cost for 2 buses for 90 students.	Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 2	Evaluate	08/21/2017	06/30/2020	\$0	Teachers, administrator
SIOP Instruction	Teachers will implement the SIOP method of culturally relevant effective teaching strategies to address the needs of all students in literacy instruction. Instruction will be developed and monitored during professional learning communities; with lessons created based on the 8 components of SIOP, and will be monitored by teachers, interventionist, staff and coaches through the review of progress monitoring and assessment data. Interventions and adjustments to instructional practice will be determined based on this data and discussion and appropriate support will be provided to ensure mastery of all students.	Direct Instruction	Tier 1	Monitor	08/26/2013	06/30/2017	\$2000	Principal, coaches, interventionist and teachers.

## School Improvement Plan

Alcott School

Standards-based Social Studies Curriculum	Teachers will plan Social Studies lessons based on the grade level expectations using leveled books, critical thinking skills, Depth of Knowledge (DOK) levels, informational texts, technology and TIME for Kids magazines. Charts, tables and graphs will be part of all lessons as methods of instruction and assessment. Teachers, administrators and coaches will assess effectiveness of instruction through professional learning communities and through the use of regular formative assessment data. Interventions and re-teach opportunities will be determined based on formative assessment data.	Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$1000	Principal, teachers, instructional coach
Data Collection, Analysis and Planning Parent Involvement	Parents will be surveyed regarding school participation, engagement and involvement at least two times per school year. Activities such as Open House, Family Fun Nights, Cranbrook visit, cultural celebrations, study packets, parent-teacher conferences, newsletters, progress reports, etc will be planned based on the results of the September parent perception survey. Throughout the school year parents will receive positive notes, emails and/or calls from staff regarding their children's progress.	Other	Tier 1	Implement	08/21/2017	06/30/2020	\$1000	Alcott staff.
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.	Academic Support Program	Tier 2	Monitor	08/21/2017	06/30/2020	\$300000	Principal, teachers, reading interventionist
Intervention Sessions	Pontiac School District along with Alcott Schools will implement intervention sessions to provide additional learning opportunities for students who are at-risk of failing to meet state standards in core content areas.	Direct Instruction	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Alcott teachers, principal, interventionist and coaches
Extended Day Kindergarten Teachers	Highly Qualified (HQ) Teachers for extended day Kindergarten to provide students with additional time on task, address reading, writing and mathematics deficits while reinforcing social/emotional skills that have an impact on mathematics skills. Kindergarten transportation cost for 2 buses for 90 students.	Direct Instruction, Academic Support Program	Tier 1	Evaluate	08/21/2017	06/30/2020	\$0	Teachers, administrator

## School Improvement Plan

Alcott School

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. These opportunities include but are not limited to assemblies, academic and enrichment clubs, guest speakers, etc.	Direct Instruction, Academic Support Program	Tier 2	Getting Ready	08/21/2017	06/30/2020	\$0	Teachers, interventionist, administrator
Writer's Workshop Instructional Model	Teachers will implement, to fidelity; a 90 minute, dedicated Writer's Workshop Block utilizing research based methods of writing instruction across reading, science, social studies and mathematics curriculums. Teachers will integrate thinking maps, paragraph frames, former students' writing samples, editing, technology and grammar instruction within all writing lessons. These strategies and planning will be evaluated during weekly professional learning communities and through collaboration with the instructional coach, interventionist, administrator, Oakland Schools Coaches and school improvement facilitator.  Teacher will monitor progress through formative assessments and three school/district based writing prompts to determine instructional efficacy, required student support and interventions and allocation of resources to support academic mastery.	Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$2000	Principal, teachers, interventionists, Oakland Schools Coach, Instructional Coach
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. These opportunities include but are not limited to field trips, assemblies, academic and enrichment clubs, guest speakers, etc.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Teachers, interventionist, administrator
Translation for Bilingual Parents	Notes home to parents will be written in their home language. Bilingual staff will be available at all school functions to offer translation support for parents in need.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$2500	Principal and bilingual staff.
Professional Development in Writing	Teachers will receive ongoing professional development in the Writer's Workshop, MAISA writing units, prompt creation in order to monitor implementation of curriculum and program and to monitor impact on student achievement. Teachers will analyze effectiveness and data during professional learning communities to determine additional need for support and resources.	Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$1000	Principal, teachers, interventionist, instructional coach
Bilingual Tutors	Bilingual tutors will provide English Learners (EL) with instruction that honors culture.	Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Alcott School bilingual tutors.

## School Improvement Plan

Alcott School

CHAMPs/Time to Teach	Teachers and staff will implement lesson plans based on CHAMPs system of behavior support and Time to Teach. This programs allow staff to establish and reinforce school-wide expectation, behavior protocols and re-thinking opportunities for students.	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$1000	Principal, teachers, behavior intervention specialist and at-risk counselor
Reading Interventionist	Alcott will utilize a reading interventionist to support students "at risk of failing" to provide support for strategic and intensive students. The interventionist will assist with assessment of Tier II and Tier III students, analyze data and plan instruction with classroom teacher 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	Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/21/2017	06/30/2020	\$0	Teachers, interventionist and administrator
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.	Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$3000	Principal, teachers and Oakland Schools ELA coach.
Data Collection, Analysis and Planning	Teachers will administer student perception surveys at least two times per year. Teachers will meet during PLC meetings to analyze the survey data, SWIS and MI Star data in order to monitor behavior, attendance and tardiness. Teachers and staff will plan multi-tiered interventions that support at risk students. Teachers will review students' progress; identify indicators (attendance, failing grades and discipline referrals) and then develop and implement interventions and specialized services to support students. Funding for SWIS program.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$2000	Principal, teachers and behavior intervention specialist.

## School Improvement Plan

Alcott School

<p>Reader's Workshop Literacy Blocks</p>	<p>K- 6 teachers will implement a 90 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. During this literacy block teachers will also utilize a co-teaching model with the building resource teacher 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>Implement</p>	<p>08/28/2017</p>	<p>06/30/2020</p>	<p>\$5000</p>	<p>Principal, teachers and reading intervention ist.</p>
<p>Mathematics Interventionist</p>	<p>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 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.</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/21/2017</p>	<p>06/30/2020</p>	<p>\$100000</p>	<p>Principal, teachers and intervention ist.</p>
<p>SIOP Professional Development</p>	<p>Teachers will receive ongoing professional development in SIOP method of literacy instruction and learn to use a variety of activities to engage all students in literacy. As 80% of Alcott's student population consists of minority students; SIOP addresses the needs of English Language Learners and all struggling learners by utilizing instructional components that increases the connection between vocabulary and learning objectives through the 8 steps of lesson planning, building background, utilizing comprehension strategies, interacting with the concepts, practice and application, delivery and assessment. These research strategies have proven effective supporting high quality instruction for all students.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/21/2017</p>	<p>06/30/2020</p>	<p>\$10000</p>	<p>Principal, teachers, SIOP consultant and bilingual department consultant.</p>

## School Improvement Plan

Alcott School

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. These opportunities include but are not limited to field trips, assemblies, academic and enrichment clubs, guest speakers, etc.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$20000	Principal, teachers and specialized tutors.
Parent Involvement	All teachers will receive professional development throughout the school year on best practice strategies to encourage parents to become actively involved in their child's education.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$200	Teachers and principal.
PBIS/Professional Learning	Behavior intervention specialist 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	08/21/2017	06/30/2020	\$1000	Principal, teachers and behavior intervention specialist
Survey of Enacted Curriculum	All Alcott teachers will complete and analyze the survey of an enacted curriculum in order to improve instruction.	Professional Learning	Tier 1	Getting Ready	02/03/2014	06/30/2017	\$8813	School Improvement/Priority Redesign/Reform Team. Administrator, Alcott staff, Oakland Schools SIF Coach, MSU Coach, Oakland Schools facilitator and Oakland Schools content coaches.
Extended Day Kindergarten Teachers	3 Highly Qualified (HQ) Teachers for extended day Kindergarten to provide students with additional time on task, address reading, writing and mathematics deficits while reinforcing social/emotional skills that have an impact on literacy and reading development. Kindergarten transportation cost for 2 buses for 90 students.	Direct Instruction	Tier 1	Implement	08/21/2017	06/30/2020	\$25000	Kindergarten teachers and Principal.

## School Improvement Plan

Alcott School

Parent Liaison/Title I Coordinator	The parent liaison develops a connection between home and school so parents and teachers become partners in the education of students. The parent liaison will coordinate monthly parent informational meetings. The parent liaison helps find community resources and assist parents in developing effective parenting strategies that support the well-being of the students.	Parent Involvement	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$3000	Principal, teachers and parent liaison.
Behavior Intervention Specialist	A behavior intervention specialist will be employed to support students "at risk of failing" because of behavior issues. Behavior intervention specialist will analyze Mi-Star and SWIS data and plan behavior support instruction with classroom teachers during PLC meetings. Behavior Intervention Specialist 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 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	08/21/2017	06/30/2020	\$30000	Principal, teachers and behavior intervention specialist.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Code of Conduct	The Pontiac School District will establish a disciplinary system that includes a "Student Code of Conduct" with clearly articulated expectations and consequences.	Policy and Process	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Pontiac School District.
Next Generation Science Professional Development	Teachers will participate in professional development and professional learning communities in the implementation and unpacking of Next Generation Science Standards. Teachers will monitor and evaluate effective practices and student mastery on a weekly basis with the administration, instructional coach, and collaboration with peers.	Curriculum Development, Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, instructional coach, administrator

## School Improvement Plan

Alcott School

Screening/Evaluation of Staff	Pontiac School District will screen and evaluate all existing teachers and principal based on the district's identified professional competencies. Alcott School principal will co-evaluate teachers with Oakland Schools teacher evaluators.	Recruitment and Retention	Tier 1	Implement	08/21/2017	06/29/2018	\$0	Pontiac School District staff, Alcott School staff and Oakland Schools staff.
Parent Friendly Communication	When preparing documents and resources for parents/families, Alcott School staff will use parent-friendly language, free of educational jargon, to be easily understood by everyone, allowing parents to be active participants and contributors in their children's education.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Alcott School staff.
Oakland Schools School Improvement Facilitator	Alcott staff will collaborated monthly with the assigned Oakland Schools School Improvement Facilitator to discuss instructional implementation, formative and summative assessment data, plan instructional interventions and to discuss resources available to impact and implement rapid turn around in student achievement. The SIF will support the PLC/ILC work, in addition to provide support for the principal in developing effective plans, (i.e. schoolwide diagnostic, goals and plans and program evaluation).	Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Oakland Schools, School Improvement Facilitator, teachers, administrator, interventionist, instructional coach
Teacher Self-reflection and Goal Setting	Pontiac School District will incorporate opportunities for teacher self-reflection and goal setting into the evaluation system.	Recruitment and Retention	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	District staff and Oakland Schools.
Professional Learning	The district along with Alcott School will partner with Oakland Schools to provide Alcott School teachers with professional learning to embed research based content literacy practices, effective vocabulary instruction, and processes of teaching evidence- based arguments.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Pontiac School District, Oakland Schools and Alcott School teachers.
Input on Creative Rewards	Alcott School leaders will seek stakeholder input on creative ways to reward staff who have been effective at raising student achievement.	Teacher Collaboration	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School leaders.

## School Improvement Plan

Alcott School

Superintendent's Drop-Out Challenge	Alcott School will participate in the Superintendent's Drop-Out Challenge by identifying students who are at high risk of dropping out of school based on attendance, behavior (i.e., high insubordination rates, high incident reports) and course performance data. Staff will use data from these areas to identify and design interventions to improve student's academic performance, including assigning an adult mentor to students participating in the challenge.	Behavioral Support Program	Tier 2	Implement	01/06/2014	06/30/2017	\$0	Alcott School staff.
Tutors	All teachers will work with tutors (support organizations, churches) assigned to Alcott School to provide twice weekly literacy support to Tier I, Tier II and Tier III students.	Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Principal, teachers and tutors.
Evidence of Parent Activity Effectiveness	District and school staff will obtain feedback from participants following parent/family workshops & activities and will study the results along with other evidence (i.e., agendas, workshop materials/minutes, attendance data) to evaluate the effectiveness of these activities.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Alcott School staff.
Principal Walk throughs	The principal will conduct regular walk throughs to provide feedback and observe instructional practices. Teachers and administrator will collaborate and discuss based on regular classroom observations.	Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Administrator, district administrators
Implementation of Student Code of Conduct	Alcott School will implement the "Student Code of Conduct" in a consistent and equitable manner.	Policy and Process	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Alcott School staff.
Authentic Conversation	Students will authentically share information and construct meaning.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School students and staff.
Tutors	All teachers will work with tutors (support organizations, churches) assigned to Alcott School to provide twice weekly literacy support to Tier I, Tier II and Tier III students.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Teachers, administrators, tutors
Mentors	Intervention staff will be assigned as mentors to "at risk students" who show a need to learn and solve problems non-violently.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Intervention staff.

## School Improvement Plan

Alcott School

Professional Development in Math	Teachers will continue training with the district-adopted mathematics textbooks and instructional resources but not limited to: K-5: Everyday Math (EDM) enactment guides aligning the resource to the CCSS-M. 6th grade: Connected Math Program (CMP) alignment tools aligning the resource to CCSS-M. Additional support will also be classroom-embedded with the instructional coach regarding best practices and monitoring effectiveness of instructional practices.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, instructional coach, administrator, Oakland Schools
Professional Learning Communities	Professional Learning Communities (2 hours once a month and 1 hour 3x/month) will use protocols aligned to Michigan's Standards to guide job-embedded professional learning and implementation of ILCs.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School staff.
Implementation of Classroom Rules and Routine	Teachers will instruct students the classroom rules and routines. Teachers will monitor student behavior, the implementation of classroom rules, incentives, celebrations and activities according to the school's behavior system. All staff will utilize the Time to Teach, and Teach-To's during the first three weeks of school in order to establish expectations.	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, administrator, behavior specialist, At-risk counselor
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 SIOP and PLTW but not limited to: a. Cultural Responsive Teaching b. Data Analysis c. Instructional Core d. Visible Learning (Hattie) e. Instructional Rounds f. Lesson Studies g. Higher Order Thinking, Depth of Knowledge, "KUD" (Know, Understand, Do—lesson planning  Supported by the intervention specialists, Alcott teachers who train staff, Oakland Schools coaches and district specialist.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	District staff, Oakland Schools coaches, intervention specialist, district specialist and Alcott teachers who train staff.
At Risk Early Identification	District and Alcott School leaders will establish a system for early identification of students who are at risk of failing or of dropping out by monitoring student attendance, achievement, and behavior data. Alcott staff will study the data to identify the possible underlying motivations.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	District and Alcott School leaders.

## School Improvement Plan

Alcott School

Conflict Resolution Skills	Alcott behavior support staff will teach student conflict resolution skills emphasizing constructive feedback with no tolerance for ridicule.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School behavior support staff.
Vocabulary Based Instruction	Teachers will provide students ongoing opportunities to build and analyze vocabulary in the context of historical texts as well as provide students ongoing opportunities to evaluate the arguments and claims made by others in text.	Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Teachers, administrators, instructional coach
Person to Person Communication	Students and Alcott staff will develop communication skills by discussing issues, asking and answering questions and engaging in talk.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School staff and students.
Interventions and Support Services	Behavior Intervention Specialist, Social Worker, PRIDE counselors and other staff will plan and provide interventions and support services to address the social, behavioral and/or academic needs of identified students, including: a. Check-in/Check-out support b. Skills Groups c. Group with individual support d. Brief Functional Behavior Assessment/Behavior Intervention Plan e. Others as determined by the school-level team	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Behavior Intervention Specialist, Social Worker, PRIDE Counselor and Alcott School staff.
Professional Learning	PLCs will meet once a week (1x for 2 hours for monthly data review; 1 hour for remaining weekly meetings) to implement the Instructional Learning Cycle , including the use of data to differentiate and design instruction and interventions for students, and to participate in job embedded professional learning activities that address identified needs of teachers.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School staff.
Increased Learning/Fewer Discipline Issues	Students will be surveyed for improved attendance, academic improvement and improved teacher-student relationships.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School students and staff.

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Alcott School

Monitoring/Evaluating	Schools will share data on student academic progress with stakeholders and will display summary data in classrooms and/or the school, as appropriate, to make the progress of the school visible to the school community. Teachers and principal will discuss student data, at least quarterly, to monitor the school improvement plan and student achievement.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School staff.
Programs to Support Non-traditional Student Learners	Pontiac School District and Alcott School will implement innovative instructional programs that address the needs of non-traditional student learners. a. Co-teaching	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Pontiac School District staff and Alcott School staff.
Evaluating Outcomes	Teachers collaborating in PLCs will identify monthly outcomes on "essential skills", gather student performance data on mastery of identified skills, review progress and modify instruction, as needed, to support student learning. Teachers will share results with principal in order to monitor student achievement and implementation of school improvement plan.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School staff.
Positive Behavioral Intervention & Supports Events and Resources	Alcott Elementary's Principal Leader and Staff will provide students and parents behavioral events and resources conducive in improving student achievement.	Other - Engagement and Involvement	Tier 1	Monitor	07/01/2017	06/29/2018	\$1000	Principal Leader, Behavior Intervention Specialist and Instructional Staff
Parent Events and Resources	Alcott Elementary's Principal Leader and Staff will provide parents parental events and resources conducive in improving student achievement.	Other - Engagement and Involvement	Tier 1	Monitor	07/01/2017	06/29/2018	\$7804	Principal Leader, All Staff
Curriculum Professional Development	Alcott School staff will receive professional development on the changes to the district's curriculum, understanding the content and process standards of the Common Core State Standards, as appropriate, designing and delivering lessons.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Pontiac School District staff and Oakland Schools.
ILC Training the Trainer	Pontiac School District along with Alcott School will partner with Oakland Schools to provide training to Alcott teacher leaders who will serve as trainers on the ILC process. Trainers will provide school-level training beginning in Dec. 2013.	Professional Learning	Tier 1	Implement	12/16/2013	06/30/2015	\$0	Alcott School teachers and Oakland Schools.

## School Improvement Plan

Alcott School

Balanced System of Assessments	Alcott School will implement a balanced system of assessment to monitor the progress of students toward mastery of the district's "essential skills" and state standards. The system will include both formative and summative uses of assessment data. Assessments will address all five content areas and will include universal screening, diagnostic assessments, district benchmark assessments, common formative assessments, as well as norm- and criterion-referenced assessments including NWEA.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School staff and Pontiac School District staff.
Professional Learning Communities	Teachers working in Professional Learning Communities will implement the Instructional Learning Cycle process to guide lesson planning & instructional delivery and will use the district's ILC protocol to document student assessment results (pre/post), decisions made regarding instructional and intervention plans to address students' needs, and reflections on next steps.	Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Alcott School staff.
Support and Retention - School Office	Pontiac Schools will support and retain a main office staff (along with office supplies/materials/resources) that will effectively and collaboratively work with a principal leader in managing the school.	Other - High Quality Administration and Corresponding Materials/Resources	Tier 1	Monitor	07/01/2017	06/29/2018	\$100000	Principal, Human Resources
Pathway to Potentials/DHS Partnership	Department of Human Services (DHS) employees will help parents resolve issues of attendance, tardiness and case management.	Parent Involvement	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Principal, teachers and DHS employees.
Attain and Maintain School Completion and Advancement Programs, Materials and Resources	Pontiac Schools will attain and maintain dual enrollment and high school completion services, materials and resources conducive in improving student achievement.	Academic Support Program, Career Preparation/Orientation	Tier 1	Implement	07/01/2017	06/29/2018	\$0	Principal Leader
Development of Administrative Staff	Pontiac Schools will provide professional learning to school administrative staff in order to provide increased school leadership and management.	Professional Learning	Tier 1	Implement	07/01/2017	06/29/2018	\$10000	Principal Leader, Human Resources, Curriculum
Attainment and Support of Instructional/Support Staff	Pontiac Schools will attain an instructional/Support staff (along with instructional supplies/materials/programs/resources/assessment-monitoring system) that will effectively and collaboratively work with a principal leader in improving student achievement.	Other - Staffing, Instructional/Data/Assessment Materials/Resources	Tier 1	Monitor	07/01/2017	06/29/2018	\$1500000	Principal Leader, Human Resources/Curriculum/Grants Offices

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Attainment of a Principal Leader	Pontiac Schools will attain a principal leader who will effectively lead a school in improving student achievement according to State Assessment.	Other - Attainment	Tier 1	Monitor	07/01/2017	06/29/2018	\$85000	Human Resources Office, Curriculum and Instruction Office
Curriculum Aligned to State Standards	Pontiac School District along with Alcott School will establish and teachers will implement a guaranteed and viable curriculum that is aligned to State Standards (Common Core) and supports students in becoming college and career ready.	Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Pontiac School District and Alcott School.
Development of Instructional/Support Staff	Pontiac Schools will provide professional learning to school instructional/support staff needed in improving student achievement.	Professional Learning	Tier 1		07/01/2017	06/29/2018	\$75000	Principal Leader, Curriculum
Professional Development Family/Community Engagement	Pontiac School District and Alcott Schools will provide ongoing mechanisms for engagement of families and communities. The Pontiac School District will hold regular/frequent meetings with parents/families to provide useful information in areas that include but not limited to: instructional programs/services, health and safety issues and academic achievement.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Pontiac School District.
SI/Leadership Team Data Study	SI/Leadership Teams will study the data gathered on student/subgroup progress toward mastery of academic standards in order to monitor the implementation and effectiveness of the DIP/SIPs.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School staff.
MDE Program Evaluation Tool	Alcott School will use the MDE Program Evaluation Tool to report on one of the Title I programs. Cost for substitutes and stipend provided for teachers.	Policy and Process	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Pontiac School District staff.
Retaining Staff	Alcott School and District Leaders will implement strategies to retain staff by providing staff opportunities for career growth and promotion, including but not limited to: a. Volunteering for special assignments: SIT, Instructional Leadership Team, Building State Assessment Coordinator, Building Data Specialist, SWIS Facilitator. b. Participating in Coordinating Council c. Participation on district-wide leadership committees/teams including the Curriculum Committee, District-wide Data Team, and others.	Recruitment and Retention	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Alcott School staff and Pontiac School leaders.
Professional Learning/Curriculum Planning	Mathematics and ELA/literacy teachers will implement 2-3 Common Core units and will share results, feedback, and reflections with PLC teams. Principals will review data results, at least quarterly, to monitor student achievement and implementation of school improvement plan.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School teachers and principal.

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Alcott School

Attainment and Maintenance of Operational Services and Resources	Pontiac Schools will attain and maintain technology advancement, transportation and security services and resources conducive in improving student achievement.	Other - Operational Services	Tier 1	Monitor	07/01/2017	06/29/2018	\$100000	Technology, Student Services and Security Office
Monthly Performance Data	Teachers working in PLCs will gather, compile, and analyze aggregate student performance data monthly to monitor the progress of all students, grade spans, and student groups toward mastery of academic standards in a particular grade/course. K-6 data will be presented/shared with the SIT and will be made available to the MDE, upon request.	Other	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School staff.

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	Alcott will secure an Instructional Coach responsible supporting the academic goals and teaching practices within the classroom. The Instructional Coach will assist with monitoring and tracking data, PLC collaboration, teacher support, curriculum development and implementation, coordination of professional learning and supporting academic initiatives of the school.	Curriculum Development, Materials, Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Instructional Coach, District Coordinators, administrator
Professional Learning Communities	Alcott School leaders will establish PLCs within their schools as the primary means by which staff will engage in job-embedded professional development to ensure implementation of the DIP and SIP.	Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Alcott School leaders, Pontiac School District and Oakland Schools.

## School Improvement Plan

Alcott School

Phonics First	Grade K - 3 Teachers will utilize Phonics First (Orton-Gillingham) 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.	Academic Support Program	Tier 2	Implement	08/21/2017	06/30/2020	\$0	Teachers, administrators, coaches, interventionist
Design Professional Learning Topics	Pontiac School District leaders along with Alcott School staff will partner with external service providers to deliver professional development on topics that support implementation of educational reform initiatives articulated in DIP and SIP. Registration fees, materials and substitute cost for teachers attending professional development conferences and/or workshops.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$8000	Pontiac School District, Oakland Schools, MEMPSA, McGraw-Hill.
Instructional Support Team	Alcott School Instructional Support Team (IST) will review data on students who are determined to be at-risk due to attendance, behavior and academic issues and then design or select interventions/supports & services to address the students' identified needs.	Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Alcott School Instructional Support Team.
SIOP Vocabulary Strategies Professional Development	Teachers will implement the SIOP method of culturally relevant effective teaching strategies to address the needs of all students in science instruction. Instruction will be developed and monitored during professional learning communities; with lessons created based on the 8 components of SIOP, and will be monitored by teachers, interventionist, staff and coaches through the review of progress monitoring and assessment data. Interventions and adjustments to instructional practice will be determined based on this data and discussion and appropriate support will be provided to ensure mastery of all students,	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott School teachers and Oakland Schools coaches.

## School Improvement Plan

Alcott School

SIOP Instruction	Teachers will implement the SIOP method of culturally relevant effective teaching strategies to address the needs of all students in mathematics instruction. Instruction will be developed and monitored during professional learning communities; with lessons created based on the 8 components of SIOP, and will be monitored by teachers, interventionist, staff and coaches through the review of progress monitoring and assessment data. Interventions and adjustments to instructional practice will be determined based on this data and discussion and appropriate support will be provided to ensure mastery of all students.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, administrator, instructional coach, interventionist, Oakland Schools SIOP coach
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### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bilingual Tutors	Bilingual tutors will provide English Learners (EL) with instruction that honors culture.	Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Alcott School bilingual tutors.
Bilingual Tutors and Interventionist	Alcott will utilize a bilingual interventionist and bilingual tutors to provide academic and social emotional support for students with non-English speaking backgrounds. Tutors will screen students at the beginning of the year to determine the level of needed support and 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 will be established with principal, interventionist, and coaches.	Academic Support Program	Tier 2	Monitor	08/21/2017	06/30/2020	\$0	Teachers, Bilingual Tutors, administrator
ESL Teacher	ESL teacher will instruct all eligible students in the learning of the English language. ESL teacher will plan with classroom teacher the curriculum instruction in all content areas. ESL teacher will discuss results of WIDA assessment with teachers and use this data to plan instructional outcomes.	Direct Instruction	Tier 1	Implement	08/21/2017	06/30/2020	\$0	ESL teacher, Principal and Alcott staff.

## School Improvement Plan

Alcott School

Bilingual Support and Tutors	Alcott will utilize a bilingual interventionist and bilingual tutors to provide academic and social emotional support for students with non-English speaking backgrounds. Tutors will screen students at the beginning of the year to determine the level of needed support and 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 will be established with principal, interventionist, and coaches.	Academic Support Program	Tier 2	Monitor	08/21/2017	06/12/2020	\$0	Principal, Bilingual Interventionist, Bilingual Tutors, Teachers, Coaches, Reading Interventionist.
Bilingual Tutors and Interventionist	Alcott will utilize a bilingual interventionist and bilingual tutors to provide academic and social emotional support for students with non-English speaking backgrounds. Tutors will screen students at the beginning of the year to determine the level of needed support and 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 will be established with principal, interventionist, and coaches.	Academic Support Program	Tier 2	Monitor	08/21/2017	06/30/2020	\$0	Teachers, interventionist, Instructional Coach, bilingual tutor

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
CHAMPS Professional Development and Materials	Teachers, behavior support staff will receive ongoing training on CHAMPS curriculum to support school-wide behavior plan and reinforce school expectations for behavior.	Behavioral Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, administrators, behavior support staff.

**School Improvement Plan**

Alcott School

Professional Learning Community Meetings	Teacher will participate in professional learning communities two times weekly to develop and discuss high-yield strategies that meet the needs of all students. This will also provide the opportunity to collaborate with the school improvement facilitator, coaches, the instructional coach, the reading interventionist and the principal in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Staff, administrator, coaches 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.	Curriculum Development, Teacher Collaboration, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Teachers, administrators, instructional coach, reading interventionist
Next Generation Science Standards Block	K- 6 teachers will implement a 30 - 60 minutes, dedicated, science block focusing on the implementation of high quality, high level science instruction utilizing a standards-based approach. This model will increase the use of high-level science instruction based on critical standards and increase the opportunity for collaboration between peers and teacher-led interventions based on individual student needs. Lessons will focus on core science concepts regarding physical, life and earth science. Teachers will also collaborate with district and Oakland schools, the administrator, the instructional coach and the school improvement facilitator to assess effectiveness of science 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 science 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. Teachers will also collaborate during this time coordinate and plan resources from available science kits, PTLW materials and lessons to yield the highest academic results and differentiation. Resources for science instruction include Promethean Board upkeep replacement and resources, PLTW license and cost of modules/kits, mobile ipads and/or mobile devices.	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Teachers, instructional coach, administrator

## School Improvement Plan

Alcott School

Professional Learning Community Meetings	Teachers will participate in professional learning communities two times weekly to develop and discuss high-yield strategies that meet the needs of all students. This will also provide the opportunity to collaborate with the school improvement facilitator, coaches, the instructional coach, the mathematics interventionist and the principal in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Staff, administrator, coaches 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. Teachers will utilize bi-weekly assessments based on state and district mandated common core standards. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive -weekly, 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.	Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Teachers, instructional coach, interventionist, administrator, and coaches
Time to Teach Professional Development and Materials	Teachers will participate in a Time to Teach professional development to increase the amount of time spent on academic instruction and to implement a school-wide plan for teaching expectations and utilize the behavior team to support academic and behavior goals. This includes materials and training costs.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Administrator, behavior support staff, teachers
AIMSweb Plus	AIMSweb Plus will be used as a screener to identify at risk students. Teachers will be trained at the beginning of the 2017-2018 school year. The screener will be administered in September 2017, January 2018 and May 2018.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Alcott staff

## School Improvement Plan

Alcott School

Field Trips	Students will participate in field trips to increase exposure to real-world concepts relating to learning objectives, goals and standards across the curriculum. Trips will be content driven and will support reading, math, science, social studies and writing curricula. Students will participate in programs such as but not limited to Detroit Institute of Art, Cranbrook Art Institute, Henry Ford Museum and Greenfield Village, Charles Wright African American Museum, Lansing Capital tour, Performing Arts shows, Flint Institute of Arts, Motown Historical Museum, landmarks bus tours, Cranbrook Institute of Science, Michigan Science Center, Ann Arbor Children's Hands-on Museum, University of Michigan Museum of Natural History, Flint Children's Museum, Detroit Zoo, local farms, and local nature centers. This includes registration fees, materials, food and transportation.	Field Trip, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, administrator, instructional coach, interventionist
Extended/Enrichment Learning Opportunities	Teachers will provide extended learning opportunities before/after/during and in the summer for Tier I, Tier II and Tier III students. These opportunities include but are not limited to assemblies, guest speakers, etc.	Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 2	Getting Ready	08/21/2017	06/30/2020	\$0	Teachers, administrators, interventionist
Supplemental Support for Curriculum	Teachers will utilize supplemental online curriculum to support 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 2	Monitor	08/21/2017	06/30/2020	\$0	Teachers and administrator
Teaching Supplies	Instructional Supplies, materials resources, Supplement Supplies, RAZ Kids, Reading A - Z, IXL, journals, general supplies needed to support high quality instruction.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, administrator

**School Improvement Plan**

Alcott School

Professional Learning Community Meetings	Teacher will participate in professional learning communities two times weekly to develop and discuss high-yield strategies to meeting the needs of all students. This will also provide the opportunity to collaborate with the school improvement facilitator, coaches, the instructional coach, the interventionist and the principals in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Staff, administrator, coaches 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. Teachers will utilize bi-weekly assessments based on state and district mandated common core standards. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive -weekly, 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.	Curriculum Development, Teacher Collaboration, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Teachers, administrator, instructional coach
SIOP Professional Development	Teachers will receive continued support and professional development in SIOP to increase efficacy in implementation in the area of Mathematics. Teachers will collaborate and monitor progress with the instructional coach, Oakland Schools SIOP Trainer, administrator and math interventionist to determine needed support and resources. Data will be reviewed weekly to determine impact on student mastery of common core standards.	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, interventionist, instructional coach, administrator, Oakland School SIOP coach
Teaching Supplies	Instructional Supplies, materials resources, Supplement Supplies, RAZ Kids, Reading A - Z, IXL, journals, general supplies needed to support high quality instruction.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, administrator, interventionist, instructional coach

# School Improvement Plan

Alcott School

Professional Learning Community Meetings	Teachers will participate in professional learning communities two times weekly to develop and discuss high-yield strategies that meet the needs of all students. This will also provide the opportunity to collaborate with the school improvement facilitator, coaches, the instructional coach, the reading interventionist and the principal in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Staff, administrator, coaches 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. Teachers will utilize bi-weekly reading assessments based on state and district mandated common core standards. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive -weekly, 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, fluency, vocabulary and comprehension), 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.	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Teachers, administrator, coaches, 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.	Direct Instruction, Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/30/2020	\$0	Teachers, administrators, behavior support staff
Teaching Supplies	Instructional Supplies, materials resources, Supplement Supplies, RAZ Kids, Reading A - Z, IXL, journals, general supplies needed to support high quality instruction.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, administrators
Teaching Supplies	Instructional Supplies, materials resources, Supplement Supplies, RAZ Kids, Reading A - Z, IXL, journals, general supplies needed to support high quality instruction.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, administrator

**School Improvement Plan**

Alcott School

Teaching Supplies	Instructional Supplies, materials resources, Supplement Supplies, RAZ Kids, Reading A - Z, IXL, journals, general supplies needed to support high quality instruction.	Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/21/2017	06/30/2020	\$0	Teachers, administrator
Professional Learning Community/ILC	Teacher will participate in professional learning communities two times weekly to develop and discuss high-yield strategies that meet the needs of all students. This will also provide the opportunity to collaborate with the school improvement facilitator, coaches, the instructional coach, the interventionist and the principals in order to determine needed interventions, supports, curriculum and program implementation and appropriate distribution of resources. Staff, administrator, coaches 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. Teachers will utilize bi-weekly assessments based on state and district mandated common core standards.. Progress monitoring will be conducted regularly based on academic level of students (i.e. intensive -weekly, strategic - bi-weekly, core - monthly). Teachers will also discuss and analyze the data and plan multi-tiered instruction and interventions for fidelity regarding Next Generation Common Core State Standards, activities from Depth of Knowledge (DOK) levels, State assessments and best practices. This activity will require a substitute cost for teachers' Professional Learning Community meetings.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2020	\$0	Teachers, instructional coach, administrator