

HES School Improvement Plan 18-19

Hillman Elementary School

Hillman Community Schools

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Overview

Plan Name

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Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient or make gains in reading by June 2019.	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$110580
2	All students will be proficient or make gains in Math by June 2019.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$66415
3	All students will participate in a Multi-Tiered System for Positive Behavior Intervention and Support for the 2016-2017, 2017-2018, and 2018-2019 school years.	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$5500
4	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: 1	Organizational	\$500
5	All Students will be proficient or make gains in Science by June 2019.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$325

Goal 1: All students will be proficient or make gains in reading by June 2019.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency or gain according to the expected growth rate (RIT score 3rd 10, 4th 7, 5th 6, 6th 5) on state designed assessments (NWEA) in order to meet the District annual proficiency target in Reading by 06/03/2019 as measured by State and local assessments..

Strategy 1:

Multi-Tiered System of Reading Support - Staff will implement a multi-tiered system of support (MTSS) in reading to provide high-quality, engaging instruction and interventions. To create College and Career Ready students, teachers will provide research-based instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions.

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

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

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

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

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

Tier: Tier 1

Activity - Schoolwide Data Reviews	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, reading, and mathematics trends to make decisions that will improve MTSS systems.	Professional Learning	Tier 1	Implement	09/03/2018	06/28/2019	\$0	No Funding Required	School Leadership Team, Admin, AMA ESD staff, District Coaches

Activity - District MTSS Implementation Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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3 half-days per year, qualified instructors from the AMA ESD will provide free professional development for members of the district implementation team on how to monitor MTSS implementation within the district and create structures that promote sustainability in practices in order to increase outcomes for students.	Professional Learning	Tier 1	Monitor	09/01/2018	06/28/2019	\$0	No Funding Required	Members of Hillman Community Schools District implementation team, Admin, AMA consultants or administrators
Activity - Continuous Regeneration of Tier 1 ELA	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 on research based practices for instruction in ELA. Staff will meet in grade level bans to discuss the following components: Essential practices in K-3 literacy, Essential practices in 4-5 literacy, explicit writing instruction including: handwriting, foundational skills, grammar instruction, process writing, short writing practices.	Academic Support Program	Tier 1	Monitor	09/01/2017	06/30/2018	\$800	Title II Part A	Admin, Grade level teachers, Julie Bastow
Activity - Consultant Support of Guided Reading through Learning Conversations	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 and feedback on guided reading instruction implementation in their classrooms.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/30/2018	\$1600	Title II Part A	Admin, Grade level teachers, Julie Bastow
Activity - Tier 2 Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Four times per year, qualified instructors from the AMA ESD will provide professional development to teachers, free of charge, on how to analyze data across attendance, behavior, and initial screening assessment to develop an individual reading improvement plan for K-3 students and identify next steps for students in grades 4-5.	Professional Learning	Tier 2	Monitor	09/01/2017	06/30/2018	\$520	Title II Part A	Title 1 Teacher, Administrator, School Success Worker, Meaghan Gauthier, Mary CC, Julie Bastow, Ashley Wilmot, District Coaches (if applicable), AMA Coach
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Activity - First Strokes Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Tier 1 teachers will provide explicit instruction in handwriting. Professional development support will be given through ELA Continuous Regeneration.	Academic Support Program	Tier 1	Implement	08/01/2017	06/30/2018	\$260	Title I Part A	Admin, Title I Lead Teacher

Activity - DIBELS Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I, RTI specialists, and classroom teachers will screen identified Tier 2-3 students K-6 using DIBELS to guide intervention instruction. Prescribed assessment protocol will be followed.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/30/2018	\$500	General Fund	Title 1 Teacher, Special Education Teacher, RTI Specialist

Activity - PST Summit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One time per year, qualified instructors from the AMA ESD will provide professional development on the tier 3 problem solving process for members of the problem solving team. The area of focus will be on continuous improvement of process, adequate data collection at Tiers 1 -3, and adequate documentation of problem solving at Tier 3.	Academic Support Program	Tier 3	Monitor	09/01/2017	06/30/2018	\$200	Title I Part A	Administrator, AMA ESD Coach, School PST members, AMA administrators and consultants

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Activity - New Teacher Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On August 21 and for three evening sessions in the the fall, qualified instructors from the AMA ESD will provide professional development on Tier 1 instruction for teachers who are new to the district.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$700	General Fund	New Teachers, Mentors, AMA ESD consultants
Activity - Tier 1 Technical Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide one 1/2 day of free professional development for the school leadership team regarding continued Tier 1 support. Further support will occur three times per year during regularly scheduled monthly MTSS team meetings for Tier 1/MTSS building level team focused on technical assistance to sustain current Tier 1 structures and continue to solidify practices.	Professional Learning	Tier 1	Monitor	08/01/2017	06/30/2018	\$200	General Fund	Tier 1/Building-level MTSS team (including admin/dean), AMA ESD coach, Ashley Wilmot
Activity - Evidence-Based Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development to all teaching staff to build understanding of key components of effective practices for classroom management. Staff will work collaboratively to build understanding and fluency with strategies.	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$0	No Funding Required	Teaching staff, AMA ESD Coach (if applicable), Dean of Students, Ashley Wilmot
Activity - Grade-level Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development to teachers help build the understanding of "why, how, & what" of grade-level problem solving meetings. Taking PLCs further, the training will assist staff in understanding structures, plans, and analysis of behavior data to make instructional decision and action plan targeted items. (PLC Time)	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$0	No Funding Required	MTSS team/teaching staff, AMA ESD coach, Ashley Wilmot

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Activity - Behavior & Discipline Continuums	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Qualified instructors from the AMA ESD will provide professional development to school leadership teams. The professional development would provide two documents: A continuum of responses to misbehavior: Based on severity & motivation of behavior, this gives educators a tool to identify where the behavior falls and a list of strategies to use to respond to the behavior. How to install in current practices. A continuum of consequences: To provide a consistent definition for behavior and process for office vs staff-managed behaviors and protocols.	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$400	General Fund	building leadership team, AMA ESD coach, Ashley Wilmot
Activity - Seclusion & Restraint (CPI) Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Qualified instructors from the AMA ESD will provide professional development to teachers, administration, and support staff on how to maintain the safety, security, care, and welfare for those involved in a crisis. Staff learn PBIS-aligned strategies that help prevent or lessen the intensity of a crisis, understand the appropriate staff reactions to student behavior at each level of crisis, including de-escalation techniques, limit setting, and physical intervention. In addition to being CPI certified at the end of the training, staff will learn how behavior functions on a continuum. This training will also provide guidance on state requirements for documentation.	Professional Learning	Tier 1		08/01/2017	06/30/2018	\$0	No Funding Required	Identified staff per district, Ashley Wilmot, Sarah Forrest
Activity - Suspension, Expulsion, & Zero Tolerance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Qualified instructors from the AMA ESD will provide professional development to administration to align current practices (PBIS, continuums, behavior data tracking) with new guidance on suspension & expulsion, as well as focusing on considerations of restorative practices for alternatives to suspension/expulsion.	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$0	No Funding Required	Principals, Deans, AMA Coach, Ashley Wilmot
Activity - Tier 2 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Qualified instructors from the AMA ESD will provide professional development to strengthen school leadership's knowledge of Tier 2 systems. Teams will learn the structures needed to implement Tier 2 supports, and increase the competency in Tier 2 decision making (how to refer, sorting students, etc).	Professional Learning	Tier 2	Getting Ready	08/01/2017	06/30/2018	\$400	General Fund	Leadership team, AMA ESD coach, Ashley Wilmot

Strategy 2:

Federally Funded Support 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.

Category: Learning Support Systems

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.

Tier: Tier 2

Activity - Title I Support Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Teacher to oversee and provide support for push in and pull out services in Literacy for Tier II and III students.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/30/2018	\$85000	Title I Part A	Admin, Title I Lead Teacher

Activity - Title I Para	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Para to provide push in and pull out support in literacy	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$20000	Title I Part A	Admin, Title I Lead Teacher

Goal 2: All students will be proficient or make gains in Math by June 2019.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency demonstrate a proficiency or gain according to the expected growth rate (RIT score 3rd 13, 4th 11, 5th 7, 6th 8) on state designed assessments (NWEA) in order to meet the District annual proficiency target in Math by Jun 3, 2019 in Mathematics by 06/14/2019 as measured by state and local assessments.

Strategy 1:

Multi Tiered System of Support - Staff will implement a multi-tiered system of support (MTSS) in math to provide high-quality and engaging instruction and interventions. To create College and Career Ready students, teachers will provide research-based instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions.

Category: Career and College Ready

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 - Reviewing Tier 1 Assessment Practices in Mathematics	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 research-informed practices in assessment in tier 1. This includes auditing current common assessments and revising assessments as needed. Assessments revised will be entered into Illuminate to allow for the option of online test taking.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$795	Title I Part A	Select teachers from across the ESD, Mary Christensen-Cooper
Activity - Supporting Speed of Multiplication and Division Fluency in Tier 1	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 the Path to Fluency aspect of the Math Expressions text.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$140	Title I Part A	3rd grade teachers, Mary Christensen-Cooper

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Activity - Supporting Algebraic Thinking with Technology Tools through Graphing and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructors from the AMA ESD will provide professional development, at no cost to teachers, on how to integrate technology tools and theories of instructional technology during their graphing and data units, identified as a weak area through the school wide data review.	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2018	\$0	No Funding Required	2nd, 3rd, and 5th grade teachers, Mary Christensen-Cooper, Ashlie O'Connor
Activity - Delta Math Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
" Classroom teachers will screen students using the Delta Math screener in order to guide instruction and intervention. Data is used and evidence collected by the general education teacher to: inform instruction, facilitate flexible groups, align resources, facilitate student-led progress monitoring, and document and communicate student growth. "	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$480	General Fund	K-8 math teachers, Title 1 teachers
Activity - Classroom-Based Math Elementary 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 classroom-based Tier 2 Math Interventions with fidelity. Students will be responsible for tracking individual growth. Track accountability through fidelity checklists IES Practice Guide Recommendations. One-two classroom teacher leaders per elementary building will support implementation in their buildings, led by qualified instructions from the AMA ESD.	Academic Support Program	Tier 2	Implement	07/01/2017	06/30/2018	\$0	No Funding Required	K-5 math teachers, Title 1 teachers, Mary Christensen-Cooper
Activity - Math Recovery Add+Vantage Course 1 and Course 2 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified instructions from the AMA ESD will provide the Add+Vantage Math Course 1 and 2 professional development at no cost for teachers.	Academic Support Program	Tier 3	Implement	07/01/2017	06/30/2018	\$0	No Funding Required	K-5 Special Education teachers, K-5 Title 1 teachers, Mary Christensen-Cooper

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Activity - Supporting a Michigan Math Standards-Aligned 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.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	No Funding Required	6-11 math teachers, Mary Christensen-Cooper, Ashlie O'Connor

Strategy 2:

Federally Funded Support 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.

Category: Learning Support Systems

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.

Tier: Tier 2

Activity - Title I Support Para Pro - 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.	Academic Support Program	Tier 2	Implement	09/01/2016	07/01/2019	\$65000	Title I Part A	Teachers and Administration (para salary)

Goal 3: All students will participate in a Multi-Tiered System for Positive Behavior Intervention and Support for the 2016-2017, 2017-2018, and 2018-2019 school years.

Measurable Objective 1:

demonstrate a behavior of a 10% decrease in problem behaviors by June of 2019, as measured by a reduction of office discipline referrals. by 06/28/2019 as measured by through a reduction of office referrals measured by Synergy..

Strategy 1:

Tier 1 Supports in PBIS - Staff will implement a multi-tiered system for positive behavior intervention & 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 intervention & 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-6 Behavioral Expectations Defined	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Schoolwide expectations for behavior will be identified or revisited by school staff.	Behavioral Support Program	Tier 1	Evaluate	09/01/2016	07/01/2019	\$500	General Fund	All School Staff Administrators
Activity - Tier 1: K-6 Behavioral Expectations 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).	Behavioral Support Program	Tier 1	Monitor	09/01/2016	07/01/2019	\$0	No Funding Required	All School Staff Administrators
Activity - Tier 1: K-6 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.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	07/01/2019	\$1000	Other	All school staff Administrators
Activity - Tier 1: K-6 Continuum of Consequences for Problem Behavior	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.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	07/01/2019	\$0	No Funding Required	All school staff Administrators
Activity - Tier 1 & 2: K-6 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.	Behavioral Support Program	Tier 1	Implement	09/01/2016	07/01/2019	\$0	No Funding Required	All school staff Administrators
Activity - Tier 2: k-6 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.	Behavioral Support Program	Tier 2	Implement	09/01/2016	07/01/2019	\$0	No Funding Required	All school staff Administrators

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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.	Extra Curricular	Tier 1	Monitor	09/01/2016	07/01/2019	\$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.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2018	\$0	No Funding Required	K-5 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	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/30/2018	\$500	General Fund	Dr. Rader K Nichols G Samp M Kenyon M Romel K Sobey C Bright

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

Reducing Seclusion and Restraint for Improved Patient and Staff Safety

By Randall LaFond, Mercy Health Partners

Tier: Tier 3

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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	Professional Learning	Tier 3		08/31/2016	08/31/2016	\$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

Strategy 3:

Tier II Support - Supporting Tier II practices in the building by providing training to appropriate staff on the evidence and research based Tier II Intervention Check In-Check Out (CICO)

Category: Learning Support Systems

Research Cited: •The CICO intervention, from the book Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program

Tier: Tier 2

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	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/30/2018	\$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
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Analyze intervention data, determine who to individually problem solve with, document intervention services within ICEL	Behavioral Support Program	Tier 2	Monitor	09/06/2016	06/30/2018	\$0	No Funding Required	Dr Rader K Nichols G Samp
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Goal 4: 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:

collaborate to identify answers to four critical questions: What do we want students to know and be able to do? How will we know when they meet this goal? What will we do if they reach the goal? What will we do if they do not reach the goal? by 06/28/2019 as measured by attendance, agendas, and notes during PD and PLC .

Strategy 1:

Professional Development - 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

Tier: Tier 1

Activity - Coaching Cycle	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 2	Implement	09/03/2018	06/28/2019	\$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
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Goal 5: All Students will be proficient or make gains in Science by June 2019.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency or show gains in Science by 06/30/2019 as measured by NWEA or district assessments.

Strategy 1:

Multi Tiered Systems of Support - Staff will implement a multi-tiered system of support (MTSS) in science to provide high-quality, engaging instruction and interventions. To create College and Career Ready students, teachers will provide research-based instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions.

Category: Science

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 - NGSx Cohort 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>This program will allow K-12 teachers to: 1) study the three dimensions of NGSS - core ideas of science, scientific and engineering practices, and crosscutting concepts; 2) engage with student performance expectations found in the MI Science Standards; 3) engage as adult learners with science content & reflect on your own classroom; 4) learn and practice the pedagogy shifts in the NGSS; see classroom examples of modeling, argumentation and constructing explanations in practice; and apply new knowledge to classroom practices immediately.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>05/07/2018</p>	<p>06/28/2019</p>	<p>\$200</p>	<p>General Fund</p>	<p>Science teachers, administrators, professional development consultant</p>
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Activity - MiSciPL@N	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>MiSciPL@N is a statewide developed training created by teh MMSN to prepare teachers to enact the MI Science Standards based on the Framework for K-12 Science Education and NGSS. The learning in these sessions is intended to support quality science education.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2018</p>	<p>06/28/2019</p>	<p>\$125</p>	<p>General Fund</p>	<p>Science teachers, administrators, professional development consultant, Outside agency support</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 Meetings	Four times per year, qualified instructors from the AMA ESD will provide professional development to teachers, free of charge, on how to analyze data across attendance, behavior, and initial screening assessment to develop an individual reading improvement plan for K-3 students and identify next steps for students in grades 4-5.	Professional Learning	Tier 2	Monitor	09/01/2017	06/30/2018	\$520	Title 1 Teacher, Administrator, School Success Worker, Meaghan Gauthier, Mary CC, Julie Bastow, Ashley Wilmot, District Coaches (if applicable), AMA Coach
Consultant Support of Guided Reading through Learning Conversations	Qualified instructors from the AMA ESD will provide professional development and feedback on guided reading instruction implementation in their classrooms.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/30/2018	\$1600	Admin, Grade level teachers, Julie Bastow
Continuous Regeneration of Tier 1 ELA	Qualified instructors from the AMA ESD will provide professional development on research based practices for instruction in ELA. Staff will meet in grade level bans to discuss the following components: Essential practices in K-3 literacy, Essential practices in 4-5 literacy, explicit writing instruction including: handwriting, foundational skills, grammar instruction, process writing, short writing practices.	Academic Support Program	Tier 1	Monitor	09/01/2017	06/30/2018	\$800	Admin, Grade level teachers, Julie Bastow

General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
New Teacher Academy	On August 21 and for three evening sessions in the the fall, qualified instructors from the AMA ESD will provide professional development on Tier 1 instruction for teachers who are new to the district.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$700	New Teachers, Mentors, AMA ESD consultants
MiSciPL@N	MiSciPL@N is a statewide developed training created by teh MMSN to prepare teachers to enact the MI Science Standards based on the Framework for K-12 Science Education and NGSS. The learning in these sessions is intended to support quality science education.	Professional Learning	Tier 1	Implement	09/03/2018	06/28/2019	\$125	Science teachers, administrators, professional development consultant, Outside agency support
Tier 1 Technical Support	Qualified instructors from the AMA ESD will provide one 1/2 day of free professional development for the school leadership team regarding continued Tier 1 support. Further support will occur three times per year during regularly scheduled monthly MTSS team meetings for Tier 1/MTSS building level team focused on technical assistance to sustain current Tier 1 structures and continue to solidify practices.	Professional Learning	Tier 1	Monitor	08/01/2017	06/30/2018	\$200	Tier 1/Building-level MTSS team (including admin/dean), AMA ESD coach, Ashley Wilmot
Tier 1: K-6 Behavioral Expectations Defined	Schoolwide expectations for behavior will be identified or revisited by school staff.	Behavioral Support Program	Tier 1	Evaluate	09/01/2016	07/01/2019	\$500	All School Staff Administrators
DIBELS Screening	Title I, RTI specialists, and classroom teachers will screen identified Tier 2-3 students K-6 using DIBELS to guide intervention instruction. Prescribed assessment protocol will be followed.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/30/2018	\$500	Title 1 Teacher, Special Education Teacher, RTI Specialist
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	09/06/2016	06/30/2018	\$500	Dr. Rader K Nichols G Samp M Kenyon M Romel K Sobey C Bright

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Behavior & Discipline Continuums	"Qualified instructors from the AMA ESD will provide professional development to school leadership teams. The professional development would provide two documents: A continuum of responses to misbehavior: Based on severity & motivation of behavior, this gives educators a tool to identify where the behavior falls and a list of strategies to use to respond to the behavior. How to install in current practices. A continuum of consequences: To provide a consistent definition for behavior and process for office vs staff-managed behaviors and protocols.	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$400	building leadership team, AMA ESD coach, Ashley Wilmot
Tier 2 Training	"Qualified instructors from the AMA ESD will provide professional development to strengthen school leadership's knowledge of Tier 2 systems. Teams will learn the structures needed to implement Tier 2 supports, and increase the competency in Tier 2 decision making (how to refer, sorting students, etc).	Professional Learning	Tier 2	Getting Ready	08/01/2017	06/30/2018	\$400	Leadership team, AMA ESD coach, Ashley Wilmot
NGSx Cohort 2	This program will allow K-12 teachers to: 1) study the three dimensions of NGSS - core ideas of science, scientific and engineering practices, and crosscutting concepts; 2) engage with student performance expectations found in the MI Science Standards; 3) engage as adult learners with science content & reflect on your own classroom; 4) learn and practice the pedagogy shifts in the NGSS; see classroom examples of modeling, argumentation and constructing explanations in practice; and apply new knowledge to classroom practices immediately.	Professional Learning	Tier 1	Implement	05/07/2018	06/28/2019	\$200	Science teachers, administrators, professional development consultant
Delta Math Screener	" Classroom teachers will screen students using the Delta Math screener in order to guide instruction and intervention. Data is used and evidence collected by the general education teacher to: inform instruction, facilitate flexible groups, align resources, facilitate student-led progress monitoring, and document and communicate student growth. "	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$480	K-8 math teachers, Title 1 teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Math Recovery Add+Vantage Course 1 and Course 2 Training	Qualified instructors from the AMA ESD will provide the Add+Vantage Math Course 1 and 2 professional development at no cost for teachers.	Academic Support Program	Tier 3	Implement	07/01/2017	06/30/2018	\$0	K-5 Special Education teachers, K-5 Title 1 teachers, Mary Christensen-Cooper
Tier 1: K-6 Behavioral Expectations 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	Monitor	09/01/2016	07/01/2019	\$0	All School Staff Administrators
Tier 1 & 2: K-6 Data-Based Decision Making Type	Student behavior data will be collected and analyzed to make systems level and student level decisions.	Behavioral Support Program	Tier 1	Implement	09/01/2016	07/01/2019	\$0	All school staff Administrators
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	09/06/2016	06/30/2018	\$0	K-5 teachers
District MTSS Implementation Team Meetings	3 half-days per year, qualified instructors from the AMA ESD will provide free professional development for members of the district implementation team on how to monitor MTSS implementation within the district and create structures that promote sustainability in practices in order to increase outcomes for students.	Professional Learning	Tier 1	Monitor	09/01/2018	06/28/2019	\$0	Members of Hillman Community Schools District implementation team, Admin, AMA consultants or administrators
Supporting Algebraic Thinking with Technology Tools through Graphing and Data Analysis	Qualified instructors from the AMA ESD will provide professional development, at no cost to teachers, on how to integrate technology tools and theories of instructional technology during their graphing and data units, identified as a weak area through the school wide data review.	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2018	\$0	2nd, 3rd, and 5th grade teachers, Mary Christensen-Cooper, Ashlie O'Connor

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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		08/31/2016	08/31/2016	\$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
Suspension, Expulsion, & Zero Tolerance	"Qualified instructors from the AMA ESD will provide professional development to administration to align current practices (PBIS, continuums, behavior data tracking) with new guidance on suspension & expulsion, as well as focusing on considerations of restorative practices for alternatives to suspension/expulsion.	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$0	Principals, Deans, AMA Coach, Ashley Wilmot
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	09/06/2016	06/30/2018	\$0	Dr. Rader K Nichols G Samp M Romel
Seclusion & Restraint (CPI) Training	"Qualified instructors from the AMA ESD will provide professional development to teachers, administration, and support staff on how to maintain the safety, security, care, and welfare for those involved in a crisis. Staff learn PBIS-aligned strategies that help prevent or lessen the intensity of a crisis, understand the appropriate staff reactions to student behavior at each level of crisis, including de-escalation techniques, limit setting, and physical intervention. In addition to being CPI certified at the end of the training, staff will learn how behavior functions on a continuum. This training will also provide guidance on state requirements for documentation." "	Professional Learning	Tier 1		08/01/2017	06/30/2018	\$0	Identified staff per district, Ashley Wilmot, Sarah Forrest

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Supporting a Michigan Math Standards-Aligned Curriculum	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement with fidelity best practices in Tier 1 curriculum and instruction based on the Michigan Math Standards. Instructional technology practices to support differentiation will be embedded throughout this professional development offering.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	6-11 math teachers, Mary Christensen-Cooper, Ashlie O'Connor
Grade-level Problem Solving	Qualified instructors from the AMA ESD will provide professional development to teachers help build the understanding of "why, how, & what" of grade-level problem solving meetings. Taking PLCs further, the training will assist staff in understanding structures, plans, and analysis of behavior data to make instructional decision and action plan targeted items. (PLC Time)	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$0	MTSS team/teaching staff, AMA ESD coach, Ashley Wilmot
Classroom-Based Math Elementary Interventions	"Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on how to implement classroom-based Tier 2 Math Interventions with fidelity. Students will be responsible for tracking individual growth. Track accountability through fidelity checklists IES Practice Guide Recommendations. One-two classroom teacher leaders per elementary building will support implementation in their buildings, led by qualified instructors from the AMA ESD.	Academic Support Program	Tier 2	Implement	07/01/2017	06/30/2018	\$0	K-5 math teachers, Title 1 teachers, Mary Christensen-Cooper
Evidence-Based Classroom Management	Qualified instructors from the AMA ESD will provide professional development to all teaching staff to build understanding of key components of effective practices for classroom management. Staff will work collaboratively to build understanding and fluency with strategies.	Professional Learning	Tier 1	Implement	08/01/2017	06/30/2018	\$0	Teaching staff, AMA ESD Coach (if applicable), Dean of Students, Ashley Wilmot
Schoolwide Data Reviews	Three times per year, qualified instructors from the AMA ESD will provide free professional development for school leadership teams on how to analyze school-wide behavior, reading, and mathematics trends to make decisions that will improve MTSS systems.	Professional Learning	Tier 1	Implement	09/03/2018	06/28/2019	\$0	School Leadership Team, Admin, AMA ESD staff, District Coaches
Tier 2: k-6 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	Tier 2	Implement	09/01/2016	07/01/2019	\$0	All school staff Administrators

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Tier II Meetings	Analyze intervention data, determine who to individually problem solve with, document intervention services within ICEL	Behavioral Support Program	Tier 2	Monitor	09/06/2016	06/30/2018	\$0	Dr Rader K Nichols G Samp
Tier 1: K-6 Continuum of Consequences for Problem Behavior	Identify and implement a continuum of consequences that are matched to the intensity of the problem behavior.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	07/01/2019	\$0	All school staff Administrators

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Support Para Pro - 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	Implement	09/01/2016	07/01/2019	\$65000	Teachers and Administration (para salary)
First Strokes Writing Program	All Tier 1 teachers will provide explicit instruction in handwriting. Professional development support will be given through ELA Continuous Regeneration.	Academic Support Program	Tier 1	Implement	08/01/2017	06/30/2018	\$260	Admin, Title I Lead Teacher
Reviewing Tier 1 Assessment Practices in Mathematics	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on research-informed practices in assessment in tier 1. This includes auditing current common assessments and revising assessments as needed. Assessments revised will be entered into Illuminate to allow for the option of online test taking.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$795	Select teachers from across the ESD, Mary Christensen-Cooper
Supporting Speed of Multiplication and Division Fluency in Tier 1	Qualified instructors from the AMA ESD will provide professional development, at no cost for teachers, on the Path to Fluency aspect of the Math Expressions text.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$140	3rd grade teachers, Mary Christensen-Cooper
Title I Para	Title I Para to provide push in and pull out support in literacy	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$20000	Admin, Title I Lead Teacher
Title I Support Teacher	Title I Teacher to oversee and provide support for push in and pull out services in Literacy for Tier II and III students.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/30/2018	\$85000	Admin, Title I Lead Teacher

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PST Summit	One time per year, qualified instructors from the AMA ESD will provide professional development on the tier 3 problem solving process for members of the problem solving team. The area of focus will be on continuous improvement of process, adequate data collection at Tiers 1 -3, and adequate documentation of problem solving at Tier 3.	Academic Support Program	Tier 3	Monitor	09/01/2017	06/30/2018	\$200	Administrator, AMA ESD Coach, School PST members, AMA administrators and consultants
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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 2	Implement	09/03/2018	06/28/2019	\$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	Monitor	09/01/2016	07/01/2019	\$3500	All school staff Parent Teacher Support Group Dr. Rader K Nichols G Samp
Tier 1: K-6 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	Monitor	09/01/2016	07/01/2019	\$1000	All school staff Administrators