District Improvement Plan

Hillman Community Schools

Mr. Jason McElrath, Superintendent
26042 M 32 S
Hillman, MI 49746-9788

TABLE OF CONTENTS

Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

The district is comprised of two school building approximately 2 miles apart. The elementary houses grades Preschool - 6th and the Jr/Sr High houses grades 7 - 12. The community of Hillman is located in northeast Michigan. The students free and reduced lunch is 83% school wide. The parents work at either on of the two small factories,or MediLodge, which is a elderly care facility or are unemployed, disabled, or receive assistance. The community is surrounded by many lakes and has many tourist during the summer months. The challenges are our low socioeconomic status, our proximity to any culture, and lack of school funding in northern Michigan. Also, the last 3 years many of our families and young adults have moved west for employment.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

Vision: Preparing our learning community for the reality of tomorrow.

Mission: To educate and inspire all students to achieve their maximum potential.

To accomplish this vision/mission, Hillman Community Schools commits itself to involving school personnel, community members, students, and their families as partners in an ongoing process of educational improvement. We will construct an environment of excellence and responsibility which fosters intellectual, social,physical, emotional, and ethical growth for all. Students, faculty and staff must all continue to learn and grow.

Hillman Community Schools will design curriculum, instructional strategies, and assessment methods to motivate and prepare all students to become skilled and knowledgeable..
* Problem solvers/critical thinkers
* Self-directed learners
* Effective communicators
* Collaborative workers
* Quality producers
* Technology users
* Community contributors

Hillman Community Schools will guide all students in planning for their progress both during and after graduation. All students will complete an educational program that meets the requirements for graduating from high school and plans for college or trade school after graduation. While students' choices will vary, we will prepare students to pursue both a career direction and continued education.
All members of the Hillman Community School community will work together to realize this vision in an atmosphere of mutual respect where the contributions of all are valued.

Core Values:
Achievement - we will reach our goals
Excellence - we give our best
Integrity - we do the right thing
Commitment - We educate all students

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

At the Jr./Sr. high level, we have improved on our Dual Enrollment classes by offering expanded class offerings. We have also expanded our Broadcasting classes to the Jr. High levels and have been asked to Broadcast as State Championship games as well as professional baseball games. We have an outstanding Industrial Arts program that has several winners in their annual competitions each year. The instructor has added welding to the curriculum four years ago and his participation numbers are increasing each year. As a district we are working hard to move to One to One technology devices. Several of our teachers are "flipping" to increase student achievement. The elementary is going into their third year of incorporating a new ELA series. They are also in their fourth year of MTSS and continuing to build on that successful program. We have built very positive collaborative relationships with our ESD and continue to find ways to work together to build success.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The district is working hard to improve on many areas of student achievement and updating our Strategic Plan. We will continue to work hard towards becoming a "one to one" school district. We continue to strive for small class sizes when applicable. Our focus will be on math, literacy, data focus using the PLC process, and supporting students via the MTSS structure.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

While working through the process of updating our improvement plans and Strategic Plan, we have conducted several teacher, parent, and board surveys. We have had meetings during and after school to accommodate the various stakeholders. Data is reviewed and a plan for support created during PLC meetings

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Jason McElrath - Principal/Superintendents
Dr. Pamela L Rader- Principal
Laurie Nugent - Academic Advisor, SIT chairperson
Cindy Bright - Teacher
Ken Rundell - Teacher
Michelene Kenyon - Teacher
Jason Weiland - Teacher
Linda Geister - Teacher
Chandra Stafford - Teacher

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Presented at the Board Meeting and during open houses. We are working on ways to communicate to the stakeholders in more efficient ways i.e., our website. Teachers will be creating their own websites to communicate with stakeholders.

District Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

District Additional Requirements Diagnostic

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Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes	We have created a new district team and are working to incorporate our data into our new Strategic plan.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	Data is reviewed for areas of strength and opportunities for improvement	

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	We collaborate with our technology department and the ESD, we have made great strides to filter and stop inappropriate access to our network.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	We have our technology consortium with the ESD and they provide the necessary monitoring system.	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	We have both a student and an employee policy in place. We have updated our student agreement for the next school year.	

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	Based on NEOLA recommendations.	

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	All phones district-wide have been updated	

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	Our technology department continues to provide a needs assessment for those areas listed and they are addressed as indicated on surveys .	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	We have teachers who are piloting Google Classroom as well as other teachers piloting "Flipping". A member of the community has created the Hillman Promise to help the district find funding our increasing use of technology.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	As textbooks are adopted - technology is a focus for adoptions. Math and Literacy have technology in place.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Elementary teachers are making time in their day to add more sessions of Type to Learn at the second grade level. This will help our students take district/state assessments and feel more comfortable in their use of the Google classroom, and in researching and viewing materials for other classes throughout their school career.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	One of our administrators is the compliance officer to handle any complaints of discrimination.	

District Improvement Plan
Hillman Community Schools

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Jason McElrath Superintendent 26042 M32 Hillman, MI 49746 (989) 742-2908	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes	This is part of our NEOLA School Board Policies, that are listed on our website.	

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes	Not only do we use standardized testing, but also continuous monitoring using Delta math, DIBELS, teacher created assessments and teacher observations.	

Plan for District Improvement Plan 16-17

Overview

Plan Name

Plan for District Improvement Plan 16-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will make gains or be proficient in Writing 2016-2019	Objectives:1 Strategies:2 Activities:5	Academic	$4100
2	All students will be proficient or make gains in Reading 2016-19	Objectives:1 Strategies:3 Activities:18	Academic	$84235
3	All students will be proficient or make gains in Math 2016-19	Objectives:1 Strategies:3 Activities:19	Academic	$79570
4	All students will participate in a Multi-tiered System for Postivie Behavior Intervention and Supports in 2016-19.	Objectives:1 Strategies:2 Activities:13	Organizational	$5620
5	Teachers will work collaboratively in PLC and engage in Professional Development to review data, create a plan of support, evaluate plan, and make changes as needed.	Objectives:1 Strategies:1 Activities:6	Academic	$2260

Goal 1: All students will make gains or be proficient in Writing 2016-2019

Measurable Objective 1:

100% of Fourth, Seventh and Eleventh grade students will demonstrate a proficiency or make gains on State mandated tests in Writing by 06/01/2022 as measured by District and State tests..

Strategy 1:

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

Category: Career and College Ready

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

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

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

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

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

6. Lucy Calkins Units of Study

7. Anita Archer and Charles A. Hughes, Explicit Instruction: Effective and Efficient Teaching, 2011: In this text Archer and Hughes provide the components of the gradual release of responsibility, pre-corrections, and the importance of formative assessment which are included in our revised Writing Units.

8. Barry Lane, After the End: Teaching and Learning Creative Revision, 1993: In this book the author gives many activities for developing writers identities as well as creative ways for revising student writing.

9. Cheryl Boucher and Kathy Oehler, I Hate To Write! Tips for Helping Students with Autism and Autism Spectrum Related Disorders: In this text the authors give numerous strategies for motivating students who dislike writing.

Tier: Tier 1

Activity - K-12 Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tiers 1 curriculum and instruction based on the Common Core State Standards. Schools:Hillman Elementary School	Professional Learning, Technology	Tier 1	Monitor	07/01/2016	06/30/2017	$1000	General Fund	AMA Consultants, Administration and Classroom teachers, and special education teachers.

Activity - Regeneration of TWP/SMP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to revisit grammar units, handwriting instructional units, and troubleshoot issues with writing workshop. Schools:Hillman Elementary School	Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	$500	Title I Part A	J Bastow - AMAESD Teachers who teach TWP K Nichols S Florip

Activity - Foundatins Unit and Handwriting Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on changes in the Foundations Unit for TWP, orient teachers to the new handwriting unit, grammar unit, and support progress during the year. Schools:Hillman Elementary School	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$1500	General Fund	K Sobey for handwriting S Florip - lead for grammar 2nd - 6th grade teachers for grammar

Activity - Handwriting Intervention Toolkit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to utilize the handwriting intervention kit and specific strategies within the toolkit. Schools:Hillman Elementary School	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$0	No Funding Required	C Bright

Strategy 2:

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

Category: English/Language Arts

Research Cited: 1. Batsche, Marzano, National Implementation Research Network (NIRN), 2005: The NIRN speaks to two specific topics under this strategy: Response

to Intervention [RtI] and fidelity of implementation of a core series. RtI is the practice of making educational decisions about student interventions based on data and research-based instructional strategies.

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

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

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

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

Tier: Tier 2

Activity - Next Step in Guided Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The AMA ESD will provide professional development to teachers at no cost on how to utilize and administer running records. Schools:Hillman Elementary School	Professional Learning	Tier 2		07/01/2016	06/30/2017	$1100	General Fund	K Nichols S Florip J BastowAMA A ESD

Goal 2: All students will be proficient or make gains in Reading 2016-19

Measurable Objective 1:
100% of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Eleventh grade students will demonstrate a proficiency or make gains on district and state designed assessments in Reading by 06/01/2022 as measured by District and State designed assessments..

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

Category: Career and College Ready

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

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

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

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

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

Tier: Tier 1

Activity - Responding to Behaviors in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development to all teaching staff to focus on behavior strategies in the classroom. After PBIS is intially implemented, staff will learn strategies on managing behavior, including creation of a school/district wide continium of responses for behavior and a continuum of consequences. Schools:All Schools	Academic Support Program	Tier 1	Getting Ready	07/01/2016	06/30/2017	$75	General Fund	staff, AMA ESD coach, Ashley Wilmot

Activity - Schoolwide Data Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two times per year, qualified instructors from the AMA ESD will provide free professional development for school leadership teams on how to analyze school-wide behavior, reading, and mathematics trends to make decisions that will improve MTSS systems. Schools:All Schools	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$190	General Fund	School Leadership Team, Julie Bastow, Mary CC, Meaghan Gauthier, Ashley Wilmot, District Coaches (if applicable)

Activity - K-6 Core Reading Instruction;	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement with fidelity 90 minutes of Benchmark Literacy instruction daily based on the Common Core State Standards. Continuous checks for competency, compliance and fidelity of content will be a part of the framework. Schools:Hillman Elementary School | Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | $2000 | Title I Part A | Classroom teachers and administration. |

Activity - K - 6 Universal Reading Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will screen all K-6th grade students using a universal reading screener to guide instruction and intervention. Prescribed assessment protocol will be followed. Schools:Hillman Elementary School	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$300	Title I Part A	Classroom teachers, Title I teachers and administration.

Activity - K - 6 Reading Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times per year, qualified instructors from the AMA ESD will provide free professional development for school leadership teams on how to analyze school-wide behavior trends Schools:Hillman Elementary School	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Consultants from the AMAESD, teachers, TItle I staff, and administration.

Activity - K-6 ORF Benchmark Expectation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District staff will use the DIBELS Screener to ensure that, by the spring screening, the following benchmarks have been met: 1. 80% of students in grades 1-6 will achieve end of year DIBELS benchmark in ORF. 2. 22% of Strategic and Intensive students in grades 1-6 will make grade level growth according to Hasbrouck & Tindal's ORF norms. 3. 80% of Kindergarten students will achieve benchmark in Phoneme Segmentation Fluency 4. 80% of Kindergarten students will increase by 11 sounds or by two whole words in NWF from winter to spring. Schools:Hillman Elementary School	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$0	No Funding Required	Administration, Title I Teachers, AMA-ESD consultants

Activity - K-6 Reading Assessment Refresher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement universal screeners or follow up diagnostic testing (DRA) with a gold standard. Schools:Hillman Elementary School	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	$250	Title II Part A	Teachers, AMA-ESD staff, Administration.

Activity - Development of High-Quality Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will work to develop specific, supportive instructional guides for reading to support District-wide consistency in the pacing of instructional activities and assessments across buildings to ensure that all teachers teach and assess the curriculum with a high degree of fidelity. Schools:All Schools	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	$500	General Fund	Teachers, Adminstration and Consultants from the AMA-ESD. (Subs may be needed)

Activity - K-6 No More Independent Reading Without Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement independent reading with instructional intention. Schools:Hillman Elementary School	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Teachers and administration.

Activity - K-6 Word Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement Word Work in the classroom. Schools:Hillman Elementary School	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Teachers and administration.

Activity - K-6 Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement Guided Reading Instruction using differentiated text levels matched to student need. Schools:Hillman Elementary School	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Teachers and administrators.

Activity - Standards Based Learning Training in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All reading teachers will participate in trainings through AMAESD to improve teachers' understanding and implementation of how to standard-based learning, including work on development and use of scoring scales and rubrics for critical standards to facilitate a common language of assessment for key reading concepts. Schools:All Schools	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	$0	No Funding Required	Teachers and administrators.

Strategy 2:

Tier 2 Supports in Reading - To create College and Career Ready students, educators will integrate best practices in tier 2 reading to target high quality instruction for groups of students who have been identified as requiring tier 2 supports. Essential components of an MTSS model include: assessment, data-based decision making, evidence-based intervention and instructional strategies.

Category:

Research Cited: 1. Hattie, Visible Learning for Teachers, 2012: Hattie's meta-analysis lists instructional influences by effect size on student achievement; it lists Professional Development with an effect size of 0.51.

2. From the book District Leadership that Works by Marzano and Waters:

"The highest-performing systems in the world establish and accomplish nonnegotiable goals for instruction in every classroom, which automatically translates into enhanced academic achievement for students... They do this by establishing clear instructional priorities at the system level, establishing a systematic and system wide approach to instruction, investing in teacher preparation and professional development, and developing strong instructional leadership" page 21.

Tier: Tier 2

Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement Tier II Reading Intervention with fidelity. Students will be responsible for tracking individual growth. The Universal Reading Screener will assess overall growth. Track accountability through fidelity checklists Schools:All Schools	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Classroom teachers, administration.

Activity - K - 3 Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and Title 1 Teachers will work with RTI Specialists to identify interventions for targeted students. The RTI Specialist will implement specific research-based interventions with fidelity, monitor student progress following the STARS intervention schedule, and make recommendations for continued intervention if needed. Schools:Hillman Elementary School	Direct Instruction	Tier 2	Implement	07/01/2016	06/30/2017	$0	No Funding Required	RTI Teachers from AMAESD, Administration, Teachers, and Consultants from the AMA

Activity - Content Area Reading (CAR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher trainers will be trained from specialist at the ESD on understanding and applying concepts of CAR practices. They will in turn train the staff on these practices during early release PD days. Schools:Hillman Elementary School	Academic Support Program	Tier 2	Getting Ready	07/01/2016	06/30/2017	$400	Title I Part A	t A K Nichols S Vince J Weiland M Meyers

Activity - Title I Support Teacher - Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified Title I teachers and para pro's will be employed to offer supplementary academic help and extended learning opportunities to students at risk of failing to meet State standards in Reading. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practice. Schools:Hillman Elementary School	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$80000	Title I Part A	Administration and Teacher

Activity - Diagnostic reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for Title I teacher in supporting the diagnosis of necessary reading supports. Schools:Hillman Elementary School	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$200	Title I Part A	K Nichols

Strategy 3:

Tier 3 Supports in Reading - To create College and Career Ready students, educators will integrate best practices in tier 3 reading to target high quality instruction for students who have been identified as requiring tier 3 supports. Essential components of an MTSS model include: assessment, data-based decision making, evidence-based intervention and instructional strategies.

Category:

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

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

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

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

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

Tier: Tier 3

Activity - Problem Solving Team Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If Tier 1 and Tier 2 supports have been implemented without success for individual students, Problem Solving Teams will convene to develop targeted, individual interventions for specific students Schools:All Schools	Academic Support Program	Tier 3	Monitor	07/01/2016	06/30/2017	$320	General Fund	Administrator, AMA ESD Coach, School PST members

Goal 3: All students will be proficient or make gains in Math 2016-19

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency or make gains on District and State designed assessments in Mathematics by 06/30/2022 as measured by the District and State Test and/or District Annual proficiency target.

Strategy 1:

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

Category:

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

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

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

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

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

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

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

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

Tier: Tier 1

Activity - Formative Assessment for Michigan Educators (FAME)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified educators from MDE's FAME project and the AMA ESD will provide professional development to give teachers the opportunity to study formative assessment practices, share what they have experienced, and create dynamic ways to use formative assessment within their instruction. Schools:All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$350	General Fund	Teachers who voluntarily sign up for the 3 evening workshops. Ashlie O'Connor.

Activity - Instructional Technology Evening Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified Educators from the AMA ESD will provide professional development workshops that focus on the integration of technology into all content areas curriculum. Instructional Technology workshops are designed to enhance teacher instruction, increase student engagement and offer dynamic learning experiences for the 21st century learner. Schools:All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$100	General Fund	Teachers who voluntarily sign up for the 3 evening workshops.

Activity - Google Education Training Level 1 and Level 2 Certification Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Qualified Educators from LEA's within AMA are utilizing Google Apps for Education across multiple grade levels. This training would offer the opportunity for local educators to enhance their efficiency and knowledge with Google Apps for Education. This interactive training will example direct use of Google Apps for Education in K-12 classrooms. Schools:All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$2000	General Fund	Teachers who voluntarily sign up.

Activity - Implementing a Michigan Math Standards-Aligned Secondary Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tier 1 curriculum and instruction based on the Michigan Math Standards. Instructional technology practices to support differentiation will be embedded throughout this professional development offering. Schools:All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1200	General Fund	6(7)-12 math teachers, Title 1 teachers, and Special Education teachers Mary Christensen-Cooper Pearson Math Specialists

Activity - Vertical Articulation in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD or instructional coaches will facilitate vertical articulation conversations between elementary and secondary teachers in regards to mathematics content and best practices in instruction at no cost to teachers. Schools:All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$700	General Fund	K-12 classroom teachers Mary Christensen-Cooper (Hillman) Facilitated internally (APS)

Activity - K-6 Core Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD or math coaches will provide professional development, at no cost for teachers, on how to implement with fidelity 60 minutes of balanced mathematics instruction daily based on the Common Core State Standards. Continued checks for competency, compliance and fidelity of content, including IES Practice Guide recommendations. Schools:Hillman Elementary School	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Teachers and administration.

Activity - K-6 Universal Math Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will learn how to screen all K-6th grade students using a universal math screener to guide instruction and intervention. Implementation level: Used in tier 1 to identify at-risk students, administered to all students, administered 3 or more times per year by the general education teacher, the general education teacher is the interventionist to design and implement tier 1 interventions based on screening data. OR Monitor level: Data is used and evidence collected by the general education teacher to: inform instruction, facilitate flexible groups, align resources, facilitate student-led progress monitoring, and document and communicate student growth. Schools:Hillman Elementary School	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$0	No Funding Required	Teachers and administration

Activity - K-6 Benchmark Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District staff will use the NWEA Learning Continium to analyze data and provide additional support (IXL/Weekly 3 for Math) to ensure that, by the spring screening, 80% of 1-3 and 60% of 4-5/6 students are not receiving tier II interventions for being below benchmark Schools:Hillman Elementary School	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	$5750	Title I Part A	Teachers and administration (subs may be needed)

Activity - K-6 Math Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At a minimum of two times per year, qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to district staff will be taught how to analyze math data to inform tiers I, II, and III groupings and instructional decisions. Schools:Hillman Elementary School	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$500	General Fund	Teachers and Administration (Subs may be needed)

Activity - Unpacking the Math Common Core State Standards (CCSS-M) Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-12 math teachers and those who support math will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of the CCSS-M, including how to analyze depth of knowledge levels, progression of standards, strategies to align instruction and assessment to build teachers' capacity to offer students access to a guaranteed, viable curriculum. Schools:Hillman Elementary School	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000	Title I Part A	Teachers, Administration, AMA Consultant

Activity - Standards of Mathematical Practices (SMP) Training for Practitioners Year 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All K-6 math teachers and those who support math will participate in trainings through the AMA-ESD to learn how to improve teachers' understanding and levels of implementation of the SMP. This includes, but is not limited to, questioning strategies to support students' mathematical reasoning. Schools:Hillman Elementary School	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$500	General Fund	Teachers and administrators

Activity - Standards Based Learning Training in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will participate in trainings through AMA-ESD to improve teachers' understanding and implementation of how to standard-based learning, including work on development and use of scoring scales and rubrics for critical standards to facilitate a common language of assessment for key math concepts. Schools:Hillman Elementary School	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000	Title I Part A	Teachers and administrators.

Activity - Vertical Articulation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and those who support math will participate in classroom observations in their grade band with support through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding content progressions in the MMS Schools:All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Dr Rader K Nichols

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers and those who support math will participate in a book study supported through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of guided math groups. Schools:All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0		No Funding Required	Dr. Rader K Nichols S Johnson

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-4 math teachers and those who support math will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of number talks. Schools:Hillman Elementary School	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$120	General Fund	K Nichols K-4 teachers

Strategy 2:

Tier 2 Supports in Mathematics - To create College and Career Ready students, educators will integrate best practices in tier 2 mathematics to target high quality instruction for groups of students who have been identified as requiring tier 2 supports. Essential components of an MTSS model include: assessment, data-based decision making, evidence-based intervention and instructional strategies.

Category:

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

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

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

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

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

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

1.07.

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

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

Tier: Tier 2

Activity - K-6 Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement Tier II Math Intervention with fidelity. Students will be responsible for tracking individual growth. The Universal Math Screener will assess overall growth. Track accountability through fidelity checklists IES Practice Guide Recommendations: interventions focus on whole number (K-6), intervention focus on rational numbers (4-6). Schools:Hillman Elementary School	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$1000	Title II Part A	Teachers and administration

Activity - Weekly 5 in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and those who support math will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of the Tier II intervention system Weekly 5. Lead teachers will be identified to support classroom-based Tier II intervention systems. Schools:Hillman Elementary School	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$250	Title I Part A	K Nichols S Johnson Mary CC - AMA ESD

Activity - Math Recovery Foundational Knowledge Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title and Special Education teachers and those that support these initiatives will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to provide foundational knowledge in forward and backward number word sequence and early arithmetic strategies for intervention teachers. Schools:Hillman Elementary School	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$100	General Fund	K Nichols M Kenyon

Strategy 3:

Federally Supported Personnel - The District will employ federally-funded support personnel to offer supplementary services to help identify and support the scholastic achievement of students who are at risk of failing to meet challenging academic standards.

Research

Category:

Research Cited: Slavin (1989) and Fuchs et. al. (2008) suggest that smaller group instruction is beneficial to at-risk students; also, work by the Coalition for Community Schools (www.communityschools.org) demonstrates that home-school connections, supported by a liaison dedicated to this purpose, has a positive impact on student attendance and achievement.

Activities:

Tier: Tier 2

Activity - Title I Support Teacher - math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified Title I teachers and para pro's will be employed to offer supplementary academic help and extended learning opportunities to students at risk of failing to meet State standards in Math. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practice. Schools:Hillman Elementary School	Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2017	$65000	Title I Part A	t A Teachers and Administration (para salary)

Goal 4: All students will participate in a Multi-tiered System for Postivie Behavior Intervention and Supports in 2016-19.

Measurable Objective 1:

collaborate to help students achieve a 10% decrease in problem behaviors by 06/30/2016 as measured by SWIS..

Strategy 1:

Tier 1 and II Supports in PBIS - Staff will implement a multi-tiered system for positive behavior support. Emphasis will be placed on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school will be implemented in areas including the classroom and nonclassroom settings (such as hallways, buses, and restrooms).

Behavior interventions will match student need, progress will be monitored frequently, and data will be analyzed to make important educational decisions.

Category: School Culture

Research Cited: Skiba, R. J. (2000, August). Zero tolerance, zero evidence: An analysis of school disciplinary practice. (Policy Research Rep. No. SRS2).

Sprick, R.S., Sprick, M., & Garrison, M. (1992). Foundations: Establishing positive discipline policies. Longmont, CO: Sopris West.

Sprick, R.S., Sprick, M., & Garrison, M. (1993). Interventions: Collaborative planning for students at risk. Longmont, CO: Sopris West.

Sprick, R.S. (2006). Discipline in the secondary classroom: A positive approach to behavior management (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Sugai, G., & Horner, R. (2001, June). School climate and discipline: Going to scale. The National Summit on the Shared Implementation of IDEA, Washington, D.C. Available at: www.ideainfo.org

Sugai, G., & Horner, R. H. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. School Psychology Review, 35, 245–259.

Sugai, G., Horner, R. H., & Gresham, F. M. (2002). Behaviorally effective school environments. In M. Shinn, H. Walker, & G. Stoner (Eds.), Interventions for academic and behavior problems II (pp. 315–350). Bethesda, MD: National Association of School Psychologists.

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

U.S. Department of Education. (2000). Applying positive behavioral support in schools: Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disability Act. Washington, D.C.: Author.

Tier: Tier 1

Activity - Tier 1 - K-12 Behavioral Expectations Defined	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schoolwide expectations for behavior will be identified or revisited by school staff. Schools:All Schools	Behavioral Support Program, Technology	Tier 1	Implement	07/01/2016	06/30/2017	$500	General Fund	School staff, parents, and administration.

Activity - Tier 1 - K-12 Behavioral Expectation Taught	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach expected behaviors for classroom and non-classroom settings continually throughout the year. Expectations will be documented in a way that allows staff members to have easy access (i.e. lesson plans, videos, and/or summary chart). Schools:All Schools	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Classroom teachers and administration.

Activity - Tier 1 K-12 Reward System for Appropriate Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All school staff will monitor expected behavior and recognize positive behavior using the reward system the school identifies. Schools:All Schools	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$1000	Other	All school staff.

Activity - Tier 1 K-12 Continuum of Consequences for Problem	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and implement a continuum of consequences that are matched to the intensity of the problem behavior Schools:All Schools	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$0	No Funding Required	All school staff.

Activity - Tier 1 & 2 - K-12 Data-Based Decision Making Type	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student behavior data will be collected and analyzed to make systems level and student level decisions. Schools:All Schools	Behavioral Support Program, Technology	Tier 1	Implement	07/01/2016	06/30/2017	$0	No Funding Required	All staff and administration

Activity - Tier 2 - K-12 Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Tier 2 behavior interventions to reduce problem behaviors for students identified as at-risk. Interventions will need be developed to address the following areas: Environmental Modifications, General Procedure/Routine Modifications, and Targeted Behavior Support Interventions. Schools:All Schools	Behavioral Support Program, Technology	Tier 2	Implement	07/01/2016	06/30/2017	$0	No Funding Required	All staff and administration

Activity - PAWS/Leadership Positive Incentive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze intervention data, determine who to individually problem solve with document intervention services within ICEL Positive rewards based on quarterly reports from SWIS/Synergy. Activities may include but are not limited to ice cream socials, dance party, movie, ice skating, bounce houses, swimming. Schools:Hillman Elementary School	Extra Curricular	Tier 1	Implement	07/01/2016	06/30/2017	$3500	Other	All school staff Parent Teacher Support Group Dr. Rader K Nichols G Samp

Activity - Responding to Behaviors in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tying PBIS expectations and practices into each classroom. Teaching staff will learn strategies for effectively managing behavior. Content will be developed of the course of the training to include a school/district-wide continuum of responses to behavior as well as a continuum of consequences. Schools:Hillman Elementary School	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$0	No Funding Required	K-6 Teachers

Activity - Strengthening PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training to review PBIS practices installed in the building and further scaffold supports to ensure all pillars of PBIS are implemented with fidelity Schools:All Schools	Behavioral Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	$500	General Fund	Dr. Rader K Nichols G Samp M Kenyon M Romel K Sobey C Bright

Activity - Mindfullness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained by staff from the AMAESD on Mindfullness Schools:All Schools	Behavioral Support Program	Tier 2	Getting Ready	07/01/2016	06/30/2017	$120	General Fund	S Florip K Sobey C bright K Beebe N Bartlett

Activity - Check In Check Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will walk through their Tier 2 intervention grid, clarify defining entry/exit criteria and progress monitoring practices for current practices and CICO supports. the team will work through an action plan and leave the training with effective forms, letters, and training supports to begin CICO in the building Schools:All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Dr. Rader K Nichols G Samp M Romel

Activity - Tier II Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze intervention data, determine who to individually problem solve with, document intervention services within ICEL Schools:All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Dr Rader K Nichols G Samp

Strategy 2:

CPI - Identified staff will be trained in CPI de-escalating techniques

Category: Learning Support Systems

Research Cited: Using Training in Verbal Skills to Reduce the Use of Seclusion and Restraint

By Linda Witte, Pine Rest Christian Mental Health Services

Tier: Tier 3

Activity - CPI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified staff will focus on how to de-escalate behaviors and work on proactive strategies that align with PBIS Schools:All Schools	Professional Learning	Tier 3	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Refresher: Dr. Rader Mr. Rader K Nichols K Sobey J Weiland K Rundell M Kenyon C Vogt M Romel Full Day S Vince G Robertson C Bright C Powers L Benec TBA Para Pro E Gross

Goal 5: Teachers will work collaboratively in PLC and engage in Professional Development to review data, create a plan of support, evaluate plan, and make changes as needed.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth from teachers collaborating to identify answers to four critical questions. in Writing by 06/30/2017 as measured by Teacher attendance and notes from PLC and PD meetings held during Early Release Fridays.

Strategy 1:

Professional Development based on Teacher Need/Input - Teachers will participate in Professional Development/Book Studies based on individual goals/needs. Book Studies participants will collaborate to review research based activities, implement them into their practices, and review results.

Category: School Culture

Research Cited: Jump up to: a b Hord, S.M. (1997). Professional Learning Communities: What are they and why are they important? Issues about Change. 6(1).

2.Jump up ^ DuFour, R. (2004). "Schools as learning communities," Educational Leadership, 61(8) p 6-11.

3.^ Jump up to: a b Ministry of Education. (2005). Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to grade 6., Ontario Education, ISBN 0-7794-8060-0 Retrieved November 16, 2006

4.Jump up ^ Buffum, A., & Hinman, C. (2006). Professional learning communities: reigniting passion and purpose. Leadership, 35(5), 16-19.

5.Jump up ^ Riley, K., & Stoll, L. (2004). Inside-out and outside-in: Why schools need to think about communities in new ways. Education Review, 18(1), 34-41.

6.^ Jump up to: a b Senge, P. (1990). The fifth discipline: The art and practice of the learning organization. New York: Currency Doubleday.

7.Jump up ^ Norwood, J. (2007). Professional Learning Communities to Increase Student Achievement. Essays in Education 20, 33-42

8.Jump up ^ Fullan, M. (1999). Change Forces: The Sequel. New York: Falmer Press.

9.Jump up ^ Marks, H. & Loius, K. (1999). Teacher empowerment and the capacity for organizational learning. Educational Administration Quarterly, 35(5), 707-750.

10.Jump up ^ Marks, H. & Loius, K. (1998). Does professional community affect the classroom? Teacher' work and student work in restructuring schools. American Journal of Education, 106(4), 532-57.

11.Jump up ^ Fullan, M. (2001). The New Meaning of Educational Change. New York: Teachers College Press. p 74.

12.Jump up ^ (DuFour & Eaker, 1998, as cited in James, L. (2005)[dead link]

13.^ Jump up to: a b Senge, P. (2000). Give me a lever long enough...and single handed I can move the world. In The Jossey-Bass Reader on Educational Leadership (pp.13-25). San Francisco: Jossey-Bass.

14.Jump up ^ Gajda, R. (2007). Evaluating the imperative of intraorganizational collaboration. American Journal of Evaluation, 28(1), 26-44.

15.^ Jump up to: a b Dufour, R., & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service.

16.Jump up ^ Thompson, S., Gregg, L., & Niska, J. (2004). Professional Learning Communities, Leadership, and Student Learning. Research in Middle Level Education Online, 28(1), 35-54.

Tier: Tier 2

Activity - PLC -	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC - A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working group Schools:All Schools	Professional Learning	Tier 2		07/01/2016	06/30/2017	$1000	Title I Part A	Administration and Teacher Leaders

Activity - Formative Assessment for Michigan Educators (FAME)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified educators from MDE's FAME project and the AMA ESD will provide professional development to give teachers the opportunity to study formative assessment practices, share what they have experienced, and create dynamic ways to use formative assessment within their instruction. Schools:All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$500	General Fund	Kayla Nichols - Lead Jason Weiland Kari Sobey

Activity - Instructional Technology Evening Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified Educators from the AMA ESD will provide professional development workshops that focus on the integration of technology into all content areas curriculum. Instructional Technology workshops are designed to enhance teacher instruction, increase student engagement and offer dynamic learning experiences for the 21st century learner. Schools:All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$100	General Fund	Kayla Nichols Stephanie Florip

Activity - Google Education Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified Educators from LEA's within AMA are utilizing Google Apps for Education across multiple grade levels. This training would offer the opportunity for local educators to enhance their efficiency and knowledge with Google Apps for Education. This interactive training will example direct use of Google Apps for Education in K-12 classrooms. Schools:All Schools	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$160	General Fund	Stephanie Florip Gina Robertson Crystal Vogt Cindy Bright

Activity - Continuous Regeneration of SMPs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tier 1 curriculum and instruction based on the Michigan Math Standards. Instructional technology practices to support differentiation will be embedded throughout this professional development offering. Schools:All Schools	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	$0	No Funding Required	Kayla Nichols - lead Stephanie Florip

Activity - Coaching Cycle	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and those who support math and Literacy will participate in coaching cycles through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and professional practice in math and literacy. Schools:Hillman Elementary School	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$500	Other	Dr Rader K Nichols Julie B - AMA ESD Mary CC - AMA ESD * Literacy Grant will be applied for to assist in learning labs

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Based Learning Training in Reading	All reading teachers will participate in trainings through AMAESD to improve teachers' understanding and implementation of how to standard-based learning, including work on development and use of scoring scales and rubrics for critical standards to facilitate a common language of assessment for key reading concepts.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	$0	Teachers and administrators.
K - 6 Reading Data Review	Three times per year, qualified instructors from the AMA ESD will provide free professional development for school leadership teams on how to analyze school-wide behavior trends	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Consultants from the AMAESD, teachers, TItle I staff, and administration.
Tier 1 - K-12 Behavioral Expectation Taught	Classroom teachers will teach expected behaviors for classroom and non-classroom settings continually throughout the year. Expectations will be documented in a way that allows staff members to have easy access (i.e. lesson plans, videos, and/or summary chart).	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$0	Classroom teachers and administration.

CPI Training	Identified staff will focus on how to de-escalate behaviors and work on proactive strategies that align with PBIS	Professional Learning	Tier 3	Implement	07/01/2016	06/30/2017	$0	Refresher: Dr. Rader Mr. Rader K Nichols K Sobey J Weiland K Rundell M Kenyon C Vogt M Romel Full Day S Vince G Robertson C Bright C Powers L Benec TBA Para Pro E Gross
K-6 ORF Benchmark Expectation	District staff will use the DIBELS Screener to ensure that, by the spring screening, the following benchmarks have been met: 1. 80% of students in grades 1-6 will achieve end of year DIBELS benchmark in ORF. 2. 22% of Strategic and Intensive students in grades 1-6 will make grade level growth according to Hasbrouck & Tindal's ORF norms. 3. 80% of Kindergarten students will achieve benchmark in Phoneme Segmentation Fluency 4. 80% of Kindergarten students will increase by 11 sounds or by two whole words in NWF from winter to spring.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$0	Administration, Title I Teachers, AMA-ESD consultants
Check In Check Out	Staff will walk through their Tier 2 intervention grid, clarify defining entry/exit criteria and progress monitoring practices for current practices and CICO supports. the team will work through an action plan and leave the training with effective forms, letters, and training supports to begin CICO in the building	Behavioral Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$0	Dr. Rader K Nichols G Samp M Romel

K-6 Guided Reading	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement Guided Reading Instruction using differentiated text levels matched to student need.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Teachers and administrators.
Reading Interventions	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement Tier II Reading Intervention with fidelity. Students will be responsible for tracking individual growth. The Universal Reading Screener will assess overall growth. Track accountability through fidelity checklists	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$0	Classroom teachers, administration.
Tier II Meetings	Analyze intervention data, determine who to individually problem solve with, document intervention services within ICEL	Behavioral Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$0	Dr Rader K Nichols G Samp
Responding to Behaviors in the Classroom	Tying PBIS expectations and practices into each classroom. Teaching staff will learn strategies for effectively managing behavior. Content will be developed of the course of the training to include a school/district-wide continuum of responses to behavior as well as a continuum of consequences.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$0	K-6 Teachers
K-6 Word Work	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement Word Work in the classroom.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Teachers and administration.
Book Study	All teachers and those who support math will participate in a book study supported through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of guided math groups.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Dr. Rader K Nichols S Johnson

Tier 1 & 2 - K-12 Data-Based Decision Making Type	Student behavior data will be collected and analyzed to make systems level and student level decisions.	Behavioral Support Program, Technology	Tier 1	Implement	07/01/2016	06/30/2017	$0	All staff and administration
Vertical Articulation	All teachers and those who support math will participate in classroom observations in their grade band with support through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding content progressions in the MMS	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Dr Rader K Nichols
K - 3 Reading Interventions	Classroom teachers and Title 1 Teachers will work with RTI Specialists to identify interventions for targeted students. The RTI Specialist will implement specific research-based interventions with fidelity, monitor student progress following the STARS intervention schedule, and make recommendations for continued intervention if needed.	Direct Instruction	Tier 2	Implement	07/01/2016	06/30/2017	$0	RTI Teachers from AMAESD, Administration, Teachers, and Consultants from the AMA
Handwriting Intervention Toolkit	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to utilize the handwriting intervention kit and specific strategies within the toolkit.	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$0	C Bright
K-6 No More Independent Reading Without Support	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement independent reading with instructional intention.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Teachers and administration.

K-6 Core Math Instruction	Qualified instructors from the AMA ESD or math coaches will provide professional development, at no cost for teachers, on how to implement with fidelity 60 minutes of balanced mathematics instruction daily based on the Common Core State Standards. Continued checks for competency, compliance and fidelity of content, including IES Practice Guide recommendations.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Teachers and administration.
Tier 2 - K-12 Behavior Supports	Implement Tier 2 behavior interventions to reduce problem behaviors for students identified as at-risk. Interventions will need be developed to address the following areas: Environmental Modifications, General Procedure/Routine Modifications, and Targeted Behavior Support Interventions.	Behavioral Support Program, Technology	Tier 2	Implement	07/01/2016	06/30/2017	$0	All staff and administration
Tier 1 K-12 Continuum of Consequences for Problem	Identify and implement a continuum of consequences that are matched to the intensity of the problem behavior	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$0	All school staff.
K-6 Universal Math Screener	Classroom teachers will learn how to screen all K-6th grade students using a universal math screener to guide instruction and intervention. Implementation level: Used in tier 1 to identify at-risk students, administered to all students, administered 3 or more times per year by the general education teacher, the general education teacher is the interventionist to design and implement tier 1 interventions based on screening data. OR Monitor level: Data is used and evidence collected by the general education teacher to: inform instruction, facilitate flexible groups, align resources, facilitate student-led progress monitoring, and document and communicate student growth.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$0	Teachers and administration

| Continuous Regeneration of SMPs | Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tier 1 curriculum and instruction based on the Michigan Math Standards. Instructional technology practices to support differentiation will be embedded throughout this professional development offering. | Professional Learning | Tier 1 | Monitor | 07/01/2016 | 06/30/2017 | $0 | Kayla Nichols - lead Stephanie Florip |

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Strengthening PBIS	Training to review PBIS practices installed in the building and further scaffold supports to ensure all pillars of PBIS are implemented with fidelity	Behavioral Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	$500	Dr. Rader K Nichols G Samp M Kenyon M Romel K Sobey C Bright
Vertical Articulation in Mathematics	Qualified instructors from the AMA ESD or instructional coaches will facilitate vertical articulation conversations between elementary and secondary teachers in regards to mathematics content and best practices in instruction at no cost to teachers.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$700	K-12 classroom teachers Mary Christensen-Cooper (Hillman) Facilitated internally (APS)
K-6 Math Data Review	At a minimum of two times per year, qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to district staff will be taught how to analyze math data to inform tiers I, II, and III groupings and instructional decisions.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$500	Teachers and Administration (Subs may be needed)

Google Education Training	Qualified Educators from LEA's within AMA are utilizing Google Apps for Education across multiple grade levels. This training would offer the opportunity for local educators to enhance their efficiency and knowledge with Google Apps for Education. This interactive training will example direct use of Google Apps for Education in K-12 classrooms.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$160	Stephanie Florip Gina Robertson Crystal Vogt Cindy Bright
Problem Solving Team Process	If Tier 1 and Tier 2 supports have been implemented without success for individual students, Problem Solving Teams will convene to develop targeted, individual interventions for specific students	Academic Support Program	Tier 3	Monitor	07/01/2016	06/30/2017	$320	Administrator, AMA ESD Coach, School PST members
Tier 1 - K-12 Behavioral Expectations Defined	Schoolwide expectations for behavior will be identified or revisited by school staff.	Behavioral Support Program, Technology	Tier 1	Implement	07/01/2016	06/30/2017	$500	School staff, parents, and administration.
Implementing a Michigan Math Standards-Aligned Secondary Curriculum	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tier 1 curriculum and instruction based on the Michigan Math Standards. Instructional technology practices to support differentiation will be embedded throughout this professional development offering.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1200	6(7)-12 math teachers, Title 1 teachers, and Special Education teachers Mary Christensen-Cooper Pearson Math Specialists
Responding to Behaviors in the Classroom	Qualified instructors from the AMA ESD will provide professional development to all teaching staff to focus on behavior strategies in the classroom. After PBIS is intially implemented, staff will learn strategies on managing behavior, including creation of a school/district wide continium of responses for behavior and a continuum of consequences.	Academic Support Program	Tier 1	Getting Ready	07/01/2016	06/30/2017	$75	staff, AMA ESD coach, Ashley Wilmot

Google Education Training Level 1 and Level 2 Certification Support	Qualified Educators from LEA's within AMA are utilizing Google Apps for Education across multiple grade levels. This training would offer the opportunity for local educators to enhance their efficiency and knowledge with Google Apps for Education. This interactive training will example direct use of Google Apps for Education in K-12 classrooms.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$2000	Teachers who voluntarily sign up.
Instructional Technology Evening Workshops	Qualified Educators from the AMA ESD will provide professional development workshops that focus on the integration of technology into all content areas curriculum. Instructional Technology workshops are designed to enhance teacher instruction, increase student engagement and offer dynamic learning experiences for the 21st century learner.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$100	Kayla Nichols Stephanie Florip
K-12 Writing	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tiers 1 curriculum and instruction based on the Common Core State Standards.	Professional Learning, Technology	Tier 1	Monitor	07/01/2016	06/30/2017	$1000	AMA Consultants, Administration and Classroom teachers, and special education teachers.
Foundatins Unit and Handwriting Units	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on changes in the Foundations Unit for TWP, orient teachers to the new handwriting unit, grammar unit, and support progress during the year.	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$1500	K Sobey for handwriting S Florip - lead for grammar 2nd - 6th grade teachers for grammar
Next Step in Guided Reading Assessment	The AMA ESD will provide professional development to teachers at no cost on how to utilize and administer running records.	Professional Learning	Tier 2		07/01/2016	06/30/2017	$1100	K Nichols S Florip J BastowAMA ESD

Formative Assessment for Michigan Educators (FAME)	Qualified educators from MDE's FAME project and the AMA ESD will provide professional development to give teachers the opportunity to study formative assessment practices, share what they have experienced, and create dynamic ways to use formative assessment within their instruction.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$500	Kayla Nichols - Lead Jason Weiland Kari Sobey
Schoolwide Data Reviews	Two times per year, qualified instructors from the AMA ESD will provide free professional development for school leadership teams on how to analyze school-wide behavior, reading, and mathematics trends to make decisions that will improve MTSS systems.	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$190	School Leadership Team, Julie Bastow, Mary CC, Meaghan Gauthier, Ashley Wilmot, District Coaches (if applicable)
Formative Assessment for Michigan Educators (FAME)	Qualified educators from MDE's FAME project and the AMA ESD will provide professional development to give teachers the opportunity to study formative assessment practices, share what they have experienced, and create dynamic ways to use formative assessment within their instruction.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$350	Teachers who voluntarily sign up for the 3 evening workshops. Ashlie O'Connor.
Instructional Technology Evening Workshops	Qualified Educators from the AMA ESD will provide professional development workshops that focus on the integration of technology into all content areas curriculum. Instructional Technology workshops are designed to enhance teacher instruction, increase student engagement and offer dynamic learning experiences for the 21st century learner.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$100	Teachers who voluntarily sign up for the 3 evening workshops.
Mindfullness	Teachers will be trained by staff from the AMAESD on Mindfullness	Behavioral Support Program	Tier 2	Getting Ready	07/01/2016	06/30/2017	$120	S Florip K Sobey C bright K Beebe N Bartlett

Development of High-Quality Pacing Guides	Teacher leaders will work to develop specific, supportive instructional guides for reading to support District-wide consistency in the pacing of instructional activities and assessments across buildings to ensure that all teachers teach and assess the curriculum with a high degree of fidelity.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	$500	Teachers, Adminstration and Consultants from the AMA-ESD. (Subs may be needed)
Math Recovery Foundational Knowledge Committee	Title and Special Education teachers and those that support these initiatives will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to provide foundational knowledge in forward and backward number word sequence and early arithmetic strategies for intervention teachers.	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$100	K Nichols M Kenyon
Number Talks	All K-4 math teachers and those who support math will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of number talks.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$120	K Nichols K-4 teachers
Standards of Mathematical Practices (SMP) Training for Practitioners Year 2	All K-6 math teachers and those who support math will participate in trainings through the AMA-ESD to learn how to improve teachers' understanding and levels of implementation of the SMP. This includes, but is not limited to, questioning strategies to support students' mathematical reasoning.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$500	Teachers and administrators

Title I Part A

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

Unpacking the Math Common Core State Standards (CCSS-M) Training	All K-12 math teachers and those who support math will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of the CCSS-M, including how to analyze depth of knowledge levels, progression of standards, strategies to align instruction and assessment to build teachers' capacity to offer students access to a guaranteed, viable curriculum.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000	Teachers, Administration, AMA Consultant
Weekly 5 in Math	All teachers and those who support math will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of the Tier II intervention system Weekly 5. Lead teachers will be identified to support classroom-based Tier II intervention systems.	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$250	K Nichols S Johnson Mary CC - AMA ESD
Diagnostic reading Assessment	PD for Title I teacher in supporting the diagnosis of necessary reading supports.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$200	K Nichols
Title I Support Teacher - Reading	Highly qualified Title I teachers and para pro's will be employed to offer supplementary academic help and extended learning opportunities to students at risk of failing to meet State standards in Reading. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practice.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$80000	Administration and Teacher
K-6 Benchmark Expectations	District staff will use the NWEA Learning Continium to analyze data and provide additional support (IXL/Weekly 3 for Math) to ensure that, by the spring screening, 80% of 1-3 and 60% of 4-5/6 students are not receiving tier II interventions for being below benchmark	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	$5750	Teachers and administration (subs may be needed)

PLC -	PLC - A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working group	Professional Learning	Tier 2		07/01/2016	06/30/2017	$1000	Administration and Teacher Leaders
Standards Based Learning Training in Math	All math teachers will participate in trainings through AMA-ESD to improve teachers' understanding and implementation of how to standard-based learning, including work on development and use of scoring scales and rubrics for critical standards to facilitate a common language of assessment for key math concepts.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000	Teachers and administrators.
K-6 Core Reading Instruction;	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement with fidelity 90 minutes of Benchmark Literacy instruction daily based on the Common Core State Standards. Continuous checks for competency, compliance and fidelity of content will be a part of the framework.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	$2000	Classroom teachers and administration.
K - 6 Universal Reading Screener	Classroom teachers will screen all K-6th grade students using a universal reading screener to guide instruction and intervention. Prescribed assessment protocol will be followed.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$300	Classroom teachers, Title I teachers and administration.
Title I Support Teacher - math	Highly qualified Title I teachers and para pro's will be employed to offer supplementary academic help and extended learning opportunities to students at risk of failing to meet State standards in Math. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practice.	Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2017	$65000	t A Teachers and Administration (para salary)

Content Area Reading (CAR)	Teacher trainers will be trained from specialist at the ESD on understanding and applying concepts of CAR practices. They will in turn train the staff on these practices during early release PD days.	Academic Support Program	Tier 2	Getting Ready	07/01/2016	06/30/2017	$400	t A K Nichols S Vince J Weiland M Meyers
Regeneration of TWP/SMP	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to revisit grammar units, handwriting instructional units, and troubleshoot issues with writing workshop.	Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	$500	J Bastow - AMAESD Teachers who teach TWP K Nichols S Florip

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 1 K-12 Reward System for Appropriate Behavior	All school staff will monitor expected behavior and recognize positive behavior using the reward system the school identifies.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$1000	All school staff.
Coaching Cycle	All teachers and those who support math and Literacy will participate in coaching cycles through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and professional practice in math and literacy.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$500	Dr Rader K Nichols Julie B - AMA ESD Mary CC - AMA ESD * Literacy Grant will be applied for to assist in learning labs
PAWS/Leadership Positive Incentive	Analyze intervention data, determine who to individually problem solve with document intervention services within ICEL Positive rewards based on quarterly reports from SWIS/Synergy. Activities may include but are not limited to ice cream socials, dance party, movie, ice skating, bounce houses, swimming.	Extra Curricular	Tier 1	Implement	07/01/2016	06/30/2017	$3500	All school staff Parent Teacher Support Group Dr. Rader K Nichols G Samp

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-6 Math Interventions	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement Tier II Math Intervention with fidelity. Students will be responsible for tracking individual growth. The Universal Math Screener will assess overall growth. Track accountability through fidelity checklists IES Practice Guide Recommendations: interventions focus on whole number (K-6), intervention focus on rational numbers (4-6).	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$1000	Teachers and administration
K-6 Reading Assessment Refresher	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement universal screeners or follow up diagnostic testing (DRA) with a gold standard.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	$250	Teachers, AMA-ESD staff, Administration.

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 1 - K-12 Behavioral Expectations Defined	Schoolwide expectations for behavior will be identified or revisited by school staff.	Behavioral Support Program, Technology	Tier 1	Implement	07/01/2016	06/30/2017	$500	School staff, parents, and administration.
Tier 1 - K-12 Behavioral Expectation Taught	Classroom teachers will teach expected behaviors for classroom and non-classroom settings continually throughout the year. Expectations will be documented in a way that allows staff members to have easy access (i.e. lesson plans, videos, and/or summary chart).	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$0	Classroom teachers and administration.
Tier 1 K-12 Reward System for Appropriate Behavior	All school staff will monitor expected behavior and recognize positive behavior using the reward system the school identifies.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$1000	All school staff.
Tier 1 K-12 Continuum of Consequences for Problem	Identify and implement a continuum of consequences that are matched to the intensity of the problem behavior	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$0	All school staff.
Tier 1 & 2 - K-12 Data-Based Decision Making Type	Student behavior data will be collected and analyzed to make systems level and student level decisions.	Behavioral Support Program, Technology	Tier 1	Implement	07/01/2016	06/30/2017	$0	All staff and administration
Tier 2 - K-12 Behavior Supports	Implement Tier 2 behavior interventions to reduce problem behaviors for students identified as at-risk. Interventions will need be developed to address the following areas: Environmental Modifications, General Procedure/Routine Modifications, and Targeted Behavior Support Interventions.	Behavioral Support Program, Technology	Tier 2	Implement	07/01/2016	06/30/2017	$0	All staff and administration

Responding to Behaviors in the Classroom	Qualified instructors from the AMA ESD will provide professional development to all teaching staff to focus on behavior strategies in the classroom. After PBIS is intially implemented, staff will learn strategies on managing behavior, including creation of a school/district wide continium of responses for behavior and a continuum of consequences.	Academic Support Program	Tier 1	Getting Ready	07/01/2016	06/30/2017	$75	staff, AMA ESD coach, Ashley Wilmot
Schoolwide Data Reviews	Two times per year, qualified instructors from the AMA ESD will provide free professional development for school leadership teams on how to analyze school-wide behavior, reading, and mathematics trends to make decisions that will improve MTSS systems.	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$190	School Leadership Team, Julie Bastow, Mary CC, Meaghan Gauthier, Ashley Wilmot, District Coaches (if applicable)
Problem Solving Team Process	If Tier 1 and Tier 2 supports have been implemented without success for individual students, Problem Solving Teams will convene to develop targeted, individual interventions for specific students	Academic Support Program	Tier 3	Monitor	07/01/2016	06/30/2017	$320	Administrator, AMA ESD Coach, School PST members
Reading Interventions	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement Tier II Reading Intervention with fidelity. Students will be responsible for tracking individual growth. The Universal Reading Screener will assess overall growth. Track accountability through fidelity checklists	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$0	Classroom teachers, administration.

Development of High-Quality Pacing Guides	Teacher leaders will work to develop specific, supportive instructional guides for reading to support District-wide consistency in the pacing of instructional activities and assessments across buildings to ensure that all teachers teach and assess the curriculum with a high degree of fidelity.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	$500	Teachers, Adminstration and Consultants from the AMA-ESD. (Subs may be needed)
Standards Based Learning Training in Reading	All reading teachers will participate in trainings through AMAESD to improve teachers' understanding and implementation of how to standard-based learning, including work on development and use of scoring scales and rubrics for critical standards to facilitate a common language of assessment for key reading concepts.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	$0	Teachers and administrators.
Formative Assessment for Michigan Educators (FAME)	Qualified educators from MDE's FAME project and the AMA ESD will provide professional development to give teachers the opportunity to study formative assessment practices, share what they have experienced, and create dynamic ways to use formative assessment within their instruction.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$350	Teachers who voluntarily sign up for the 3 evening workshops. Ashlie O'Connor.
Instructional Technology Evening Workshops	Qualified Educators from the AMA ESD will provide professional development workshops that focus on the integration of technology into all content areas curriculum. Instructional Technology workshops are designed to enhance teacher instruction, increase student engagement and offer dynamic learning experiences for the 21st century learner.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$100	Teachers who voluntarily sign up for the 3 evening workshops.

Google Education Training Level 1 and Level 2 Certification Support	Qualified Educators from LEA's within AMA are utilizing Google Apps for Education across multiple grade levels. This training would offer the opportunity for local educators to enhance their efficiency and knowledge with Google Apps for Education. This interactive training will example direct use of Google Apps for Education in K-12 classrooms.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$2000	Teachers who voluntarily sign up.
Implementing a Michigan Math Standards-Aligned Secondary Curriculum	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tier 1 curriculum and instruction based on the Michigan Math Standards. Instructional technology practices to support differentiation will be embedded throughout this professional development offering.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1200	6(7)-12 math teachers, Title 1 teachers, and Special Education teachers Mary Christensen-Cooper Pearson Math Specialists
Vertical Articulation in Mathematics	Qualified instructors from the AMA ESD or instructional coaches will facilitate vertical articulation conversations between elementary and secondary teachers in regards to mathematics content and best practices in instruction at no cost to teachers.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$700	K-12 classroom teachers Mary Christensen-Cooper (Hillman) Facilitated internally (APS)
Vertical Articulation	All teachers and those who support math will participate in classroom observations in their grade band with support through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding content progressions in the MMS	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Dr Rader K Nichols

Book Study	All teachers and those who support math will participate in a book study supported through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of guided math groups.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Dr. Rader K Nichols S Johnson
Strengthening PBIS	Training to review PBIS practices installed in the building and further scaffold supports to ensure all pillars of PBIS are implemented with fidelity	Behavioral Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	$500	Dr. Rader K Nichols G Samp M Kenyon M Romel K Sobey C Bright
Mindfullness	Teachers will be trained by staff from the AMAESD on Mindfullness	Behavioral Support Program	Tier 2	Getting Ready	07/01/2016	06/30/2017	$120	S Florip K Sobey C bright K Beebe N Bartlett
CPI Training	Identified staff will focus on how to de-escalate behaviors and work on proactive strategies that align with PBIS	Professional Learning	Tier 3	Implement	07/01/2016	06/30/2017	$0	Refresher: Dr. Rader Mr. Rader K Nichols K Sobey J Weiland K Rundell M Kenyon C Vogt M Romel Full Day S Vince G Robertson C Bright C Powers L Benec TBA Para Pro E Gross

Check In Check Out	Staff will walk through their Tier 2 intervention grid, clarify defining entry/exit criteria and progress monitoring practices for current practices and CICO supports. the team will work through an action plan and leave the training with effective forms, letters, and training supports to begin CICO in the building	Behavioral Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$0	Dr. Rader K Nichols G Samp M Romel
Tier II Meetings	Analyze intervention data, determine who to individually problem solve with, document intervention services within ICEL	Behavioral Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$0	Dr Rader K Nichols G Samp
PLC -	PLC - A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working group	Professional Learning	Tier 2		07/01/2016	06/30/2017	$1000	Administration and Teacher Leaders
Formative Assessment for Michigan Educators (FAME)	Qualified educators from MDE's FAME project and the AMA ESD will provide professional development to give teachers the opportunity to study formative assessment practices, share what they have experienced, and create dynamic ways to use formative assessment within their instruction.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$500	Kayla Nichols - Lead Jason Weiland Kari Sobey
Instructional Technology Evening Workshops	Qualified Educators from the AMA ESD will provide professional development workshops that focus on the integration of technology into all content areas curriculum. Instructional Technology workshops are designed to enhance teacher instruction, increase student engagement and offer dynamic learning experiences for the 21st century learner.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$100	Kayla Nichols Stephanie Florip

Google Education Training	Qualified Educators from LEA's within AMA are utilizing Google Apps for Education across multiple grade levels. This training would offer the opportunity for local educators to enhance their efficiency and knowledge with Google Apps for Education. This interactive training will example direct use of Google Apps for Education in K-12 classrooms.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$160	Stephanie Florip Gina Robertson Crystal Vogt Cindy Bright
Continuous Regeneration of SMPs	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tier 1 curriculum and instruction based on the Michigan Math Standards. Instructional technology practices to support differentiation will be embedded throughout this professional development offering.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	$0	Kayla Nichols - lead Stephanie Florip

Hillman Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Writing	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tiers 1 curriculum and instruction based on the Common Core State Standards.	Professional Learning, Technology	Tier 1	Monitor	07/01/2016	06/30/2017	$1000	AMA Consultants, Administration and Classroom teachers, and special education teachers.

Title I Support Teacher - math	Highly qualified Title I teachers and para pro's will be employed to offer supplementary academic help and extended learning opportunities to students at risk of failing to meet State standards in Math. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practice.	Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2017	$65000	t A Teachers and Administration (para salary)
Regeneration of TWP/SMP	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to revisit grammar units, handwriting instructional units, and troubleshoot issues with writing workshop.	Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2017	$500	J Bastow - AMAESD Teachers who teach TWP K Nichols S Florip
Foundatins Unit and Handwriting Units	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on changes in the Foundations Unit for TWP, orient teachers to the new handwriting unit, grammar unit, and support progress during the year.	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$1500	K Sobey for handwriting S Florip - lead for grammar 2nd - 6th grade teachers for grammar
Handwriting Intervention Toolkit	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to utilize the handwriting intervention kit and specific strategies within the toolkit.	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$0	C Bright
Next Step in Guided Reading Assessment	The AMA ESD will provide professional development to teachers at no cost on how to utilize and administer running records.	Professional Learning	Tier 2		07/01/2016	06/30/2017	$1100	K Nichols S Florip J BastowAMA ESD

K-6 Core Reading Instruction;	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement with fidelity 90 minutes of Benchmark Literacy instruction daily based on the Common Core State Standards. Continuous checks for competency, compliance and fidelity of content will be a part of the framework.	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	$2000	Classroom teachers and administration.
K - 6 Universal Reading Screener	Classroom teachers will screen all K-6th grade students using a universal reading screener to guide instruction and intervention. Prescribed assessment protocol will be followed.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$300	Classroom teachers, Title I teachers and administration.
K - 6 Reading Data Review	Three times per year, qualified instructors from the AMA ESD will provide free professional development for school leadership teams on how to analyze school-wide behavior trends	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Consultants from the AMAESD, teachers, TItle I staff, and administration.
K-6 ORF Benchmark Expectation	District staff will use the DIBELS Screener to ensure that, by the spring screening, the following benchmarks have been met: 1. 80% of students in grades 1-6 will achieve end of year DIBELS benchmark in ORF. 2. 22% of Strategic and Intensive students in grades 1-6 will make grade level growth according to Hasbrouck & Tindal's ORF norms. 3. 80% of Kindergarten students will achieve benchmark in Phoneme Segmentation Fluency 4. 80% of Kindergarten students will increase by 11 sounds or by two whole words in NWF from winter to spring.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$0	Administration, Title I Teachers, AMA-ESD consultants

K - 3 Reading Interventions	Classroom teachers and Title 1 Teachers will work with RTI Specialists to identify interventions for targeted students. The RTI Specialist will implement specific research-based interventions with fidelity, monitor student progress following the STARS intervention schedule, and make recommendations for continued intervention if needed.	Direct Instruction	Tier 2	Implement	07/01/2016	06/30/2017	$0	RTI Teachers from AMAESD, Administration, Teachers, and Consultants from the AMA
K-6 Reading Assessment Refresher	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement universal screeners or follow up diagnostic testing (DRA) with a gold standard.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	$250	Teachers, AMA-ESD staff, Administration.
K-6 No More Independent Reading Without Support	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement independent reading with instructional intention.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Teachers and administration.
K-6 Word Work	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement Word Work in the classroom.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Teachers and administration.
K-6 Guided Reading	Qualified instructors from the AMA ESD or instructional coaches will provide professional development, at no cost for teachers, on how to implement Guided Reading Instruction using differentiated text levels matched to student need.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Teachers and administrators.
Content Area Reading (CAR)	Teacher trainers will be trained from specialist at the ESD on understanding and applying concepts of CAR practices. They will in turn train the staff on these practices during early release PD days.	Academic Support Program	Tier 2	Getting Ready	07/01/2016	06/30/2017	$400	t A K Nichols S Vince J Weiland M Meyers

Title I Support Teacher - Reading	Highly qualified Title I teachers and para pro's will be employed to offer supplementary academic help and extended learning opportunities to students at risk of failing to meet State standards in Reading. They will also assist classroom teachers in the implementation of research-based strategies to improve instructional practice.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$80000	Administration and Teacher
Diagnostic reading Assessment	PD for Title I teacher in supporting the diagnosis of necessary reading supports.	Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	$200	K Nichols
K-6 Core Math Instruction	Qualified instructors from the AMA ESD or math coaches will provide professional development, at no cost for teachers, on how to implement with fidelity 60 minutes of balanced mathematics instruction daily based on the Common Core State Standards. Continued checks for competency, compliance and fidelity of content, including IES Practice Guide recommendations.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$0	Teachers and administration.
K-6 Universal Math Screener	Classroom teachers will learn how to screen all K-6th grade students using a universal math screener to guide instruction and intervention. Implementation level: Used in tier 1 to identify at-risk students, administered to all students, administered 3 or more times per year by the general education teacher, the general education teacher is the interventionist to design and implement tier 1 interventions based on screening data. OR Monitor level: Data is used and evidence collected by the general education teacher to: inform instruction, facilitate flexible groups, align resources, facilitate student-led progress monitoring, and document and communicate student growth.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$0	Teachers and administration

K-6 Benchmark Expectations	District staff will use the NWEA Learning Continium to analyze data and provide additional support (IXL/Weekly 3 for Math) to ensure that, by the spring screening, 80% of 1-3 and 60% of 4-5/6 students are not receiving tier II interventions for being below benchmark	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	$5750	Teachers and administration (subs may be needed)
K-6 Math Data Review	At a minimum of two times per year, qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to district staff will be taught how to analyze math data to inform tiers I, II, and III groupings and instructional decisions.	Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	$500	Teachers and Administration (Subs may be needed)
K-6 Math Interventions	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement Tier II Math Intervention with fidelity. Students will be responsible for tracking individual growth. The Universal Math Screener will assess overall growth. Track accountability through fidelity checklists IES Practice Guide Recommendations: interventions focus on whole number (K-6), intervention focus on rational numbers (4-6).	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$1000	Teachers and administration
Unpacking the Math Common Core State Standards (CCSS-M) Training	All K-12 math teachers and those who support math will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of the CCSS-M, including how to analyze depth of knowledge levels, progression of standards, strategies to align instruction and assessment to build teachers' capacity to offer students access to a guaranteed, viable curriculum.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000	Teachers, Administration, AMA Consultant

Standards of Mathematical Practices (SMP) Training for Practitioners Year 2	All K-6 math teachers and those who support math will participate in trainings through the AMA-ESD to learn how to improve teachers' understanding and levels of implementation of the SMP. This includes, but is not limited to, questioning strategies to support students' mathematical reasoning.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$500	Teachers and administrators
Standards Based Learning Training in Math	All math teachers will participate in trainings through AMA-ESD to improve teachers' understanding and implementation of how to standard-based learning, including work on development and use of scoring scales and rubrics for critical standards to facilitate a common language of assessment for key math concepts.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$1000	Teachers and administrators.
Weekly 5 in Math	All teachers and those who support math will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of the Tier II intervention system Weekly 5. Lead teachers will be identified to support classroom-based Tier II intervention systems.	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$250	K Nichols S Johnson Mary CC - AMA ESD
Math Recovery Foundational Knowledge Committee	Title and Special Education teachers and those that support these initiatives will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to provide foundational knowledge in forward and backward number word sequence and early arithmetic strategies for intervention teachers.	Professional Learning	Tier 2	Implement	07/01/2016	06/30/2017	$100	K Nichols M Kenyon
Number Talks	All K-4 math teachers and those who support math will participate in trainings through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and implementation of number talks.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$120	K Nichols K-4 teachers

PAWS/Leadership Positive Incentive	Analyze intervention data, determine who to individually problem solve with document intervention services within ICEL Positive rewards based on quarterly reports from SWIS/Synergy. Activities may include but are not limited to ice cream socials, dance party, movie, ice skating, bounce houses, swimming.	Extra Curricular	Tier 1	Implement	07/01/2016	06/30/2017	$3500	All school staff Parent Teacher Support Group Dr. Rader K Nichols G Samp
Responding to Behaviors in the Classroom	Tying PBIS expectations and practices into each classroom. Teaching staff will learn strategies for effectively managing behavior. Content will be developed of the course of the training to include a school/district-wide continuum of responses to behavior as well as a continuum of consequences.	Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	$0	K-6 Teachers
Coaching Cycle	All teachers and those who support math and Literacy will participate in coaching cycles through AMA-ESD, MCTM or other providers of quality professional development to improve teachers' understanding and professional practice in math and literacy.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	$500	Dr Rader K Nichols Julie B - AMA ESD Mary CC - AMA ESD * Literacy Grant will be applied for to assist in learning labs