



School Improvement Plan

Algonquin Middle School

Chippewa Valley Schools

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TABLE OF CONTENTS

Introduction.....	1
Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
Title I Schoolwide Diagnostic	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies.....	13
Component 3: Instruction by Highly Qualified Staff.....	16
Component 4: Strategies to Attract Highly Qualified Teachers.....	17
Component 5: High Quality and Ongoing Professional Development.....	18
Component 6: Strategies to Increase Parental Involvement.....	19
Component 7: Preschool Transition Strategies.....	23
Component 8: Teacher Participation in Making Assessment Decisions.....	24
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	25
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources....	26
Evaluation:.....	30

18-19 Algonquin School Improvement Plan

Overview 33

Goals Summary 34

 Goal 1: All students will improve their proficiency in math 2017-2018..... 35

 Goal 2: All students will improve their proficiency in reading in 2018-2019..... 38

 Goal 3: All students and staff at Algonquin Middle School will participate in fostering an environment of character and kindness..... 42

Activity Summary by Funding Source 48

Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Data review is an ongoing process at Algonquin and consists of Tier 1 reviews within departments and review of student-level data by our Student Review Team and Progress Monitoring Team.

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?

Algonquin Middle School utilizes NWEA MAP assessment data to monitor progress in math and reading in grades 6 - 8. We also reviewed state assessment data (M-Step) for 2014-2015, 2015-2016, and 2016-2017.

MAP data are reported in terms the percent of students who scored within each percentile range.

6th Grade Math Spring '17 Fall '17 Spring '18

21st percentile or below (Lo)	27%	25%	20%
21st to 40th percentile (Lo Avg)	23%	17%	26%
41st percentile or above	50%	58%	54%

6th Grade Reading Spring '17 Fall '17 Spring '18

21st percentile or below (Lo)	13%	14%	9%
21st to 40th percentile (Lo Avg)	20%	14%	11%
41st percentile or above	67%	72%	80%

7th Grade Math Spring '17 Fall '17 Spring '18

21st percentile or below (Lo)	21%	17%	17%
21st to 40th percentile (Lo Avg)	28%	23%	27%
41st percentile or above	51%	60%	56%

7th Grade Reading Spring '17 Fall '17 Spring '18

21st percentile or below (Lo)	10%	13%	11%
21st to 40th percentile (Lo Avg)	22%	18%	20%
41st percentile or above	68%	69%	69%

8th Grade Math Spring '17 Fall '17 Spring '18

21st percentile or below (Lo)	14%	18%	14%
21st to 40th percentile (Lo Avg)	24%	23%	26%
41st percentile or above	62%	59%	60%

8th Grade Reading Spring '17 Fall '17 Spring '18

21st percentile or below (Lo)	5%	11%	8%
21st to 40th percentile (Lo Avg)	11%	18%	10%
41st percentile or above	84%	71%	82%

School Improvement Plan

Algonquin Middle School

science was administered to 7th grade and social studies was administered to 8th grade.

Percent of students scoring in proficient and advanced ranges:

Math 14-15 15-16 16-17

Overall 29 29 31

6th Grade 26 30 33

7th Grade 24 28 27

8th Grade 35 30 33

Reading 14-15 15-16 16-17

Overall 47 48 50

6th Grade 39 44 55

7th Grade 45 45 44

8th Grade 55 56 51

14-15 15-16 16-17

Science 7 21 25 22

Social Studies 8 36 32 28

2017 M-Step data reveal achievement gaps between various subgroups and our school scores.

Math All Students Spec Ed F/R Lunch ELL Black Hispanic 2 or More Races White

6th Grade 32.8 0 20.9 14.3 14.3 <10 33.3 37.1

7th Grade 26.9 0 16.3 0 6.5 33.3 33.3 30.8

8th Grade 32.5 8 20 0 15 <10 27.3 37.8

Reading All Students Spec Ed F/R Lunch ELL Black Hispanic 2 or More Races White

6th Grade 55.5 5.6 45.5 0 32.1 <10 80 57.3

7th Grade 44.4 7.4 35.5 11.1 29 33.3 46.7 49.3

8th Grade 51.2 12.5 43.1 33.3 20 <10 56.3

Additionally, our female students scored better in reading than our male students.

Male Female

6th Grade 50.5 60.9

7th Grade 38.6 52.4

8th Grade 42 61.5

Subgroup data from the 2017 administration of M-Step is similar to subgroup data from previous M-Step and MEAP administrations. In general, each identifiable subgroup performs lower on state assessments than the general population of Algonquin.

Summary of Student Data

Algonquin students tend to perform relatively well on reading assessments and less favorably in math, science, and social studies. However, trend data demonstrate that Algonquin students show academic growth over their three years of middle school at a rate greater than district and national norms. Math continues to be a struggle, but once again, our eighth-grade students scored near the national norm on the spring NWEA MAP test.

Math

Growth in math is being realized through multiple strategies. Our math teachers follow the CMP3 curriculum and utilize assessment data to tailor Tier 1 instruction for individual students. Paraeducators support instruction within 6th and 7th grade math classrooms. A Title One Program Specialist works within our Math Support classes, along with our regular math teachers. Math 180 was implemented as our Math Support classes beginning with the 2017-2018 school year. Math teachers work with our Student Review Team to identify students who would most benefit from access to these classes. Support class teachers work with our Progress Monitoring Team to determine whether or not interventions are producing desired results and to make appropriate adjustments.

School Improvement Plan

Algonquin Middle School

Evidence is that our math support classes work best for students who scoring below grade level, but not too far below grade level. We continue to work to provide adequate intervention for our lowest performing students who have not been identified for special education services.

Reading

Students who are reading significantly below grade level are identified through our Student Review process and scheduled into a two-period Read 180 class for language arts. A paraeducator works within the Read 180 class to support student learning. Progress in reading is monitored by Read 180 teachers and our Progress Monitoring Team.

Reflection and goal setting are an important elements of our support classes, as well as a Tier 1 activity for Algonquin students.

Science

Algonquin's scores on the 2017 science M-Step test were relatively low, which is consistent with our science achievement scores over the past several years, making science an area of concern. However, it should be noted, that with 22% of our students scoring proficiently, Algonquin scored above the state average of 20% on the 2017 administration of the M-Step. We are optimistic that new science curriculum and materials implemented at all three grade levels beginning with the 2017-2018 school year will produce greater learning in science and produce improved scores.

Social Studies

Social studies is another area in which Algonquin has tended to score relatively low on M-Step and our scores have been trending downward. However, our 28% proficient on the 2017 M-Step was above the state average (27%). Nonetheless, this is a concern area. Our social studies regularly review data and adjust instruction to target areas in which our students appear to need extra attention. They also work in district-wide grade-level cohort groups to plan lessons and activities to assist students in gaining relevant skills and knowledge in social studies.

As a school team, we regularly review and adjust our Tier 1 procedures and protocols. We continue to monitor and adjust the ways in which we utilize Title 1 and At-Risk resources to support students who have been identified as needing additional academic support.

Perception data were gathered through student, parent, and staff surveys administered in November 2017. Algonquin students' perceptions scored higher than the network average. Parents' perceptions scored at the network average. Staff perceptions scored slightly lower than the network average.

Students:

540 student responses - 93% of our students

Purpose and Direction: 3.74

Governance and Leadership: 3.67

Teaching and Assessing for Learning: 3.75

Resources & Support Systems: 3.45

Using Results for Continuous Improvement: 3.67

Students rated us favorably on the following items:

- In my school, the principal and teachers have high expectations of me.
- My school prepares me for success in the next school year.
- All of my teachers use tests, projects, presentations and portfolios to check my understanding of what was taught.
- All of my teachers explain their expectations for learning and behavior so I can be successful.
- In my school, a variety of resources are available to help me succeed (e.g. teaching staff, technology, media center).

Students rated us relatively lower in the following areas:

- In my school, students respect the property of others.
- In my school, students help each other even if they are not friends.
- In my school, all students are treated with respect.
- All of my teachers change their teaching to meet my learning needs.

School Improvement Plan

Algonquin Middle School

- In my school, students treat adults with respect.

Parents:

72 parent responses

Purpose and Direction: 3.93

Governance and Leadership: 3.99

Teaching and Assessing for Learning: 3.9

Resources & Support Systems: 4.02

Using Results for Continuous Improvement: 4.02

Our highest ratings from parents came in the following areas:

- Our school has high expectations for students in all classes.
- My child knows the expectations for learning in all classes.
- Our school provides qualified staff members to support student learning.
- Our school ensures that the facilities support student learning.
- Our school communicates effectively about the school's goals and activities.

We received relatively low ratings from parents on the following items:

- All of my child's teachers meet his/her learning needs by individualizing instruction.
- Our school's purpose statement is formally reviewed and revised with involvement from parents.
- My child sees a relationship between what is being taught and his/her everyday life.
- Our school provides excellent support services (e.g., counseling, and/or career planning).
- All of my child's teachers work as a team to help my child learn.

Staff:

32 staff responses - approximately 60% of our full and part-time staff members

Purpose and Direction: 4.38

Governance and Leadership: 4.18

Teaching and Assessing for Learning: 3.82

Resources & Support Systems: 4.03

Using Results for Continuous Improvement: 4.21

Our staff rated us highly in the following:

- Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
- Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
- Our school's purpose statement is clearly focused on student success.
- Our school provides qualified staff members to support student learning.
- Our school provides opportunities for students to participate in activities that interest them.

Our lowest ratings from staff were on the following:

- In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.
- In our school, staff members provide peer coaching to teachers.
- All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.
- In our school, all school personnel regularly engage families in their children's learning progress.

A few themes common among stakeholder groups emerged as areas that offer opportunities for improvement, including:

- Streamlining communication between home and school
- Reviewing grading practices

School Improvement Plan

Algonquin Middle School

- Addressing student hallway behavior
- Addressing levels of respect from and among students

A few other areas were identified, but are largely out of our control as a school, including upgrades to technology and improvements to facilities.

Staff has collaborated to develop solutions to address the areas that offer opportunities for improvement.

Demographic Data:

Total Students: 578

Percent of Students Chronically Absent: 15%

Free and Reduced Price Lunch: 47.4%

Non-resident Students: 22%

Special Education: 13%

Black: 16.3%

Hispanic: 4%

Two or more races: 6.8%

White: 70.8%

CONCLUSIONS

1. Reading: Continues to be a relative strength. We anticipate further growth as the result of implementation of the StudySync program in language arts at all three grades. Additional support will continue to be provided to students who present as struggling readers.
2. Math: Math is a concern area. Many of our students arrive at Algonquin significantly below grade level in math. Tier 1 strategies and Tier 2 support classes will continue to be utilized to promote student growth.
3. Science: Has traditionally been an area of concern. The new science curriculum gives us reason to anticipate increased achievement scores.
4. Social Studies: Scores show a decline over the past three M-Step administrations. Social studies teachers will continue to gather and interpret available data in order to make instructional adjustments to address identified instructional needs.
5. Perception Data: Staff has explored perception data with the intent of developing solutions and strategies to address identified opportunities for improvement.
6. Demographic Data: Two demographics continue to gradually increase: non-resident students and students who qualify for free or reduced price lunch (economically disadvantaged). District funding and PTO fundraisers help us to support opportunities for all of our students.
7. Attendance: Attendance has been a growing concern as the number of students who regularly miss school has been increasing over the past several years. As a staff, we are working to identify ways to encourage regular attendance and inform parents of the need to have students regularly attend. We have also developed school-wide goals around attendance and tardiness.
8. Discipline: We have begun to incorporate restorative practices into our behavior intervention strategies, beginning with a focus on developing relationships. The 2018-2019 school year will mark a re-launch of our PBIS program and school-wide implementation of CHAMPS.
9. Professional Learning: The majority of professional learning opportunities during the past few school years have been provided by the school district. Additionally, our staff has been learning about restorative practices, The Formative Five Skills for Success, and the 5D+ Instructional Framework.

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.

Overall, math continues to be the academic area in which we most need to increase student achievement. School culture and student readiness appear to be areas we can address to positively influence student success.

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?

Our goals address school-wide opportunities for improvement. Strategies and interventions are designed to assist children who are disadvantaged.

Component 2: Schoolwide Reform Strategies

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

Algonquin utilizes a Positive Behavioral Intervention Support system school-wide to help create a positive learning environment. Several staff members have been trained in CHAMPS and we are working to spread those principles to other classrooms in order to provide a consistent structure for class room expectations. We have begun to utilize restorative practices to support a community of learners by building relationships and helping students to understand their impact on others. This is also why we are using the success skills described in The Formative Five by Thomas Hoerr to explicitly and implicitly teach students a set of skills that will help them succeed in school and beyond. For several years, we have continued to grow intentional about the use of the strategies highlighted in Classroom Instruction that Works. Our MTSS process works to identify struggling students and provide the support they need.

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).

The quality of instruction is enhanced through the intentional use of strategies that have been shown to yield positive result for students. This is enhanced and supported by the use of the 5D+ Instructional Rubric as an instrument to promote educator growth.

Quantity of instruction is increased through Tier 1 data reviews by department, which allow teachers to focus in on what a group of students needs most. Students in Tier 2 for reading are placed in classes that are twice the duration of other language arts classes and students who need Tier 2 support in math receive an additional hour of math support each day. We also offer a before and after school hour-long homework help program for Tile One identified students.

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

Multi-Tiered System of Support (MTSS) is a systematic continuum of evidence-based practices to support a rapid response to academic and behavioral needs for all students. MTSS uses a three-tiered framework of problem solving for making instructional decisions for each student. Assessment data is collected at each tier to allocate resources and increasingly layer more intense research-based interventions matched to students' needs. The goal of MTSS is to address small learning gaps before they become overwhelming, and to improve overall student achievement (NYSED, 2008). According to the Michigan Department of Education (2014), the integration of the MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners.

MATH 180 is an intervention mathematics program that rebuilds the foundational skills that struggling students need to prepare for algebra readiness. MATH 180 is a blended learning program, consisting of rotations between teacher led instruction and student paced software. MATH 180 is intended for use in grades 5 through high school. The program is intended for use with students with disabilities (including learning disabilities and behavioral disabilities), English language learners, and any student at risk of academic failure. The academic area of focus is math (including computation, concepts, word problems, algebra, geometry, and fractions).

The Math 180 intervention is a resources designed for mathematics intervention in Tier 2 environments providing targeted instruction and support within the RTI framework. Intended to complement regular math instruction, Math 180 intervention is ideal for small groups.

Organized by content rather than grade, progress monitoring is key to the program. Each focused 55 minute session is matched to student needs.

Tier 2 reading strategies include READ 180 which is a comprehensive system of curriculum, instruction, assessment, and professional development to raise reading achievement of struggling readers. READ 180 integrates principles of cognition and learning with practices for instructional effectiveness for older struggling readers. The READ 180 instructional model facilitates a blended model of instruction with clear organization for the classroom.

READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Respectful of students of all ages, READ 180 is available in three Stages each with rigorous, age-appropriate content: Stage A (Grades 4--6), Stage B (Grades 6--8), and Stage C (Grades 9 and Up). READ 180 is intended for use in grades four through high school. The program is designed for students with disabilities (particularly behavioral disabilities), English language learners, and any student at risk of academic failure. The academic areas of focus are reading (including phonological awareness, phonics/word study, comprehension, fluency, vocabulary, and spelling) and handwriting (including spelling, sentence construction, and planning and revising).

READ 180 is currently used in all 50 states and in over 40,000 classrooms. There are over one million active students' licenses currently being used every day.

Study Sync, our Tier 1 research-based strategy is a comprehensive blended ELA/ELD program. This complete curriculum is designed for today's diverse classroom environments, with powerful digital instruction and the option for full print support. StudySync links literacy and learning with the way today's students experience the world. Teachers benefit from an easy-to-use, flexible platform with strong classroom management tools and online standards-based assessment.

Classroom Instruction that Works (CITW) - Chippewa Valley Schools has trained all teachers in the use of CITW strategies based on research compiled in the second edition book. The second edition builds on the research in the original publication and incorporates findings from a study that clarifies the concepts related to each of the nine categories identified in the first edition (Beesley & Apthorp, 2010). It also uses an analysis of the literature published since the first edition to provide an updated estimate of each strategy's effect on student achievement.

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.

Students are identified based on academic need and placed into Read 180 or Math Support, if appropriate.

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

Our Progress Monitoring Team regularly reviews data on students receiving Tier 2 supports and recommends adjustments as appropriate. Our Student Review Team regularly reviews students to identify those who may be struggling without additional support and recommends appropriate adjustments to their program or strategies being used in class.

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	All Algonquin paraprofessionals meet NCLB requirements to be considered highly qualified at their positions.	

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	All Algonquin teachers meet NCLB requirements to be considered highly qualified at their positions.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Algonquin teachers tend to remain at Algonquin for the duration of their career.

During the 2017-2018 school-year, we have one new teacher who replaced a teacher who was at Algonquin for only one year (2016-2017) and then returned to the school at which she previously worked.

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

The average experience level of key teaching and learning personnel is 17 years; with an average of 11 years of experience within the building itself. More specifically,

0-4 years: 4

5-10 years: 5

11-15 years: 15

16-20 years: 6

21+ years: 15

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

Initiatives aimed at retaining high quality teachers have not been necessary.

Algonquin has had the good fortune of adding several experienced teachers to our faculty over the past few years.

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

Chippewa Valley Schools offers a competitive wage and benefit schedule for teachers.

The size and reputation of the district seem to attract quality teachers.

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?

We have not experienced a high turnover rate, so this has been a non-issue.

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.

For the past several years, the majority of professional development has been provided by the district. Much of middle school PD has been focused on curriculum implementation in language arts, math, science, social studies, and math support, with discipline-specific work in the arts, as well.

Our building has used remaining opportunities to explore the 5D+ instructional framework (implemented in 2016-2017), develop concepts of team, and plan for implementation of The Formative Five Success Skills with our students.

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

Departments meet approximately monthly to review data, talk about strategies, etc. Teachers are supported by district curriculum leaders. Release time is utilized to further support teachers.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Provided by district.	Algonquin 18-19 PD Plan

Component 6: Strategies to Increase Parental Involvement

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

The schoolwide plan was developed by a team consisting of teachers, special education teachers, paraeducators, parents, and principals. The team met multiple times during the course of the school year to review perception and assessment data, identify gaps and recommend programs to be implemented. Parents participated by taking a perception survey and through presentations at PTO meetings. Information regarding the schoolwide process was posted on the school website, discussion at staff meetings regarding the schoolwide transition was held, along with presentations to parents of incoming 6th graders in the spring.

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

Comprehensive Needs Assessment - Algonquin Middle School will have parent representation on the School Improvement Team. The purpose will be to analyze data, identify gaps, and create goals for closing those gaps.

School reform strategies - currently, parents act as volunteers for Science Olympiad. Additionally, parents are given the opportunity to give input on PEN nights, high school transition nights and 5th grade orientation night.

Attract and retain highly qualified staff - Algonquin Middle School has a PTO which organizes several events throughout the school year. The PTO offers financial assistance for field trips, supplies, building enhancements, teacher reimbursement, and curriculum support. Our PTO is highly regarded by teaching staff.

Professional Development - parents are informed of professional development through multiple social media outlets. Additionally, PEN nights provide training to help parents support their children at home.

Assessment Decisions - If parents have concerns regarding assessments, they can speak to the building principal to find out the purpose of those assessments. Parents are informed of NWEA and M-STEP testing dates via the school website, calendar, and social media.

Timely and additional assistance - when a student is identified for intervention, a letter is sent home to inform them of the type of intervention. Parents have the option of refusing service.

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

Algonquin Middle School will ensure the involvement of parents in planning and reviewing the Title I schoolwide plan in the following ways:

- * Parents are invited to participate in surveys and reviewing those results
- * Elements of our school improvement plan have been communicated to parents through multiple measures
- * Parents will be invited to serve on the school improvement team
- * The SIP will be available to parents through Algonquin Middle School website
- * Parents are invited to provide feedback and input on the Title I program
- * Parents will be involved in the revision of the Parent Involvement Policy
- * Parents will be involved in the school Parent/Student/Teacher Compact

School Improvement Plan

Algonquin Middle School

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	See attached.	Algonquin Middle School Parent Involvement Plan

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

Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators. Algonquin annually co-hosts two nights designed for parents and students together. The first, which occurs in the fall, is our PEN night, at which staff members lead students and their parents through activities that integrate and support learning. All participating families are provided materials, such as games and books, to take home with them. The second night (implemented in February 2018) is designed to help parents and 8th grade students understand and navigate the transition to high school. Additionally, we host Eagle Check-In, a fall curriculum night, Parent/Teacher Conferences, a 5th grade orientation, monthly book club and monthly PTO meetings to provide assistance to parents. Michigan state standards are also posted on the school website, World-Class Instructional Design and Assessment (WIDA) results for English learners will be mailed home to parents. The bi-lingual coordinator will work with parents to assist them in understanding the assessment results. Translation services are provided by our bi-lingual staff for parents both written and verbally as needed.

Provide materials and training for parents - Algonquin Middle School offers materials and training in the following ways: Curriculum Night, PEN night for Math and Reading, Algonquin Middle School website, both the math and reading curriculum offer resources for parents to help their child at home.

Training for school staff on the importance of parent involvement - Algonquin Middle School recognizes the importance of building relationships with parents. Our main goal is to increase parent involvement, particularly parents living in poverty. As a school, we will continue to research effective ways to engage parents.

Coordinate with parent involvement and other programs in the school - A parent resources tab will be provided on the Algonquin Middle School website, support and access to resources through school social workers and counselors, vision screenings and finally PEN night.

Provide information in a format that is understandable to parents - Communication with parents is void of educational jargon. All acronyms are explained in language easily understandable. Examples include: translation services, both orally and written are provided when needed, School Messenger via phone, email, or text, Remind, Algonquin website, select curriculum resources are offered in English and Spanish.

Provide other reasonable support as requested - The administrative staff has an open door policy in which parents can feel comfortable to express concerns, offer suggestions, or ask questions. Additionally, parents are accommodated as reasonably as possible. Parents can make requests directly to the principal for consideration.

Accessibility for disabled parents, LEP parents, parents of migratory children - For parents with limited english proficiency, bi-lingual para educators are available for parents whose native language is other than English. Should that tutor not speak the parents language, the Macomb ISD is contacted to secure a translator. On occasion, we provide communication in parents native language. The population of LEP parents is limited at Algonquin. For parents with disabilities, Algonquin Middle School is ADA compliant. Parents who are unable to access the building can arrange conference calls. For those with hearing impairments, signing services are contracted and amplification devices are used throughout the building.

School Improvement Plan

Algonquin Middle School

Staff members are reminded of the importance of communication with parents and school-wide protocols and goals are in place to support it. An indicator in our teacher evaluation tool (5D+) specifically addresses the need to communicate with parents in their language and a bilingual para educator assists, as requested.

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

Parent-student events are evaluated through surveys administered at each event. All strategies will be evaluated using a structured protocol including the MDE program evaluation tool. We will look at components of the schoolwide program to see if we are moving toward full implementation and determine where we need to focus. Algonquin Middle School will ensure the involvement of parents in planning and reviewing the Title I schoolwide plan in the following ways:

- * Participating in surveys and reviewing those results
- * Serving on the school improvement team
- * Posting the SIP on the Algonquin Middle School website
- * Providing an overview of the SIP at a PTO meeting
- * Inviting parents to provide feedback and input on the Title I program
- * Inviting parents to review and revise the Parent Involvement Plan
- * Including parents in the school Parent/Student/Teacher Compact

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

Staff members responsible for planning of the parent events utilize the evaluations to plan future events. There will be an ongoing process of evaluating the effectiveness of programs. The MDE evaluation tool will determine if the schoolwide program has been effective. Data points will include:

- * NWEA assessments
- * Progress monitoring assessments
- * Classroom based assessments
- * State achievement data

Multiple meetings per year are held to discuss data points. Additional meetings are conducted for the purpose of evaluating the effectiveness of the MTSS program. Grade level/PLC meetings are used to identify students for supplemental support.

The school improvement team uses the results of the evaluation of programs to modify the SIP. The team participates in the FSI series that guides thinking and processes for improving the schoolwide program. Parent survey results are an integral component of revisions to the schoolwide plan and the SIP. The Title I annual meeting provides an avenue for parents to offer suggestions for improvement. A cohesive partnership with parents, staff, and students ensures the success of the schoolwide plan.

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

The school-parent compact was originally developed through collaboration between staff and parents. It is reviewed annually during a meeting with building administrators, paraeducators, and parents and revised as appropriate.

Two copies of the compact are mailed to parents of Title One identified students once each semester. Parents are encouraged to sign the compact and retain a copy for home.

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

NA

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

The Parent/School Compact will be shared annually as part of the Eagle Check-in registration process each fall. Parents are encouraged to sign the compact and retain a copy for home. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		AMS Parent Compact 2017

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

Algonquin tends to have a very small number of parents who require communication in a language other than English. When necessary, we often utilize our bilingual paraeducator to assist with this.

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?

NA

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?

NA

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?

Academic assessments are determined by the individual teacher, department, or curriculum council. Only two or three teachers teach each subject and grade level. In most cases those teachers collaborate to plan instruction and assessment. Through data reviews, teachers discuss the validity and reliability of school based and academic assessments and ways to use those assessments with fidelity. During data reviews, teachers discuss other assessments that are used to triangulate data so that an accurate picture of student achievement is obtained. The district requires NWEA assessments to be administered twice per year.

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

Departments participate in review of Tier 1 assessment data at least three times per year and collaborate to determine next steps to improve learning for all students. The MTSS team also meets multiple times per year to reflect on student data which helps determine tiered interventions for students. Communication with classroom teachers and para educators takes place in SRT and Progress Monitoring meetings and during collegial conversations.

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.

Several of our teachers use standards-based learning as a way to assist all students in achieving expected learning. Our Student Review Team reviews student-level data and suggests Tier 1 and Tier 2 interventions for struggling students. Our Progress Monitoring Team monitors progress of Tier 2 students and suggests additional interventions, as appropriate.

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?

Many of our teachers give generously of their own time before school, during lunch, or after school to work with students who are struggling. Paraeducators work in our Read 180 classroom and 6th and 7th grade math support classes to assist students. Our teacher consultants make themselves available to assist with retakes of assessments.

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

Individual student needs are addressed through differentiation to varying degrees throughout the building. Some strategies being used include mastery learning, choice, additional time, preferential seating, purposeful grouping, and Lexile-leveled reading. Tier 2 and Tier 3 support classes integrate software-based programs that address individual student needs.

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.

- Title I funds and State Section 31a funds are a main source of financial support to the supplemental services budget of Algonquin Middle School. These additional, supplemental financial resources help support students in reaching the academic goals set by staff. The additional staff and resources purchased through grant funds assist in the provision of a tiered system of intervention support (MTSS) to the students.

- Federal Resources, Programs, and Grants: Title I, Part A, Title II, Part A, Title III (ESL)

o Title I, Part A:

3 Para-educators (each @ 1.0 FTE) (Reading/Math), 1 Title I Teacher Specialist (TOPS), support materials for supplemental instruction, summer school instruction, professional development for staff, parent involvement and education via our district's T-1 funded Parent Education Network (PEN) (5 liaisons @ 1.0 FTE, 1 liaison @ 0.5 FTE), technology (hardware and software), book fairs, extended-day tutoring

o Title II, Part A:

Professional development identified at district level for teachers, para-educators, and administrators

o Title III, ESL:

1 ESL Para-educator via extended-day/year tutoring services to eligible bi-lingual students; Parent Education services, Parent Night events, book fairs, support at Parent/Teacher conferences; an ESL Parent Liaison (at 0.66 FTE) provides assistance to ESL parents with language acquisition and other needs associated with their children's language acquisition, assessment, overall progress, etc.

o Based on school wide goals, the federal funds provide students with resources and supplemental instructional support required for success in school. With ongoing assessments and data analysis, students are placed in appropriate intervention-based support programs. Grant funded staff and programs are decided cooperatively at the building and district levels, and are developed to meet the needs and goals of the identified students.

o Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades 6-8. In addition, Title I funds have been used to provide approximately 360 hours of core content area support from 1 certified teacher (TOPS) working with identified, eligible students.

o Title II funds provide professional development opportunities for the school's teachers and administrator to attend training in areas relating to the District and School Improvement Plans.

- State Resources, Programs, and Grants: Section 31a (At Risk) Grant

o Section 31a funds provide the services of one ESL para-educator to provide English acquisition support services to eligible students

- Local Resources, Programs, and Grants: District General Funds, Bond Funds, Technology Support, PTO funds

o District General Funds provide the resources of Data Director, PowerSchool, and other similar programs/services for maintaining accurate student data.

o Bond funds provide building and technology updates

o Technology Support is extended to all buildings for the benefit of all students and teachers, and are used to maintain and/or replace/update SY 2018-2019

School Improvement Plan

Algonquin Middle School

technology as needed

o PTO funds are used to enrich the academic and social development of all our building's students (book fairs, field trips, fun nights/events, library books/materials, class parties, etc.)

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.

2. Describe how the school will use the resources from Title I and other sources to implement the ten required Schoolwide components.

1. Comprehensive Needs Assessment: General Funds, Title I-A, 31a:

- Title I funds have provided Algonquin Middle School with support staff (para-educators, TOPS teacher)

- These support services are provided based on the examination of data, obtained throughout the school year at regular intervals (MAP assessment, 2x/year), and reviewed at grade-level "data review" meetings throughout the school year, comprising our needs assessment for academic growth.

2. School-Wide Reform Strategies: Title I-A, Title II-A, Title III, 31a, General Funds:

- These support services are provided based on the examination of data, obtained throughout the school year at regular intervals (MAP assessment, 2x/year), and reviewed at "data review" meetings throughout the school year, comprising our needs assessment for academic growth.

- Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades 6-8. In addition, Title I funds have been used to provide approximately 360 hours of core content area support from 1 certified teacher (TOPS) working with identified, eligible students.

- Title II funds provide professional development opportunities for the school's teachers and administrator to attend training in areas relating to the District (DIP) and School Improvement (SIP) plans.

- Section 31a funds provide the services of one ESL para-educator to provide English language acquisition support services to eligible students

- District General Funds provide the resources of Data Director, PowerSchool, and other similar programs/services for maintaining accurate student data.

3. Highly Qualified Staff: General Funds

- Chippewa Valley Schools regularly sends representatives to attend job fairs in order to recruit highly qualified teachers in elementary grades, and other grades specific to content areas. The district advertises in local newspapers, on the district's cable channel, on local cable stations, and at colleges. The Human Resources department notifies local colleges/universities of our openings. This is all provided from the district's general funds.

4. Attract and Retain Highly Qualified Staff: General Funds, Title I-A, Title II-A, 31a, General Fund

- The district participates in the MISD's "New Teacher Academy" (General Fund)

- Professional development opportunities in-district and in-school (T-1,A, T-2,A, 31a)

- Child Record Review (General Fund)

- Technology driven instruction to close achievement gaps (General Fund, T-2,A)

- Updated technology (hardware/software) (General Fund)

5. Professional Development: General Funds, Title I-A, Title II-A

School Improvement Plan

Algonquin Middle School

- Title I and Title II funds have supported the district's goals in having full teacher participation in programs such as Classroom Instruction That Works (CITW), Teacher Leader, Facilitators of School Improvement, Math content training (Bridges @ K-5, CP3 @ 6-8)

- Title II funds support professional development for early elementary teachers via training opportunities provided by the MISD in topics that include Road to Reading, Road to the Code, K-PALS, 1st Grade PALS, 2-6 PALS, Growing Good Readers, etc.

6. Parental Involvement: Title I, A, Title III, ESL, Section 31a

- Parent involvement is a priority for all grant programs that provide services to students (not Title II, A).

- Title I and Title III have designated Parent Liaisons who actively provide information, ideas, and materials for involving parents in the education of their children.

- 31a, as of 2014/2015, allows for Parent Involvement support and is offered to all parents in all buildings via Parent Workshops and meetings, materials for parents to work with their children at home, annual Book Fairs (no cost to eligible students/parents)

7. Pre-school Transition:

- Not Applicable

8. Assessment Decisions: General Funds, Title I, A

- General funds support the costs of district wide assessments that have been purchased and/or created for use in assessing student achievement.

- Title I funds are used in the purchase of diagnostic and intervention programs for use by identified, eligible students in Reading and Math.

9. Timely and Additional Assistance: Title I, A, Title III, ESL, 31a

- Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades 6-8. In addition, Title I funds have been used to provide approximately 360 hours of core content area support from 1 certified teacher (TOPS) working with identified, eligible students.

- Title III funds provide the funds for ESL book fair opportunities for students and their families, and other services provided by the district's Title III funded Parent Liaison.

- Section 31a funds provide the services of one ESL para-educator to provide English acquisition support services to eligible students

10. Coordination and Integration of Federal, State, and Local Resources:

- The desired and anticipated Schoolwide status would allow Algonquin Middle School the ability to have full utilization of all funds and resources for all appropriate student and teacher support services.

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.

- Algonquin Middle School, as part of the entire district, participates in the National Free Breakfast and Lunch programs, organized and directed by our Food Services Department, and delivers free and/or reduced cost meals to students who are considered eligible based on the "Free and Reduced" meal program. Currently, the population at Algonquin Middle School is just over 45% poverty. This program is vital for providing eligible students the ability to receive the nourishment needed to succeed in the academic setting of the classroom at school.

- Title I and 31a funds support the needs of all identified Homeless students. The Homeless Student Liaison (at Central Administration) attends all county meetings, receives all recent and updated information on legal practice and interpretation, and works with the Director of Grants to see that all allowable and available services are extended to all identified Homeless students. This includes supply/material/book costs, graduation fees, athletic and school fees, free lunch, free transportation (when appropriate), referrals to local food pantries and clinic services, and access to all T-1 and 31a support services.

Evaluation:

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

We will review components of the schoolwide program to determine if we are moving towards full implementation and where we need focus. The school improvement chairs and the administrator attend the FSI meetings at the Macomb ISD to review the schoolwide plan. Algonquin will ensure the involvement of parents in planning and reviewing the Title I program by:

- Reviewing the school/parent involvement policy at the annual meeting
- Posting the parent involvement policy on the Algonquin website for parents to review
- Distributing and reviewing school/parent compacts at fall Eagle Check-In
- Conducting a parent survey
- Reviewing parent survey results
- Focusing on communicating with parents to increase parent involvement in the Title I program

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.

We use benchmark data, progress monitoring data, curriculum assessment data, and NWEA assessment data to identify students at risk and in need of intervention and support. This data will also be used to evaluate the effectiveness of intervention programs on student achievement through the use of the MDE Program Evaluation Tool. We will also use informal tools to evaluate the effectiveness of other programs. Parents will be involved in indicators of academic achievement such as the Annual Education Report, Power School, State Assessment communication, and parent-teacher conferences.

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.

We look at growth of Title I supported versus non-Title I supported students based on benchmark data including NWEA, end of unit assessments and statewide achievement data. Classroom teachers meet with the Progress Monitoring Team along with the Student Review Team to share data and make adjustments to student interventions as necessary. We communicate to parents the progress their child is making and provide assessment results.

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?

Our MTSS process and support programs are continuously evolving and adjustments are made as necessary. A new program (Math 180) was implemented during the 2017-2018 school year in our math support classes.

18-19 Algonquin School Improvement Plan

Overview

Plan Name

18-19 Algonquin School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve their proficiency in math 2017-2018.	Objectives: 3 Strategies: 3 Activities: 15	Academic	\$91194
2	All students will improve their proficiency in reading in 2018-2019	Objectives: 3 Strategies: 4 Activities: 19	Academic	\$791408
3	All students and staff at Algonquin Middle School will participate in fostering an environment of character and kindness.	Objectives: 1 Strategies: 5 Activities: 16	Academic	\$3050

Goal 1: All students will improve their proficiency in math 2017-2018.

Measurable Objective 1:

100% of All Students will increase student growth RIT in Mathematics by 06/15/2018 as measured by Spring, 2018 NWEA/MAP.

Strategy 1:

Classroom Instruction That Works - All staff will implement the Classroom Instruction that Works program.

Category: Learning Support Systems

Research Cited: Ceri B. Dean, E. R. (2012). Classroom Instruction That Works. Denver, Colorado: Mid-continent Research for Education and Learning.

Tier: Tier 1

Activity - Creating the Environment for Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers will Set Learning Targets, Provide Success Criteria, Provide Feedback, Reinforce Effort, Provide Recognition and engage in Cooperative Learning activities.	Implementation	Tier 1	Implement	09/08/2015	06/16/2017	\$0	No Funding Required	All Algonquin teachers

Activity - Helping Students Develop Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/15/2018	\$0	No Funding Required	All Algonquin teachers

Activity - Helping Students Extend and Apply Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypothesis to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/15/2018	\$0	No Funding Required	All Algonquin teachers

Activity - 5D+ Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom observations.	Monitor	Tier 1	Monitor	09/08/2015	06/15/2018	\$0	No Funding Required	Algonquin administrators

Activity - Classroom Instruction That Works Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Algonquin Middle School

Algonquin staff will analyze NWEA-MAP scores to evaluate improvement across the curriculum.	Evaluation	Tier 1	Evaluate	09/08/2015	06/15/2018	\$0	No Funding Required	All Algonquin staff
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Measurable Objective 2:

100% of Bottom 30% students will demonstrate a behavior of improving their RIT score in Mathematics by 06/15/2018 as measured by Spring NWEA results.

Strategy 1:

Math Support - Struggling students will receive additional support as appropriate.

Category:

Research Cited: Gersten, Russell Monroe. Assisting Students Struggling with Mathematics Response to Intervention (RtI) for Elementary and Middle Schools.

Washington, DC: U.S. Dept. of Education, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, 2009. Print.

Tier: Tier 2

Activity - SucessMaker training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small group settings with para-educators to target specific needs in order to increase their understanding of the Common Core Standards.	Getting Ready	Tier 2	Implement	09/03/2013	06/15/2018	\$0	Title I Part A	Math Support teachers

Activity - Para - Educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para - educators will work in small groups of identified students to aid in the understanding of math concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/15/2018	\$85000	Title I Part A	Algonquin para-educators

Activity - SuccessMaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use SuccessMaker software in Math Support classes to aid in understanding of math concepts.	Academic Support Program, Technology	Tier 2	Implement	09/08/2015	06/15/2018	\$2786	Title I Part A	Algonquin Math Support teachers

Activity - Extended Day Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin para-educators will work with identified students before and after school to aid in understanding of math concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/15/2018	\$3408	Title I Part A	Algonquin para - educators

School Improvement Plan

Algonquin Middle School

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin Data Team will meet several times throughout the year to monitor the progress of identified students and make appropriate adjustments.	Monitor	Tier 2	Monitor	09/08/2015	06/15/2018	\$0	No Funding Required	Algonquin Data Team members
Activity - Math Support Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin staff will analyze NWEA-MAP scores to determine growth of identified students.	Evaluation	Tier 2	Evaluate	09/08/2015	06/15/2018	\$0	No Funding Required	Algonquin teacher and administrators

Measurable Objective 3:

100% of Students with Disabilities students will demonstrate a behavior of improving their RIT score in Mathematics by 06/15/2018 as measured by NWEA - MAP.

Strategy 1:

Tier 3 Interventions - Tier 3 instruction will be provided to students with disabilities in a resource room setting.

Category:

Tier:

Activity - TransMath	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize TransMath to supplement tier three math instruction.	Implementation	Tier 3	Implement	09/08/2015	06/15/2018	\$0	No Funding Required	Jon Strom Shelly Humes, Chris Lowe and Pam King

Activity - TransMath Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Special Education teachers have been trained in the use of TransMath.	Academic Support Program	Tier 3	Getting Ready	09/01/2013	06/11/2014	\$0	General Fund	All Algonquin special education teachers

Activity - 5D+ Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Algonquin Middle School

Administrators will use classroom observations to monitor the use of the TransMath program	Monitor	Tier 3	Monitor	09/08/2015	06/15/2018	\$0	No Funding Required	Administrators
Activity - TransMath Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IEP goals and NWEA-MAP scores will be used to evaluate student growth.	Evaluation	Tier 3	Evaluate	09/08/2015	06/15/2018	\$0	No Funding Required	Administrators

Goal 2: All students will improve their proficiency in reading in 2018-2019

Measurable Objective 1:

100% of All Students will increase student growth RIT in English Language Arts by 06/14/2019 as measured by Spring, 2019 NWEA/MAP.

Strategy 1:

Classroom Instruction That Works - All staff will implement the Classroom Instruction That Works program.

Category:

Research Cited: Ceri B. Dean, E. R. (2012). Classroom Instruction That Works. Denver, Colorado: Mid-continent Research for Education and Learning.

Tier: Tier 1

Activity - Classroom Instruction That Works training.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers have been trained in the Classroom Instruction That Works program.	Professional Learning	Tier 1	Getting Ready	09/03/2013	06/10/2015	\$0	General Fund	Ceri B. Dean, E. R. (2012). Classroom Instruction That Works. Denver, Colorado: Mid-continent Research for Education and Learning.

Activity - Creating the Environment for Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Algonquin Middle School

All Algonquin teachers will Set Learning Targets, Provide Success Criteria, Provide Feedback, Reinforce Effort, Provide Recognition and engage in Cooperative Learning activities.	Direct Instruction	Tier 1	Implement	09/08/2015	06/14/2019	\$0	No Funding Required	All Algonquin teachers
Activity - Helping students Develop Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking, and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/14/2019	\$0	No Funding Required	All Algonquin teachers
Activity - Helping Students Extend and Apply Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypothesis to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/14/2019	\$0	No Funding Required	All Algonquin teachers
Activity - 5D+ Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/14/2019	\$0	No Funding Required	All Algonquin teachers
Activity - Classroom Instruction That Works Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin staff will analyze NWEA-MAP scores to evaluate improvement in reading.	Evaluation	Tier 1	Evaluate	09/08/2015	06/14/2019	\$0	No Funding Required	All Algonquin teachers

Strategy 2:

Study Sync - All ELA teachers will implement the Study Sync curriculum, a comprehensive, blended learning ELA program that links literacy and learning and generates interest in literary or informational author's work to promote students' ability to think critically about complex texts and issues.

Category: English/Language Arts

Research Cited: BookheadEd Learning, LLC, 2017

Tier: Tier 1

Activity - Study Sync Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will be trained in the use of Study Sync.	Professional Learning	Tier 1	Getting Ready	05/20/2016	06/14/2019	\$0	General Fund	All ELA teachers

School Improvement Plan

Algonquin Middle School

Activity - Comprehensive Reading/Writing Blended Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I students will be engaged in digital instruction, theatrical reads, customized adaptive assessments, annotation and highlighting of key concepts and unfamiliar words, and targeted and scaffolded assignments based on student interest, reading abilities, educational goals and the complexity of different texts to whole class, small group, and individual instruction.	Implementation	Tier 1	Implement	09/08/2017	06/14/2019	\$675000	General Fund	Algonquin ELA teachers
Activity - Study Sync Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to customized, adaptive assessments, writing prompts, and rubrics. In addition, rigorous, focused core instruction and standards-based assessments will be utilized.	Evaluation	Tier 1	Monitor	09/08/2017	06/14/2019	\$0	No Funding Required	Algonquin ELA teachers

Measurable Objective 2:

100% of Students with Disabilities students will demonstrate a behavior of an increase in RIT score in Reading by 06/14/2019 as measured by NWEA-MAP data.

Strategy 1:

Tier III Language! - Resource room teachers will continue to provide the Language! reading program to this population of students. Algonquin's Master Schedule will provide for student placement at appropriate level. Language! will be taught as a 2 hour block.

Category:

Research Cited: Biemiller, A. (1999) Language and reading success, Cambridge, MA. Brookline Books.

Tier: Tier 3

Activity - Language! Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin Resource Room teachers received training to utilize Language! for appropriate students.	Professional Learning, Direct Instruction	Tier 3	Getting Ready	06/01/2009	06/10/2015	\$0	Special Education	Algonquin Special Education teachers
Activity - Language!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin special education teachers will utilize Language! to supplement their tier three instruction.	Direct Instruction	Tier 3	Implement	09/08/2015	06/14/2019	\$0	No Funding Required	Algonquin Special Education teachers

School Improvement Plan

Algonquin Middle School

Activity - 5D+ Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will use walk throughs and observations to monitor the use of the Language! program.	Monitor	Tier 3	Monitor	09/08/2015	06/14/2019	\$0	No Funding Required	Administrators
Activity - Language! Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IEP goals and NWEA-MAP scores will be used to evaluate student growth.	Evaluation	Tier 3	Evaluate	09/08/2015	06/14/2019	\$0	No Funding Required	Algonquin Special Ed teachers and administrators

Measurable Objective 3:

100% of Bottom 30% students will demonstrate a behavior of an increase in RIT score in Reading by 06/14/2019 as measured by NWEA-MAP data.

Strategy 1:

Tier II Reading Support - Algonquin staff will support struggling readers as appropriate.

Category:

Research Cited: What Content-area Teachers Should Know about Adolescent Literacy. Washington, D.C.: National Institute for Literacy, 2007. Print.

Tier: Tier 2

Activity - Read 180 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers using the Read 180 program received training to implement the program.	Professional Learning, Technology	Tier 2	Getting Ready	09/06/2011	06/30/2017	\$0	Title I Part A	Algonquin Read 180 teachers and Title One paraprofessionals and paraeducators

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students receive additional support through the Read 180 program.	Implementation	Tier 2	Implement	09/04/2012	06/14/2019	\$28000	Title I Part A	Algonquin Read 180 teachers

School Improvement Plan

Algonquin Middle School

Activity - 5D+ Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	No Funding Required	Algonquin Administrators
Activity - Read 180 Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin staff will analyze data to determine growth of Read 180 students.	Evaluation	Tier 2	Evaluate	09/08/2015	06/14/2019	\$0	No Funding Required	Algonquin Read 180 teachers, Progress Monitoring Team, and Student Review Team
Activity - Para-educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin para-educators will work in small groups of identified students to aid in the understanding of reading concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2019	\$85000	Title I Part A	Algonquin para-educators/professionals
Activity - Extended Day Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin para-educators will work with identified students before and after school to aid in understanding of reading concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2019	\$3408	Title I Part A	Algonquin para-educators/professionals

Goal 3: All students and staff at Algonquin Middle School will participate in fostering an environment of character and kindness.

Measurable Objective 1:

100% of All Students will demonstrate a behavior (empathy, self-control, integrity, embracing diversity, grit) in Art & Humanities by 06/15/2018 as measured by comparison of survey results - fall to spring.

School Improvement Plan

Algonquin Middle School

Strategy 1:

Explicit Instruction - Lessons, activities, and displays will be utilized to provide explicit instruction in the formative five success skills: (empathy, self-control, integrity, embracing diversity, grit).

Category: Learning Support Systems

Research Cited: The Formative Five: Fostering Grit, Empathy, Other Success Skills Every Student Needs; Thomas R. Hoerr; ASCD (2017).

Tier: Tier 1

Activity - Staff Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific staff meetings will be designated for conversations about each of the Formative Five Success Skills as described in the book The Formative Five by Thomas Hoerr.	Getting Ready, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2017	06/14/2019	\$0	General Fund	Walt Kozlowski
Activity - School-Wide Assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin students will participate in appropriate school-wide assemblies related to the formative five skills and/or our 3 R's (Respect, Responsibility, Ready).	Implementation, Direct Instruction	Tier 1	Implement	08/28/2017	06/14/2019	\$800	General Fund	Jeff Nelson
Activity - Visual/Oral Reminders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reminders in morning announcements, visual reminders on scrolling PowerPoint, posters, digital media posts.	Materials, Implementation	Tier 1	Implement	08/28/2017	06/14/2019	\$0	No Funding Required	Behavioral Team, Student Council, School Improvement Team
Activity - Class Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Algonquin Middle School

We will utilize partial days of school as opportunities to lead classroom dialogue around character and kindness.	Implementation, Direct Instruction	Tier 1	Implement	08/28/2017	06/14/2019	\$0	No Funding Required	Behavioral Team, School Improvement Team, counselors, classroom teachers
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Activity - Energy Bus (6th Grade)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Energy Bus for Kids is used as part of the Success 101 class in 6th grade.	Implementation, Direct Instruction	Tier 1		08/28/2017	06/15/2018	\$0	No Funding Required	Success 101 teachers

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue PBIS program, including posters, explicit instruction twice per year, and incentives. Staff book study and implementation of PBIS assemblies.	Implementation, Behavioral Support Program, Direct Instruction	Tier 1	Implement	08/28/2017	06/14/2019	\$500	General Fund	Jeff Nelson Behavioral Team PBIS Team

Activity - Community Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin will facilitate a Community Book Study to engage parents and staff. Possible title: Unselfie 2016-2017 title was: Why Good Kids Act Cruel	Parent Involvement, Community Engagement	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Walt Kozlowski

Strategy 2:

Restorative Practices - Explore and plan for implementation of restorative justice practices for the 2019-2020 school year.

Category: School Culture

Research Cited: <http://www.restorativeresources.org/>

Tier: Tier 2

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

Algonquin Middle School

Research, dialogue, and planning for implementation of restorative justice practices to replace/supplement traditional techniques for behavioral intervention.	Getting Ready	Tier 2	Getting Ready	09/25/2017	06/15/2018	\$0	General Fund	Walt Kozlowski Jeff Nelson Behavioral Team School Improvement Team
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Activity - Restorative Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Restorative circles will be utilized, as appropriate, to build classroom relationships, address issues, and resolve conflicts.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	General Fund	All

Strategy 3:

Reinforcing Effort and Providing Recognition - Recognition will be provided for students who are displaying behaviors consistent with a culture of character and kindness.

Category: School Culture

Research Cited: Classroom Instruction That Works

Tier: Tier 1

Activity - Effort Showcase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be recognized for effort as part of our monthly Effort Showcase.	Academic Support Program, Implementation	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Rita Vecchio Classroom teachers

Activity - Hero in the Hallway	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue our Hero in the Hallway program to promote bystander support to eliminate bullying-type behaviors.	Implementation	Tier 1	Implement	08/28/2017	06/14/2019	\$250	General Fund	Jeff Nelson Algonquin counselors

Activity - Kindness Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will develop a bulletin board or some other form of recognition to reinforce student acts of kindness.	Behavioral Support Program	Tier 1		08/28/2017	06/14/2019	\$0	No Funding Required	School Improvement Team TBD

School Improvement Plan

Algonquin Middle School

Strategy 4:

PBIS - The Algonquin PBIS Team will revisit our PBIS initiatives and revise expectations, lessons, and incentives.

Category: School Culture

Research Cited: www.pbis.org

Tier: Tier 1

Activity - PBIS Reboot	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and revision of PBIS intervention.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/14/2019	\$500	General Fund	Jeff Nelson Chris Lowe Kelly Randazzo Derek Trombley

Activity - CHAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHAMPS will be implemented in classrooms across the building.	Behavioral Support Program	Tier 1	Getting Ready	05/03/2018	06/14/2019	\$0	General Fund	Walt Kozlowski Jeff Nelson Tom Petterle Katie Tuzinsky Others to help lead All staff involved.

Strategy 5:

WEB - Beginning in spring of 2018, select seventh grade students will be trained as WEB leaders.

As 8th graders, these leaders will be responsible for a group of sixth grade students, with whom they will begin working at a sixth grade orientation in August 2018.

Category: School Culture

Research Cited: <http://www.boomerangproject.com/research>

Tier: Tier 1

School Improvement Plan

Algonquin Middle School

Activity - Train Staff Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff leaders were identified and participated in WEB training during the 2017-2018 school year.	Getting Ready	Tier 1	Getting Ready	09/04/2017	06/14/2019	\$0	General Fund	Shelly Humes Chris Lowe
Activity - Launch	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WEB will be implemented for the 2018-2019 school year. May 2018 - student leaders identified May 2018 - student leaders trained August 2018 - student leader training continued August 2018 - 6th grade orientation	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	Title I Schoolwide	Shelly Humes Chris Lowe Walt Kozlowski - support

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Launch	WEB will be implemented for the 2018-2019 school year. May 2018 - student leaders identified May 2018 - student leaders trained August 2018 - student leader training continued August 2018 - 6th grade orientation	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	Shelly Humes Chris Lowe Walt Kozlowski - support

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBiS	Continue PBiS program, including posters, explicit instruction twice per year, and incentives. Staff book study and implementation of PBiS assemblies.	Implementation, Behavioral Support Program, Direct Instruction	Tier 1	Implement	08/28/2017	06/14/2019	\$500	Jeff Nelson Behavioral Team PBiS Team
Study Sync Training	All ELA teachers will be trained in the use of Study Sync.	Professional Learning	Tier 1	Getting Ready	05/20/2016	06/14/2019	\$0	All ELA teachers
School-Wide Assembly	Algonquin students will participate in appropriate school-wide assemblies related to the formative five skills and/or our 3 R's (Respect, Responsibility, Ready).	Implementation, Direct Instruction	Tier 1	Implement	08/28/2017	06/14/2019	\$800	Jeff Nelson
Develop Plan	Research, dialogue, and planning for implementation of restorative justice practices to replace/supplement traditional techniques for behavioral intervention.	Getting Ready	Tier 2	Getting Ready	09/25/2017	06/15/2018	\$0	Walt Kozlowski Jeff Nelson Behavioral Team School Improvement Team

School Improvement Plan

Algonquin Middle School

Train Staff Leaders	Staff leaders were identified and participated in WEB training during the 2017-2018 school year.	Getting Ready	Tier 1	Getting Ready	09/04/2017	06/14/2019	\$0	Shelly Humes Chris Lowe
Restorative Circles	Restorative circles will be utilized, as appropriate, to build classroom relationships, address issues, and resolve conflicts.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All
Classroom Instruction That Works training.	All Algonquin teachers have been trained in the Classroom Instruction That Works program.	Professional Learning	Tier 1	Getting Ready	09/03/2013	06/10/2015	\$0	Ceri B. Dean, E. R. (2012). Classroom Instruction That Works. Denver, Colorado: Mid-continent Research for Education and Learning.
PBIS Reboot	Review and revision of PBIS intervention.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/14/2019	\$500	Jeff Nelson Chris Lowe Kelly Randazzo Derek Trombley
Hero in the Hallway	Continue our Hero in the Hallway program to promote bystander support to eliminate bullying-type behaviors.	Implementation	Tier 1	Implement	08/28/2017	06/14/2019	\$250	Jeff Nelson Algonquin counselors
Comprehensive Reading/Writing Blended Instruction	Tier I students will be engaged in digital instruction, theatrical reads, customized adaptive assessments, annotation and highlighting of key concepts and unfamiliar words, and targeted and scaffolded assignments based on student interest, reading abilities, educational goals and the complexity of different texts to whole class, small group, and individual instruction.	Implementation	Tier 1	Implement	09/08/2017	06/14/2019	\$675000	Algonquin ELA teachers
TransMath Training	All Special Education teachers have been trained in the use of TransMath.	Academic Support Program	Tier 3	Getting Ready	09/01/2013	06/11/2014	\$0	All Algonquin special education teachers

School Improvement Plan

Algonquin Middle School

CHAMPS	CHAMPS will be implemented in classrooms across the building.	Behavioral Support Program	Tier 1	Getting Ready	05/03/2018	06/14/2019	\$0	Walt Kozlowski Jeff Nelson Tom Petterle Katie Tuzinsky Others to help lead All staff involved.
Staff Book Study	Specific staff meetings will be designated for conversations about each of the Formative Five Success Skills as described in the book The Formative Five by Thomas Hoerr.	Getting Ready, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2017	06/14/2019	\$0	Walt Kozlowski

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Read 180 Training	Teachers using the Read 180 program received training to implement the program.	Professional Learning, Technology	Tier 2	Getting Ready	09/06/2011	06/30/2017	\$0	Algonquin Read 180 teachers and Title One paraprofessionals and paraeducators
SuccessMaker training	Students will work in small group settings with para-educators to target specific needs in order to increase their understanding of the Common Core Standards.	Getting Ready	Tier 2	Implement	09/03/2013	06/15/2018	\$0	Math Support teachers
SuccessMaker	Students will use SuccessMaker software in Math Support classes to aid in understanding of math concepts.	Academic Support Program, Technology	Tier 2	Implement	09/08/2015	06/15/2018	\$2786	Algonquin Math Support teachers
Para - Educators	Para - educators will work in small groups of identified students to aid in the understanding of math concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/15/2018	\$85000	Algonquin para-educators
Read 180	Identified students receive additional support through the Read 180 program.	Implementation	Tier 2	Implement	09/04/2012	06/14/2019	\$28000	Algonquin Read 180 teachers

School Improvement Plan

Algonquin Middle School

Extended Day Homework Help	Algonquin para-educators will work with identified students before and after school to aid in understanding of reading concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2019	\$3408	Algonquin para-educators/professionals
Extended Day Homework Help	Algonquin para-educators will work with identified students before and after school to aid in understanding of math concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/15/2018	\$3408	Algonquin para-educators
Para-educators	Algonquin para-educators will work in small groups of identified students to aid in the understanding of reading concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/14/2019	\$85000	Algonquin para-educators/professionals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Instruction That Works Evaluation	Algonquin staff will analyze NWEA-MAP scores to evaluate improvement in reading.	Evaluation	Tier 1	Evaluate	09/08/2015	06/14/2019	\$0	All Algonquin teachers
5D+ Data	Algonquin administrators will collect data during classroom observations.	Monitor	Tier 1	Monitor	09/08/2015	06/15/2018	\$0	Algonquin administrators
Helping students Develop Understanding	All Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking, and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/14/2019	\$0	All Algonquin teachers
5D+ Data	Administrators will use classroom observations to monitor the use of the TransMath program	Monitor	Tier 3	Monitor	09/08/2015	06/15/2018	\$0	Administrators
5D+ Data	Administrators will use walk throughs and observations to monitor the use of the Language! program.	Monitor	Tier 3	Monitor	09/08/2015	06/14/2019	\$0	Administrators
Class Dialogues	We will utilize partial days of school as opportunities to lead classroom dialogue around character and kindness.	Implementation, Direct Instruction	Tier 1	Implement	08/28/2017	06/14/2019	\$0	Behavioral Team, School Improvement Team, counselors, classroom teachers
Creating the Environment for Learning	All Algonquin teachers will Set Learning Targets, Provide Success Criteria, Provide Feedback, Reinforce Effort, Provide Recognition and engage in Cooperative Learning activities.	Implementation	Tier 1	Implement	09/08/2015	06/16/2017	\$0	All Algonquin teachers

School Improvement Plan

Algonquin Middle School

Read 180 Evaluation	Algonquin staff will analyze data to determine growth of Read 180 students.	Evaluation	Tier 2	Evaluate	09/08/2015	06/14/2019	\$0	Algonquin Read 180 teachers, Progress Monitoring Team, and Student Review Team
Energy Bus (6th Grade)	The Energy Bus for Kids is used as part of the Success 101 class in 6th grade.	Implementation, Direct Instruction	Tier 1		08/28/2017	06/15/2018	\$0	Success 101 teachers
Classroom Instruction That Works Evaluation	Algonquin staff will analyze NWEA-MAP scores to evaluate improvement across the curriculum.	Evaluation	Tier 1	Evaluate	09/08/2015	06/15/2018	\$0	All Algonquin staff
Helping Students Extend and Apply Knowledge	Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypothesis to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/14/2019	\$0	All Algonquin teachers
Effort Showcase	Students will be recognized for effort as part of our monthly Effort Showcase.	Academic Support Program, Implementation	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Rita Vecchio Classroom teachers
TransMath	Teachers will utilize TransMath to supplement tier three math instruction.	Implementation	Tier 3	Implement	09/08/2015	06/15/2018	\$0	Jon Strom Shelly Humes, Chris Lowe and Pam King
5D+ Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/14/2019	\$0	All Algonquin teachers
Language! Evaluation	IEP goals and NWEA-MAP scores will be used to evaluate student growth.	Evaluation	Tier 3	Evaluate	09/08/2015	06/14/2019	\$0	Algonquin Special Ed teachers and administrators
Visual/Oral Reminders	Reminders in morning announcements, visual reminders on scrolling PowerPoint, posters, digital media posts.	Materials, Implementation	Tier 1	Implement	08/28/2017	06/14/2019	\$0	Behavioral Team, Student Council, School Improvement Team
TransMath Evaluation	IEP goals and NWEA-MAP scores will be used to evaluate student growth.	Evaluation	Tier 3	Evaluate	09/08/2015	06/15/2018	\$0	Administrators

School Improvement Plan

Algonquin Middle School

Helping Students Develop Understanding	All Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/15/2018	\$0	All Algonquin teachers
Community Book Study	Algonquin will facilitate a Community Book Study to engage parents and staff. Possible title: Unselfie 2016-2017 title was: Why Good Kids Act Cruel	Parent Involvement, Community Engagement	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Walt Kozlowski
Progress Monitoring	Algonquin Data Team will meet several times throughout the year to monitor the progress of identified students and make appropriate adjustments.	Monitor	Tier 2	Monitor	09/08/2015	06/15/2018	\$0	Algonquin Data Team members
Study Sync Evaluation	Teachers will have access to customized, adaptive assessments, writing prompts, and rubrics. In addition, rigorous, focused core instruction and standards-based assessments will be utilized.	Evaluation	Tier 1	Monitor	09/08/2017	06/14/2019	\$0	Algonquin ELA teachers
Creating the Environment for Learning	All Algonquin teachers will Set Learning Targets, Provide Success Criteria, Provide Feedback, Reinforce Effort, Provide Recognition and engage in Cooperative Learning activities.	Direct Instruction	Tier 1	Implement	09/08/2015	06/14/2019	\$0	All Algonquin teachers
Helping Students Extend and Apply Knowledge	Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypothesis to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/15/2018	\$0	All Algonquin teachers
Math Support Evaluation	Algonquin staff will analyze NWEA-MAP scores to determine growth of identified students.	Evaluation	Tier 2	Evaluate	09/08/2015	06/15/2018	\$0	Algonquin teacher and administrators
Language!	Algonquin special education teachers will utilize Language! to supplement their tier three instruction.	Direct Instruction	Tier 3	Implement	09/08/2015	06/14/2019	\$0	Algonquin Special Education teachers
5D+ Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	Algonquin Administrators
Kindness Recognition	We will develop a bulletin board or some other form of recognition to reinforce student acts of kindness.	Behavioral Support Program	Tier 1		08/28/2017	06/14/2019	\$0	School Improvement Team TBD

Special Education

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

Algonquin Middle School

Language! Training	Algonquin Resource Room teachers received training to utilize Language! for appropriate students.	Professional Learning, Direct Instruction	Tier 3	Getting Ready	06/01/2009	06/10/2015	\$0	Algonquin Special Education teachers
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