School Improvement Plan

Algonquin Middle School

Chippewa Valley Schools

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school'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 serves?

Algonquin Middle School is located in Clinton Township, less than twenty miles from Detroit, Michigan. Clinton Township's 96,796 residents make it the largest township in the state, with only nine cities boasting more people. According to the 2010 census 85% of Clinton Township residents who are at least 25 years old are high school graduates. 2009 statistics indicated less than 6% of Clinton Township families living in poverty and an average household income of approximately $50,000 annually. Home values in the township range from $40,000 to $1,600,000.

The 48036 zip code, in which Algonquin is located, includes 21,240 residents, 90% of which identify themselves as white and approximately 6% who identify themselves as black.

Chippewa Valley Schools is one of five school districts serving the Clinton Township community and is among the district's that receive the lowest per student fund allocation in the state of Michigan. Algonquin Middle School is located at the very southern end of the district. Built in 1969, Algonquin is the smallest and the oldest of Chippewa Valley's four middle schools, with an enrollment at five hundred thirty-five students. Our 2014-2015 enrollment is 76% white, 13% black, 4% Hispanic, and 5% multiple ethnicity. Approximately forty percent of our students receive free or reduced price lunch. Nearly twelve percent of our students qualify for special services. Twenty percent of students currently attend Algonquin as School of Choice students. Twenty-one percent of the students enrolled at Algonquin at the beginning of the school year were new to Chippewa Valley Schools.

As a small middle school, Algonquin maintains several nice advantages. Our staff is closely-knit and we tend to know our students well. In fact, we pride ourselves on having a family-like environment. Our size allows us to provide students support and also opens up opportunities for many of our students to try things of which they might otherwise be left out. On the other hand, we must rely heavily on several staff members to wear many hats and cannot provide some things that larger schools can. Size also creates unique scheduling challenges at Algonquin. The increase we have seen in our School of Choice population also brings with it both advantages and challenges. Many of these students fit right in with students who reside within the district academically, but many others have been exposed to different curriculum or expectations. In general, we have found this to be a difficult parent group to reach, as well.

For many years, Algonquin has maintained a relatively consistent enrollment. However, while the numbers remain fairly constant, many of the faces change regularly. While many of our students had parents or even grandparents attend Algonquin, transiency has been an area of concern over the past few years, especially. Chippewa Valley middle schools experienced a reduction in staffing prior to the 2010-2011 school-year, which forced the elimination of the team concept.

Algonquin's teaching staff remains fairly diverse in experience, with 89% of teachers having been in the profession for at least four years and nearly 60% possessing at least nine years experience. The principal is in his fourteenth year in the building, ninth as principal, and the assistant principal, while in his 2nd year in the building, has been an administrator for 13 years in the Chippewa Valley District.

Algonquin is sometimes referred to by others as "Chippewa Valley's hidden gem." We truly believe the staff of Algonquin makes it a special place for students to learn.

School's Purpose

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

Vision Statement:

Algonquin Middle School will be a safe, positive learning environment in which all students are supported and appropriately challenged as they learn and grow academically, artistically, emotionally, physically, and socially.

Mission Statement:

The Algonquin Community provides a positive and safe environment dedicated to prepare goal-driven, life-long learners for the twenty-first century.

Beliefs Statement:

1) School provides a safe, nurturing, and positive environment so learning can take place.

2) Education is a shared responsibility requiring cooperation among the students', home, and school.

3) Learning empowers students to achieve their potential.

4) Learning is an individual process requiring motivation, adaptability and responsibility.

5) Students learn at different rates and in different ways.

6) Positive student-teacher relationships improve the learning process.

7) Mutual acceptance of others fosters tolerance.

8) Change is inevitable and requires flexibility, innovation, and risk-taking.

9) High expectations result in excellence.

Positive trends are identified in most areas of NWEA, and we have noticed an increase in overall Grade Point Average at the school, a decrease in the number of students receiving F's and being designated as "In Need of Improvement" and a decrease in the number and seriousness of behavior referrals. All of this is evidence that supports our belief that we are on track to achieve our vision.

Several support systems are contributing to the positive trends we are seeing at Algonquin. Our WIN (Work In Now) program encourages students to complete work and therefore gain the learning, rather than accepting zeros on missing assignments. Additionally, before and after school homework help offers additional support to students seeking assistance. Our Student Review Team works to identify and provide appropriate supports and interventions for struggling students. Our special education department works closely with and in the classroom alongside our general education teachers. Our Positive Behavioral Support (PBS) program teaches expectations and encourages good behavior. We offer Math support during the school day for identified students. Our lowest achieving readers are placed in a two hour READ 180 block. Additionally, three paraeducators, two counselors, a social worker, a speech pathologist, an Indian Ed tutor, a bi-lingual paraprofessional, a Title One Program Specialist, and a teacher consultant are all available to offer support to students and families.

Notable Achievements and Areas of Improvement

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

Key achievements include the data-driven conversations we are having during department meetings; an improved Multi-Tiered Systems of Support, which allows us to better serve the needs of struggling students and monitor progress; and a growing intramural program which has greatly increased student involvement in the building.

Are fortunate to be part of a school system that has been recommended for accreditation based on the findings of the External Review Team that visited Chippewa Valley Schools in early March. Our students are beneficiaries of the resources and focus the district is putting toward curricular development.

We are striving for continued growth over the next three years and are particularly focused on increasing student achievement in science.

Additional Information

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

Algonquin continues to provide a small-school family environment, in which the needs of the whole child are recognized and addressed. Efforts continue to be made to engage parents and families as important members of the school community. In addition, the Algonquin teaching staff have been trained to be technology ready via the Technology Readiness Infrastructure Grant.

From February 28 to March 2, 2016, Chippewa Valley Schools hosted an AdvancED External Review for system-wide accreditation. The External Review Team recommended to the AdvancED Accreditation Commission that the Chippewa Valley Schools earn the distinction of accreditation for a five-year term. The AdvancED Commission approved Accreditation in June of 2016.

The following is an excerpt from the External Review Teams' Final Report to the district:
The system is clearly focused on ensuring success for all students as evidenced by the system and schools' missions, visions, and student outcomes. A caring, trusting, and collaborative atmosphere aptly describe the culture of the system and community. The development of the system strategic plan involved a committee of over 75 persons, representing all stakeholder groups, in the development of the system's vision and mission.

Interviews highlighted the ways the governing body has set its priorities through the strategic planning process. Strong and effective leadership by the superintendent and board are very apparent with schools visibly fostering a culture that is based on shared values and beliefs about teaching and learning. The elected school board members work responsibly and effectively striving to facilitate the achievement of the vision and mission of the system. School level administrators firmly feel empowered to make decisions and lead their respective schools due to the collaborative, team approach throughout the system. Outstanding communication between and among the system and stakeholders further promotes the system's culture of caring and trust. The positivity throughout the system embodies the tradition of success in the community. A Powerful Practice identified by the team was: The system and school level leadership communicate effectively with all stakeholder groups to proactively build greater understanding and ownership of the system's vision.

The system is promoting collaboration throughout the schools by implementing system-wide curricula which is already providing increases in student academic growth. A Powerful Practice noted by the Team was: The system is committed to a quality education for all students through a laser-like focus on curriculum design, implementation and support. System level personnel have provided assistance at the schools by hiring ten curricular leaders to ensure teachers have the support and assistance needed to instruct the students in the written curriculum. Common lesson plans and common assessments along with the implementation of professional learning communities have provided formal opportunities for collegial dialogue and a common goal of student success. Teachers indicated the positive support from the system level staff and feel they receive "just in time" assistance. Other comments were, "we are all speaking a common language now'" and common lessons and assessments are "great when we have transfers within the system, the data can travel with the student." Without long waits for support, teachers feel empowered to continue learning new methods.

A major challenge for the system is funding. The system is currently the largest school system in the state that receives the lowest foundation allowance per pupil. Currently the limit for bonded indebtedness has been reached and the local ability to raise millage has been capped for many years. System leaders continue to work with county leaders to attempt to make necessary changes to free up additional funding. The system has utilized what monies were available to build new schools needed as a result of increased enrollments. Now, however, monies are

needed to facilitate the maintenance of all facilities as 21st century schools.

Two Improvement Priorities resulted from the rapid growth within the school system boundaries, bringing in persons of different heritage and socio-economic levels. For years the school system community changed very little in ethnicity, socio-economic levels, or other nationalities. The effect of these changes is the need for diversity awareness and sensitivity training. In tandem with this growth is the need to allocate limited resources equitably throughout the system. As noted earlier in the report, equitable is not always equal. If portions are not equal, perceptions often are that allocations are not fair. With trust as a strength in the system, the leadership and board are on the correct path to successfully meet these challenges.

The superintendent has worked to provide a stable and proactive culture with a focus on academic achievement since the beginning of his tenure and has strived to maintain transparency as he has brought information to the Board for decisions. These Improvement Priorities are designed to build on strengths and direct the system forward. As noted above, the Team found clear evidence of a culture that is caring, trusted and dedicated to providing an excellent education for all students. The efforts of the system to address these challenges in a positive manner ensure continued improvement and increases in student success.

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.

The group primarily responsible for developing the school improvement plan has been the professionals in the building. Decisions are based on data from assessments, stakeholder surveys, and conversations with parents and students.

The Principal's Student Advisory was selected through an application process and meets approximately once per month. Students give input on the issues that impact the school climate and instruction and learning.

The PTO is open to all parents and meets monthly. When appropriate, PTO meetings are used as a means to share information about curriculum and instruction and to obtain parent feedback and opinions.

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

Teachers were involved in the process of writing the school improvement plan. Their input was used to develop strategies and activities to support the goals of the School Improvement Plan.
Students were involved in the process of writing the school improvement plan. A student advisory group was developed and information from Stakeholder surveys was reviewed and implemented to support the goals of the School Improvement Plan.
Parents were involved in the process of writing the school improvement plan. An active PTO has been established and their input was used to support the goals of the School Improvement Plan.

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

The improvement plan was provided to teaching and support staff and a one-page document was also developed to assist with easing the implementation of the plan. Teaching staff tracks use of the strategies and strategy use is reinforced through the observation and evaluation process.

School improvement strategies were communicated to parents at Curriculum Night in September and are familiar to students by virtue of frequent use. We have begun to use our school newsletter, web site, twitter, and blog to share the strategies and the success they are creating.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 2.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The area of 8th grade math is above the expected level of performance. While 6th and 7th grade MAP scores are below district average and national norms, 8th grade MAP scores are above the district mean and close to the national norm.

Additionally, 8th grade reading scores are on par with national norms. 6th and 7th grade reading scores are both below national and district norms.

Describe the area(s) that show a positive trend in performance.

Trend data is not available. A change in the statewide testing program last year (to M-STEP from MEAP) has created a situation wherein trend data is not available.

New norms make it difficult to compare this fall's NWEA MAP results to previous years.

Which area(s) indicate the overall highest performance?

8th grade math is an area that indicates the overall highest performance.

Which subgroup(s) show a trend toward increasing performance?

Trend data is not available. A change in the statewide testing program last year (to M-STEP from MEAP) has created a situation wherein trend data is not available.

New norms make it difficult to compare this fall's NWEA MAP results to previous years.

Between which subgroups is the achievement gap closing?

Without comparable trend data, it is difficult to ascertain whether or not the achievement gap is closing. Our focus as a school has been to increase the achievement of all students as compared to district averages.

Which of the above reported findings are consistent with findings from other data sources?

Initial M-STEP results indicate our 8th grade compares better to state averages than do our 6th and 7th grade.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Algonquin students are below the national norms in the area of math and in the area of 6th and 7th grade reading.

Describe the area(s) that show a negative trend in performance.

Trend data is not available. A change in the statewide testing program last year (to M-STEP from MEAP) has created a situation wherein trend data is not available.

New norms make it difficult to compare this fall's NWEA MAP results to previous years.

Which area(s) indicate the overall lowest performance?

7th grade math is an area that indicates the overall lowest performance. Specifically, data indicate a large percent of Algonquin students struggle with operations and algebraic thinking and statistics and probability.

Which subgroup(s) show a trend toward decreasing performance?

Trend data is not available. A change in the statewide testing program last year (to M-STEP from MEAP) has created a situation wherein trend data is not available.

New norms make it difficult to compare this fall's NWEA MAP results to previous years.

Between which subgroups is the achievement gap becoming greater?

Without comparable trend data, it is difficult to ascertain whether or not the achievement gap is becoming greater. Our focus as a school has been to increase the achievement of all students as compared to district averages.

Which of the above reported findings are consistent with findings from other data sources?

 Initial M-STEP results indicate our 6th and 7th grade math compares lower to state averages than does our 8th grade.

Report Summary

Scores By Section

Section Score
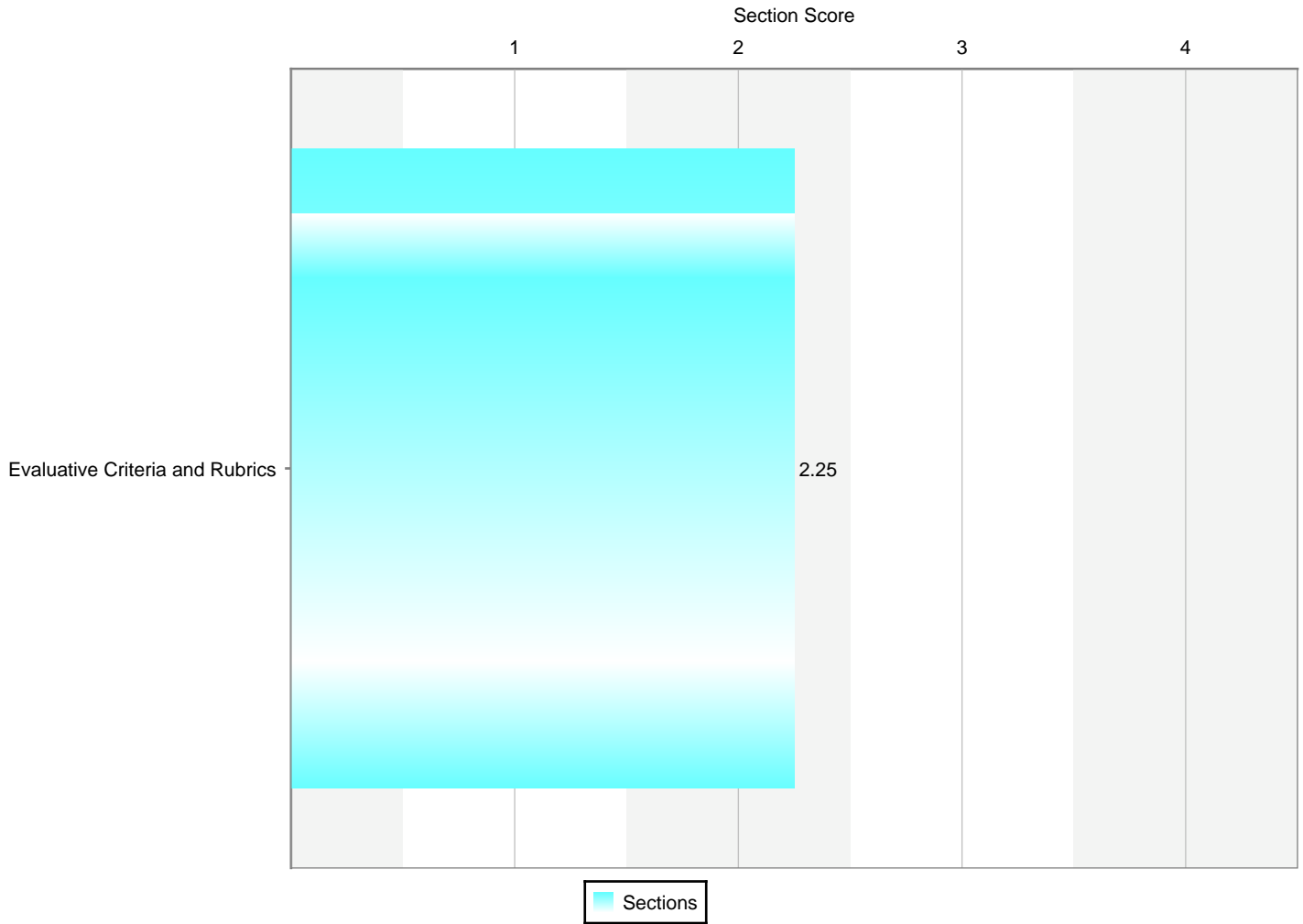
Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

With a score of 4.41, Algonquin staff indicates an overall highest level of satisfaction in the area of Indicator 1.3.   Additionally, parents report an overall highest level of satisfaction in the area of Indicator 4.1 with a score of 4.36. Finally, with a score of 4.28, students report an overall highest level of satisfaction in the area of Indicator 1.3.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Perception surveys were administered in 13-14 and 15-16. An analysis of this data suggests that all three stakeholder groups report a trend of increasing satisfaction in the area of Teaching and Assessing for Learning.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

N/A

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

According to 2015-2016 stakeholder perception data, parents report an overall low level of satisfaction in the area of Governance and Leadership. Specifically, "our schools governing body does not interfere with the operation or leadership of our school." Students report low levels of satisfaction in the area of Resources and Support Systems. Specifically, "students respect the property of others." Finally, staff reports low level of satisfaction in the area of Teaching and Assessing for Learning. Specifically, "all teachers in our school use consistent, common grading and reporting policies across grade levels and courses based on clearly defined criteria.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Perception surveys were administered in 13-14 and 15-16. An analysis of this data suggests that both staff and parent satisfaction in the area of Resources and Support Systems is showing a decreasing trend.   Additionally, student perception data show a decreasing trend in the area of Using Results for Continuous Improvement.

What are the implications for these stakeholder perceptions?

Parent and Staff perception data indicate a dissatisfaction with the age and condition of the building.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

N/A

Report Summary

Scores By Section

Section Score
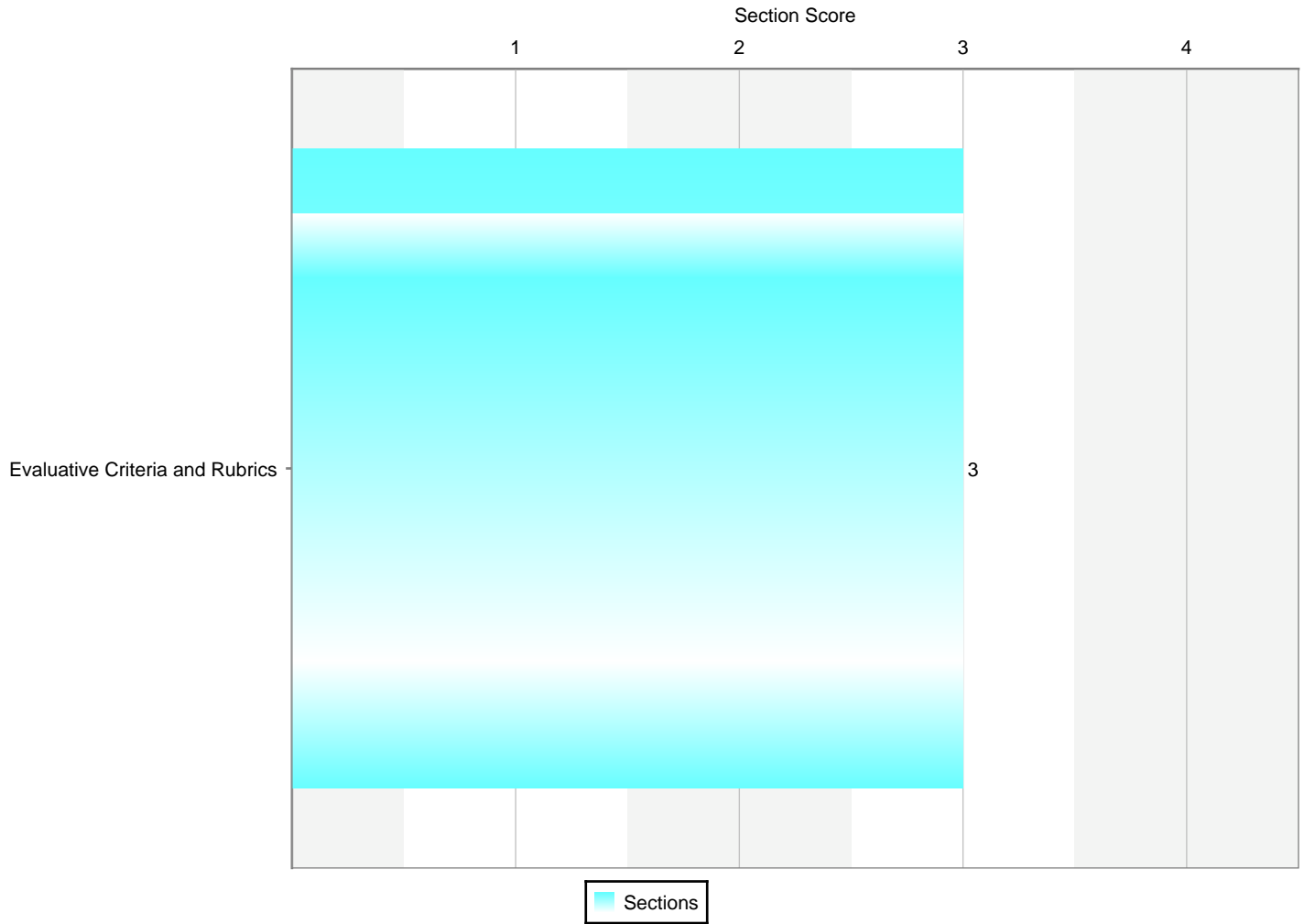
School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data
1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Over the past three years, student enrollment has declined slightly. This creates challenges with staffing and course offerings. Specifically, while overall enrollment has declined, enrollment of students with disabilities has increased creating further challenges with scheduling. Additionally, addressing the academic and non-academic needs of economically disadvantaged children continues to be a challenge.

Student Demographic Data
2. In looking at the three year trend in student attendance data, what challenges have been identified?

Most of our students exhibit reasonable attendance. However, we continue to struggle with a handful of students who miss school on a regular basis. In most cases, the fault lies with the parents, whom counselors and administrators work with to emphasize the importance of regular school attendance. When necessary, county resources are called upon to assist, although only two truancy officers have responsibility for all of Macomb Count, making this action minimally effective.

At 94.7%, our attendance is above both the state and ISD averages.

Student Demographic Data
3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

A two-year analysis of student behavior trends indicate that December, March, and May present specific challenges. A slight upward tick in the area of theft has presented a challenge. On a positive note, there are significantly fewer incidents of insubordination.

Student Demographic Data
4. What action(s) could be taken to address any identified challenges with student demographic data?

Specific attention to reward positive behavior during the problematic months will be paid in an effort to reduce the impact.

Teacher/School Leader(s) Demographic Data
5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

80% of Algonquin Middle School teachers have 7 or more years of teaching experience. This level of expertise brings proven pedagogical

techniques and a passion for student growth. Teacher mentors are provided for all new teachers to ensure a clear and consistent educational experience for all students. The stability of the staff ensures knowledge of and better implementation of our School Improvement Plan resulting in increased student achievement.

Teacher/School Leader(s) Demographic Data
6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The blend of experienced and newer staff provides opportunities for reciprocal learning among staff members which positively impacts student learning through a blending of new ideas and tried and true strategies.

Teacher/School Leader(s) Demographic Data
7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

A limited number of absences by school administrators does not indicate any impact on student achievement.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Some of our teaching staff are pulled from their classrooms frequently due to obligations such as curriculum work and school improvement. While this is necessary work, it would be beneficial to have it done at times outside the school day. Therefore, our most highly trained teachers would be in class with students, having a positive impact on student learning.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

100% of teachers have completed Professional Development Training in "Classroom Instruction That Works." This is a comprehensive learning experience for teachers and created a number of absences for teachers during the school year. New curriculum, as laid out by the state of Michigan, has made it necessary for teachers be out for common planning and creation of common assessments for the district. In their absence, teachers leave high quality lesson plans to minimize the disruption of student learning, although a shortage of qualified guest teachers can cause inconsistencies in the delivery of instruction.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

In reviewing the Interim Self Assessment results Purpose and Direction along with Governance and Leadership are areas of strength.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

In reviewing the results of the Interim Self Assessment, Using Results for Continuous Improvement is an area that stands out as a challenge.

12. How might these challenges impact student achievement?

Not consistently using data results for continuous improvement prevents an ability to focus our approaches in an effort to increase student achievement. This is an area in which we are currently implementing strategies in an effort to improve. Protocols have been developed to guide curricular meetings in an effort to focus on student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Actions have been taken to focus on using common assessment results for continuous improvement. The use of this activity will focus on what adults in the building will do to improve achievement though focused attention on data.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Following IEPs. Homework assistance is available to Title I identified students. Title I support is available to Students with Disabilities, outside of their area of certification. A team of teachers meets regularly to review progress of all students and adjustments to schedules, programs, and strategies used are made as appropriate.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Several extended learning opportunities are available for students across all grade levels. Before and after school homework help is available to identified students. Multiple intramural activities are available both before and after school in an effort to help connect students with their

school.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Academic extended learning opportunities are available to identified Title I students. Parents are notified of these opportunities via letter and direct contact with parents. Intramural extended learning opportunities are available to all interested students. Students and parents are notified of these opportunities via social media, newsletter, email, flyers, announcements, etc.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

District-wide curriculum maps, district-wide common assessments, and vertical and horizontal alignment meetings are being used to ensure that state content standards are being implemented with fidelity. Intentional focus on common assessment data will better ensure fidelity.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Project Alert has been included in the 7th grade Careers class and booster sessions are provided in 8th grade.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Will provide updated information once the state verifies the new test data. Local NWEA data suggests that 8th grade reading is an area of strength with 36% of students in the Hi/Hi Average range. This was an area of growth for all three grade levels this year.

19b. Reading- Challenges

Will provide updated information once the state verifies the new test data. Local NWEA data suggests that 6th grade reading is a challenge with 25% of students scoring in the Hi/Hi Average range.

19c. Reading- Trends

Will provide updated information once the state verifies the new test data.

Local data (NWEA MAP) show the following growth from Fall 2015 to Spring 2016.

6th Grade: Improvement from 41st percentile to 47th percentile

7th Grade: Improvement from 49th percentile to 52nd percentile

8th Grade: Improvement from 56th percentile to 71st percentile

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Will provide updated information once the state verifies the new test data. Students with the lowest performance on NWEA - MAP are designated for the Read 180 program. Reading strategies (Literacy in Action) are being utilized across the curriculum.

20a. Writing- Strengths

NA. Will provide updated information once the state verifies the new test data.

20b. Writing- Challenges

NA. Will provide updated information once the state verifies the new test data.

20c. Writing- Trends

NA. Will provide updated information once the state verifies the new test data.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA. Will provide updated information once the state verifies the new test data.

21a. Math- Strengths

Will provide updated information once the state verifies the new test data. Local NWEA data suggests that 8th grade math is a relative strength with 26% of students in the Hi/Hi Average range.

21b. Math- Challenges

Will provide updated information once the state verifies the new test data. Local NWEA data suggests 6th grade math is a challenge with only 19% scoring in the Hi/Hi Average range.

21c. Math- Trends

NA. Will provide updated information once the state verifies the new test data.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA. Will provide updated information once the state verifies the new test data.NWEA- MAP data is used to designate students for the Math Support program.

22a. Science- Strengths

NA. Will provide updated information once the state verifies the new test data.

22b. Science- Challenges

NA. Will provide updated information once the state verifies the new test data.

22c. Science- Trends

NA. Will provide updated information once the state verifies the new test data.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA. Will provide updated information once the state verifies the new test data.

23a. Social Studies- Strengths

NA. Will provide updated information once the state verifies the new test data.

23b. Social Studies- Challenges

NA. Will provide updated information once the state verifies the new test data.

23c. Social Studies- Trends

NA. Will provide updated information once the state verifies the new test data.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA. Will provide updated information once the state verifies the new test data.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Data from our 2015 perception survey indicate students seem to agree that they receive a quality education and are held to high expectations.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Data from our 2015 perception survey indicate students report the lowest overall satisfaction in the area of resources and support systems. Specially, students report a low level of satisfaction in the area of students helping each other even if they are not friends.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Data from our 2015 perception survey indicates the Principal/Students Advisory group is giving students a voice in the decision making process. Hero in the Hallway initiative will continue to address bullying issues. School-wide PBS initiatives will continue to address issues of fairness and equality.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

According to 2015 perception data parents indicate the highest level of satisfaction in the area of Resources and Support Systems. Specifically, parents report the highest level of satisfaction with the school providing a safe learning environment.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

According to 2015 perception data, the area of Teaching and Assessing for Learning shows the lowest level of satisfaction among parents/guardians. Specifically, parents feel a low level of satisfaction with their child's teachers keeping them informed regularly of how their child is being graded.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

According to 2015 perception data, measures are being taken to educate and define common grading standards. Additionally, district wide differentiation training was provided in November of 2012 to help in this area. In 2012-2013 an Action Team for Partnership was established to increase parent involvement. While this partnership is dormant, the processes are still in place. We continue to explore means of communicating with parents, including use of digital media and school and classroom web sites.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

According to 2015 perception data, Algonquin staff members are generally positive about the governance and leadership of the building. Additionally, while the overall staff reports a high level of satisfaction in the area of Using Results for Continual Improvement, a closer look via the Interim Self Assessment reports that there is a gap in what is perceived versus the actual state of the building.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

According to 2015 perception data, Teachers/Staff indicate the lowest overall satisfaction in the area of Teaching and Assessing for Learning. However, it should be noted that less than 7% report being dissatisfied.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Actions have been taken to create common assessments, share data, and provide time for PLC dialogue to reflect upon teaching and learning.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

No data is available at this time.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

No data is available at this time.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

No data is available at this time.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The strengths identified in three kinds of data-demographic are quality education, high expectations for students, safe learning environment and the governance and leadership of the building. The challenges indicated are students helping each other, parents being informed regularly about student progress and teaching and assessing for learning. Each of these areas is being addressed in an attempt to continually improve the school's overall effectiveness.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

A lack of consistent use of data for continuous improvement prevents staff from knowing specifically what areas of focus are needed.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

We have implemented protocols to use data to drive dialogue and inform the instructional decisions made by departments and by individual teachers.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy and math are tested three times per year in grades K - 12 via NWEA testing.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.chippewavalleyschools.org/downloads/aers/algonquin_2015_aer.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	We have 100% completion rate on EDPs. Our 7th grade students begin EDPs in Careers class and our counselors work with them to complete them in 8th grade.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	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. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	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 comment field.	Yes	Assistant Superintendent for Human Resources 19120 Cass Ave., Clinton Twp., MI 48038 (586) 723-2090	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools.   As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

All students are assessed using the following assessments:

M-STEP Reading - 6th through 8th Grade

M-STEP Math - 6th through 8th Grade

M-STEP Science - 7th Grade

M-STEP Social Studies - 8th Grade

NWEAMAP is administered twice per year across all grade levels.

Grade level writing prompts scored on a common rubric are given multiple times per year.

Students receiving Targeted Assistance are progress monitored using assessments built

into intervention programs.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

A combination of NWEA MAP and MEAP scores provided the primary data used for identifying students at risk of failing. Teacher input was also utilized.

The 2015-16 school year was the fourth year in which Algonquin implemented our new Student Review Process in order to identify students for additional support. This process utilizes a team approach, through which teachers submit names of struggling students to be reviewed. The team recommends implementation strategies, which may include Title I support. A second team, our Progress Monitoring Team, regularly reviews student progress and makes recommendations for adjustment to interventions based on data and teacher input. Additionally, a process has been put in place for staff to review student data two times per year. These three processes will be used in conjunction with each other to identify students in need of additional support for the 2016-2017 school year.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

1. MEAP Scores

2. NWEA/MAP scores

3. Grades and academic progress

4. Response to previous interventions

4. For schools with preschool through grade 2:   Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Algonquin serves students in grades 6 through 8.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Assistance is provided to Title I eligible students who are at risk of failing to meet the state core curriculum in the following ways:
Parents, teachers and paraprofessionals dialogue, discuss, and plan how to best meet the needs of eligible students. Professional Learning Communities (organized around subject and grade-level) meet to review data and plan instruction. Strategies to support children who are at risk of failing are embedded into our school improvement plan. Interventions are provided within the classroom, through para-educator support, through classes designed for intervention and through extended-day offerings.
SRT team members meet monthly to review existing strategies and provide additional strategies to assist struggling students and to identify eligible students.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Title I programs are our primary Tier II interventions: SuccessMaker is utilized in our Math Support classes. Paraeducators are deployed to support students in Read 180 and math classes. Our Title I Program specialist supports students in Math Support.

A before and after school homework help program is available to Title I identified students.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

All of the strategies being utilized in our school improvement plan at all tiers of instruction and intervention are designed to assist students in reaching the State's standards. An incentive program has been developed and implemented in order to reinforce effort and provide recognition. This program is specifically and intentionally used to support targeted students.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

All of the strategies are being utilized to improve quality of instruction. The Math Support, Read 180, and before and after school programs are used to increase the quality of instruction.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Read 180 reports are indicating student growth as measured by SRI scores. Grade level placement scores are indicating student growth as measured through SuccessMaker.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Students are not pulled from their regular classroom to receive supplemental instruction.
Students are enrolled in support classes in lieu of specials classes, paraeducators work in the students' classrooms, and assistance is provided before and after school. Additionally, students have access to SuccessMaker from home.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Read 180 and Math Support teachers also teach non-support classes, creating a bridge between Tier I instruction and Tier II interventions. Paraeducators are included in staff meetings and regularly communicate with subject-area teachers.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Algonquin serves students grade 6 through 8.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes. All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers meet NCLB requirements for highly qualified.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

This year's focus will be Classroom Instruction that Works strategies.   We also will spend PLC and staff meeting time studying and dialoging about Classroom Instruction that Works strategies. Focus on using data to drive instruction will also be a sustained discussion throughout the course of the year.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

None.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Not yet complete	District PD Plan 2016-2017

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

One parent representative was involved in setting priorities prior to Algonquin becoming a Title I Targeted Assistance school. Additional parents have been involved in dialogue about the program, but parents have not been involved in the design of the program. All parents of Title I identified students are invited to participate in an annual meeting. One parent participated during the 2014-2015 school year, providing valuable insight that will be used to redesign some portions of the program.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents have not been involved in the implementation of the program, other than to allow their students to participate.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	No	The first three years of our Targeted Assistance program have been developmental, working through details of the implementation. Parents have not been involved in evaluation of the program to date.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Parent involvement activities are evaluated through parent, student, and staff surveys.

5. Describe how the parent involvement activities are evaluated.

We have a comprehensive plan in place to increase parental involvement. District-wide Parent Involvement Meetings held in the Fall and Spring of each year, with parents receiving written invitations to attend. At this time, the district policy on parental involvement is distributed. Parents' questions and concerns are addressed. An annual evening event encourages students and parents to come to the school together to participate in activities that support learning and educate parents. Parents who attend this evening are provided with additional resources. Information about parenting classes and resources is made available to parents.

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

The school-parent compact is modeled after our feeder elementary schools and parents have been given the opportunity to provide feedback and offer insight. This was an agenda item at the annual meeting with parents of Title I identified students.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	See attached.	2016 Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

Student academic assessment results have not been provided to students in languages other than English. Algonquin has a limited number of ELL students, but does provide parapro support for those students. In the future, this person will be used to assist in sharing assessment information.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		2016 Parent Involvement Policy

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Algonquin integrates available resources to provide a multi-tiered system of support.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

None of these programs are utilized at Algonquin.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

All identified students are progress monitored by Algonquin's progress monitoring team, which meets multiple times throughout the school year.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Programs have been developed based on student need. Instruction within the programs is based on individual student needs as identified through assessment data and teacher observation.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers have been provided professional learning in use of Data Director, differentiation (November 2012), and Response to Intervention. Additionally, teachers have been trained in using MAP reports to identify students who are in need of academic support.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

This is only Algonquin's fifth year receiving Title I funding. As such, we are still in the process of developing our program. Therefore, evaluation is ongoing. Student progress is monitored and staff involved in the support program is consulted in order to identify and make necessary adjustments.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

Algonquin will utilize data from NWEA as an indicator of whether or not Title I programming is achieving the desired effect in terms of student achievement. Growth of students receiving the targeted assistance support will be compared to growth of the students not receiving targeted assistance.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

Algonquin will utilize data from NWEA and progress monitoring tools as an indicator of whether or not Title I programming is achieving the desired effect in terms of student achievement. Growth of students receiving the targeted assistance support will be compared to growth of the students not receiving targeted assistance.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The plan is continually being revised based on success and need as determined by PLC groups and departments. This year we focused on having department chairs work with departments to develop and identify activities within each of the strategies. Department chairs then came together to revise the school improvement plan in the Spring.

2016-2017 Goals

Overview

Plan Name

2016-2017 Goals

Plan Description

2016-2017 Algonquin Goals

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve their proficiency in math 2016-2017.	Objectives: 3 Strategies: 4 Activities: 23	Academic	$91194
2	All students will improve their proficiency in science in 2016-2017.	Objectives: 1 Strategies: 2 Activities: 15	Academic	$0
3	All students will improve their proficiency in reading in 2016-2017.	Objectives: 3 Strategies: 4 Activities: 23	Academic	$116408
4	All students will improve their proficiency in writing in 2016-2017.	Objectives: 1 Strategies: 2 Activities: 15	Academic	$0
5	All students will improve their proficiency in social studies in 2016-2017.	Objectives: 1 Strategies: 2 Activities: 15	Academic	$0

Goal 1: All students will improve their proficiency in math 2016-2017.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth 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 in all claim areas in Mathematics by 06/14/2024 as measured by Spring state level assessment.

Strategy 1:

Literacy in Action - All staff will incorporate the Literacy in

Action training recieved in 2013 - 2014.

Category:

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

Tier: Tier 1

Activity - Literacy In Action training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers were trained in Literacy in Action activities to improve reading comprehension.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/11/2014	$0	General Fund	All Algonquin Teachers

Activity - Explicit Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use explicit vocabulary instruction to teach general academic vocabulary words.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin Middle School teachers

Activity - Guided Highlighted Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Guided Highlighted Reading to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin Teachers

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers will use Close and Critical reading strategies to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Quick Writes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers will use Quick Writes to aid in writing fluency.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers.

Activity - Walk Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin Administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin Administators

Activity - Literacy in Action Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin staff will analyze NWEA-MAP scores to evaluate improvement in mathematics.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin Staff

Strategy 2:

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

Category:

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

Tier: Tier 1

Activity - Classroom Instruction That Works training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers have been trained in the Classroom Instruction That Works program.	Professional Learning	Tier 1		09/03/2013	06/10/2015	$0	General Fund	All Algonquin teachers

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

Activity - Helping Students Develop Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Helping Students Extend and Apply Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypothesis to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Walk Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin administrators

Activity - Classroom Instruction That Works Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin staff will analyze NWEA-MAP scores to evaluate improvement across the curriculum.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin staff

Measurable Objective 2:

50% of Bottom 30% students will demonstrate a behavior of an increase > 5 points in Mathematics by 06/15/2016 as measured by Spring NWEA results.

Strategy 1:

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

Category:

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

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

Tier: Tier 2

Activity - SucessMaker training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small group settings with para-educators to target specifc needs in order to increase their understanding of the Common Core Standards.	Getting Ready	Tier 2		09/03/2013	06/11/2014	$0	Title I Part A	Math Support teachers

Activity - Para - Educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para - educators will work in small groups of identified students to aid in the understanding of math concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/16/2017	$85000	Title I Part A	Algonquin para-educators

Activity - SuccessMaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use SuccessMaker software in Math Support classes to aid in understanding of math concepts.	Academic Support Program, Technology	Tier 2	Implement	09/08/2015	06/16/2017	$2786	Title I Part A	Algonquin Math Support teachers

Activity - Extended Day Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin para-educators will work with identified students before and after school to aid in understanding of math concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/16/2017	$3408	Title I Part A	Algonquin para - educators

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin Data Team will meet several times throughout the year to monitor the progress of identified students and make appropriate adjustments.	Monitor	Tier 2	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin Data Team members

Activity - Math Support Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin staff will analyze NWEA-MAP scores to determine growth of identified students.	Evaluation	Tier 2	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin teacher and administrators

Measurable Objective 3:

25% of Students with Disabilities students will demonstrate a behavior of an increase >5 points in Operations and Algebraic Thinking in Mathematics by 06/15/2016 as measured by NWEA - MAP.

Strategy 1:

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

Category:

Tier:

Activity - TransMath	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize TransMath to supplement tier three math instruction.	Implementation	Tier 3	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Jon Strom Shelly Humes, Chris Lowe and Pam King

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

Activity - Walk Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will use classroom walk throughs and observations to monitor the use of the TransMath program	Monitor	Tier 3	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	Administrators

Activity - TransMath Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IEP goals and NWEA-MAP scores will be used to evaluate student growth.	Evaluation	Tier 3	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	Administrators

Goal 2: All students will improve their proficiency in science in 2016-2017.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in Science by 06/14/2024 as measured by State level assessment.

Strategy 1:

Literacy in Action - All staff will incorporate the LIteracy In Action training received in 2013 - 2014.

Category:

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

Tier: Tier 1

Activity - Literacy in Action Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers were trained in Literacy in Action activities to improve reading comprehension.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/11/2014	$0	General Fund	All Algonquin teachers

Activity - Explicit Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Explicit Vocabulary Instruction to teach academic vocabulary.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Guided Highlighted Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Guided Highlighted Reading to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Close and Critical Reading strategies to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Quick Writes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Quick Writes to aid in writing fluency.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Walk Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin administrators

Activity - Literacy in Action Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Algonquin staff will analyze state assessment scores to evaluate improvement in science. | Evaluation | Tier 1 | Evaluate | 09/08/2015 | 06/16/2017 | $0 | No Funding Required | All Algonquin staff |

Activity - Tier Three Co-taught Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As much as possible, Algonquin special education students will be placed in co-taught classes to aid in understanding.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	General Fund	Algonquin teachers

Strategy 2:

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

Category:

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

Tier: Tier 1

Activity - Classroom Instruction That Works training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers have been trained in the Classroom Instruction That Works program.	Professional Learning	Tier 1	Getting Ready	09/03/2013	06/11/2014	$0	General Fund	All Algonquin teachers

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

Activity - Helping Students Develop Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understaqnding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Helping Students Extend and Apply Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypothesis to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Walk Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Classroom Instruction That Works Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin staff will analyze state assessment data to evaluate improvement in Science.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Tier Three Co-taught Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As much as possible, Algonquin special education students will be in co-taught classes to aid in understanding.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Goal 3: All students will improve their proficiency in reading in 2016-2017.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading in English Language Arts by 06/14/2024 as measured by state level assessment.

Strategy 1:

Literacy in Action - All staff will incorporate the Literacy in Action training received in 2013-2014.

Category:

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

Tier: Tier 1

Activity - Literacy in Action training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers were trained in Literacy in Action activities to improve reading comprehension.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/11/2014	$0	General Fund	All Algonquin teachers

School Improvement Plan

Algonquin Middle School

Activity - Explicit Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use explicit vocabulary instruction to teach general academic vocabulary words.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Guided Highlighted Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Guided HIghlighted Reading to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers will use Close and Critical reading strategies to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Quick Writes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers will use Quick Writes to aid in writing fluency	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Walk Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Literacy in Action Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algoqnuin staff will analyze NWEA-MAP scores to evaluate improvement in reading.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Strategy 2:

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

Category:

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

Tier: Tier 1

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

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

Activity - Helping students Develop Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Helping Students Extend and Apply Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypothesis to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Walk Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Algonquin administrators will collect data during classroom walk throughs. | Monitor | Tier 1 | Monitor | 09/08/2015 | 06/16/2017 | $0 | No Funding Required | All Algonquin teachers |

Activity - Classroom Instruction That Works Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin staff will analyze NWEA-MAP scores to evaluate improvement in reading.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Measurable Objective 2:

25% of Students with Disabilities students will demonstrate a behavior of an increase of >5 points in Reading by 06/15/2016 as measured by NWEA-MAP data.

Strategy 1:

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

Category:

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

Tier: Tier 3

Activity - Language! Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin Resource Room teachers received training to utilize Language! for appropriate students.	Direct Instruction, Professional Learning	Tier 3	Getting Ready	06/01/2009	06/10/2015	$0	Special Education	Algonquin Special Education teachers

Activity - Language!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin special education teachers will utilize Language! to supplement their tier three instruction.	Direct Instruction	Tier 3	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin Special Education teachers

Activity - Walk Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will use walk throughs and observations to monitor the use of the Language! program.	Monitor	Tier 3	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	Administrators

Activity - Language! Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IEP goals and NWEA-MAP scores will be used to evaluate student growth.	Evaluation	Tier 3	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin Special Ed teachers and administrators

Measurable Objective 3:

50% of Bottom 30% students will demonstrate a behavior of an increase > 5 points in Reading by 06/15/2016 as measured by NWEA-MAP data.

Strategy 1:

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

Category:

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

Tier: Tier 2

Activity - Read 180 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers using the Read 180 program received training to implement the program.	Technology , Professional Learning	Tier 2	Getting Ready	09/06/2011	09/12/2012	$0	Title I Part A	Algonquin Read 180 teachers

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students receive additional support through the Read 180 program.	Implementation	Tier 2	Implement	09/04/2012	06/16/2017	$28000	Title I Part A	Algonquin Read 180 teachers

Activity - Walk Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 2	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin Administrators

Activity - Read 180 Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Algonquin staff will analyze data to determine growth of Read 180 students.	Evaluation	Tier 2	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin Read 180 teachers and Progress Monitoring Team

Activity - Para-educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin para-educators will work in small groups of identified students to aid in the understanding of reading concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/16/2017	$85000	Title I Part A	Algonquin para-educators

Activity - Extended Day Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin para-educators will work with identified students before and after school to aid in understadning of reading concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/16/2017	$3408	Title I Part A	Algonquin para-educators

Goal 4: All students will improve their proficiency in writing in 2016-2017.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth 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 for all areas in Writing by 06/14/2024 as measured by state level assessments.

Strategy 1:

Literacy in Action - All staff will incorporate the Literacy in Action training received in 2013-2014.

Category:

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

Tier: Tier 1

Activity - Literacy in Action Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers were trained in Literacy in Action activities to improve reading comprehension.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/11/2014	$0	General Fund	Algonquin teachers

Activity - Explicit Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use explicit vocabulary instruction to teach general academic vocabulary words.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin teachers

Activity - Guided Highlighted Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Guided Highlighted Reading to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin teachers

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Close and Critical reading strategies to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin teachers

Activity - Quick Writes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Quick Writes to aid in writing fluency.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin teachers.

Activity - Walk-Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin administrators

Activity - Literacy in Action Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin staff will analyze district level common writing assessments to evaluate improvement in writing.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin staff

Activity - Language!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room teachers will continue to provide the Language! writing program to this population of students. Algonquin's master schedule will provide for student placement at the appropriate level. Language! will be taught as a two hour block.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin resource room teachers

Strategy 2:

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

Category:

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

Tier: Tier 1

Activity - Classroom Instruction that Works Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers have been training in the Classroom Instruction that Works program.	Professional Learning	Tier 1	Getting Ready	09/03/2013	06/10/2015	$0	General Fund	Algonquin teachers

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

Activity - Helping Students Develop Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin teachers

Activity - Helping Students Extend and Apply Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypotheses to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin teachers

Activity - Walk-Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin administrators

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

| Algonquin staff will analyze district level writing assessment data to evaluate improvement in writing. | Evaluation | Tier 1 | Evaluate | 09/08/2015 | 06/16/2017 | $0 | No Funding Required | Algonquin staff |

Activity - Language!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room teachers will continue to provide the Language! writing program to this population of students. Algonquin's master schedule will provide for student placement at the appropriate level. Language! will be taught as a two hour block.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin resource room teachers

Goal 5: All students will improve their proficiency in social studies in 2016-2017.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth 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 in all areas in Social Studies by 06/14/2024 as measured by state level assessments.

Strategy 1:

Literacy in Action - All staff will incorporate the Literacy in Action training received in 2013-2014.

Category:

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

Tier: Tier 1

Activity - Literacy in Action Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers were trained in Literacy in Action activities to improve reading comprehension.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/11/2014	$0	General Fund	All Algonquin Teachers

Activity - Explicit Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use explicit vocabulary instruction to teach general academic vocabulary words.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin Teachers

Activity - Guided Highlighted Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Algonquin teachers will use Guided Highlighted Reading to aid in reading comprehension. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/16/2017 | $0 | No Funding Required | All Algonquin Teachers |

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Close and Critical reading strategies to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Quick Writes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Quick Writes to aid in writing fluency.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	All Algonquin teachers

Activity - Walk-Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin administrators

Activity - Literacy in Action Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin staff will analyze state level assessment scores to evaluate improvement in social studies.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin staff

Activity - Tier III Co-Taught Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As much as possible, Algonquin special education students will be placed in co-taught classes to aid in understanding.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	General Fund	Algonquin teachers

Strategy 2:

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

Category:

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

Tier: Tier 1

School Improvement Plan
Algonquin Middle School

Activity - Classroom Instruction that Works Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algonquin teachers have been training in the Classroom Instruction that Works program.	Professional Learning	Tier 1	Getting Ready	09/03/2013	06/10/2015	$0	General Fund	Algonquin teachers

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

Activity - Helping Students Develop Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin teachers

Activity - Helping Students Extend and Apply Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypotheses to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin teachers

Activity - Walk-Through Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin administrators

Activity - Classroom Instruction that Works Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algonquin staff will analyze state level assessment scores to evaluate improvement across the curriculum.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	No Funding Required	Algonquin staff

Activity - Tier III Co-Taught Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As much as possible, Algonquin special education students will be placed in co-taught classes to aid in understanding.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	General Fund	Algonquin teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Language! Training	Algonquin Resource Room teachers received training to utilize Language! for appropriate students.	Direct Instruction, Professional Learning	Tier 3	Getting Ready	06/01/2009	06/10/2015	$0	Algonquin Special Education teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Instruction That Works training	All Algonquin teachers have been trained in the Classroom Instruction That Works program.	Professional Learning	Tier 1	Getting Ready	09/03/2013	06/11/2014	$0	All Algonquin teachers
Classroom Instruction that Works Training	All Algonquin teachers have been training in the Classroom Instruction that Works program.	Professional Learning	Tier 1	Getting Ready	09/03/2013	06/10/2015	$0	Algonquin teachers
Literacy in Action Training	All teachers were trained in Literacy in Action activities to improve reading comprehension.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/11/2014	$0	Algonquin teachers
Classroom Instruction that Works Training	All Algonquin teachers have been training in the Classroom Instruction that Works program.	Professional Learning	Tier 1	Getting Ready	09/03/2013	06/10/2015	$0	Algonquin teachers
Literacy in Action Training	All teachers were trained in Literacy in Action activities to improve reading comprehension.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/11/2014	$0	All Algonquin Teachers
Classroom Instruction That Works training	All Algonquin teachers have been trained in the Classroom Instruction That Works program.	Professional Learning	Tier 1		09/03/2013	06/10/2015	$0	All Algonquin teachers
Tier III Co-Taught Classes	As much as possible, Algonquin special education students will be placed in co-taught classes to aid in understanding.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers
Literacy In Action training	All teachers were trained in Literacy in Action activities to improve reading comprehension.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/11/2014	$0	All Algonquin Teachers
Tier III Co-Taught Classes	As much as possible, Algonquin special education students will be placed in co-taught classes to aid in understanding.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers

TransMath Training	All Special Education teachers have been trained in the use of TransMath.	Academic Support Program	Tier 3	Getting Ready	09/01/2013	06/11/2014	$0	All Algonquin special education teachers
Literacy in Action training	All teachers were trained in Literacy in Action activities to improve reading comprehension.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/11/2014	$0	All Algonquin teachers
Classrooom Instruction That Works training.	All Algoqnuin teachers have been trained in the Classroom Instruction That Works program.	Professional Learning	Tier 1	Getting Ready	09/03/2013	06/10/2015	$0	Ceri B. Dean, E. R. (2012). Classroom Instruction That Works. Denver, Colorado: Mid-continent Research for Education and Learning.
Literacy in Action Training	All teachers were trained in Literacy in Action activities to improve reading comprehension.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/11/2014	$0	All Algonquin teachers
Tier Three Co-taught Classes	As much as possible, Algonquin special education students will be placed in co-taught classes to aid in understanding.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Walk Through Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	All Algonquin teachers
Guided Highlighted Reading	Algonquin teachers will use Guided HIghlighted Reading to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Walk-Through Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	Algonquin administrators
Guided Highlighted Reading	Algonquin teachers will use Guided Highlighted Reading to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin Teachers

Walk Through Data	Administrators will use classroom walk throughs and observations to monitor the use of the TransMath program	Monitor	Tier 3	Monitor	09/08/2015	06/16/2017	$0	Administrators
Classroom Instruction That Works Evaluation	Algonquin staff will analyze NWEA-MAP scores to evaluate improvement in reading.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	All Algonquin teachers
TransMath	Teachers will utilize TransMath to supplement tier three math instruction.	Implementation	Tier 3	Implement	09/08/2015	06/16/2017	$0	Jon Strom Shelly Humes, Chris Lowe and Pam King
Read 180 Evaluation	Algonquin staff will analyze data to determine growth of Read 180 students.	Evaluation	Tier 2	Evaluate	09/08/2015	06/16/2017	$0	Algonquin Read 180 teachers and Progress Monitoring Team
Walk Through Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	Algonquin administrators
TransMath Evaluation	IEP goals and NWEA-MAP scores will be used to evaluate student growth.	Evaluation	Tier 3	Evaluate	09/08/2015	06/16/2017	$0	Administrators
Classroom Instruction that Works Evaluation	Algonquin staff will analyze state level assessment scores to evaluate improvement across the curriculum.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	Algonquin staff
Helping Students Develop Understanding	Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers
Helping Students Extend and Apply Knowledge	Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypotheses to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers
Quick Writes	Algonquin teachers will use Quick Writes to aid in writing fluency.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Creating the Environment for Learning	All Algonquin teachers will Set Objectives, Provide Feedback, Reinforce Effort, Provide Recognition and engage in Cooperative Learning activities.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Literacy in Action Evaluation	Algonquin staff will analyze state level assessment scores to evaluate improvement in social studies.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	Algonquin staff
Helping Students Develop Understanding	All Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers

Guided Highlighted Reading	Algonquin teachers will use Guided Highlighted Reading to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin Teachers
Close and Critical Reading	Algonquin teachers will use Close and Critical reading strategies to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Walk-Through Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	Algonquin administrators
Walk Through Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	Algonquin administrators
Progress Monitoring	Algonquin Data Team will meet several times throughout the year to monitor the progress of identified students and make appropriate adjustments.	Monitor	Tier 2	Monitor	09/08/2015	06/16/2017	$0	Algonquin Data Team members
Walk Through Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 2	Monitor	09/08/2015	06/16/2017	$0	Algonquin Administrators
Creating the Environment for Learning	Algonquin teachers will Set Objectives, Provide Feedback, Reinforce Effort, Provide Recognition and engage in Cooperative Learning activities.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers
Helping Students Develop Understanding	Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers
Close and Critical Reading	All Algonquin teachers will use Close and Critical reading strategies to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Language!	Resource room teachers will continue to provide the Language! writing program to this population of students. Algonquin's master schedule will provide for student placement at the appropriate level. Language! will be taught as a two hour block.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	Algonquin resource room teachers
Explicit Vocabulary Instruction	Algonquin teachers will use Explicit Vocabulary Instruction to teach academic vocabulary.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Literacy in Action Evaluation	Algonquin staff will analyze state assessment scores to evaluate improvement in science.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	All Algonquin staff
Quick Writes	Algonquin teachers will use Quick Writes to aid in writing fluency.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers

School Improvement Plan

Algonquin Middle School

Walk Through Data	Administrators will use walk throughs and observations to monitor the use of the Language! program.	Monitor	Tier 3	Monitor	09/08/2015	06/16/2017	$0	Administrators
Close and Critical Reading	All Algonquin teachers will use Close and Critical reading strategies to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Quick Writes	All Algonquin teachers will use Quick Writes to aid in writing fluency.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers.
Tier Three Co-taught Classes	As much as possible, Algonquin special education students will be in co-taught classes to aid in understanding.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Walk Through Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	All Algonquin teachers
Guided Highlighted Reading	Algonquin teachers will use Guided Highlighted Reading to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Literacy in Action Evaluation	Algonquin staff will analyze NWEA-MAP scores to evaluate improvement in mathematics.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	Algonquin Staff
Creating the Environment for Learning	Algonquin teachers will Set Objectives, Provide Feedback, Reinforce Effort, Provide Recognition and engage students in Cooperative Learning activities.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers
Math Support Evaluation	Algonquin staff will analyze NWEA-MAP scores to determine growth of identified students.	Evaluation	Tier 2	Evaluate	09/08/2015	06/16/2017	$0	Algonquin teacher and administrators
Language!	Resource room teachers will continue to provide the Language! writing program to this population of students. Algonquin's master schedule will provide for student placement at the appropriate level. Language! will be taught as a two hour block.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2017	$0	Algonquin resource room teachers
Helping Students Extend and Apply Knowledge	Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypothesis to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Literacy in Action Evaluation	Algonquin staff will analyze district level common writing assessments to evaluate improvement in writing.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	Algonquin staff
Language!	Algonquin special education teachers will utilize Language! to supplement their tier three instruction.	Direct Instruction	Tier 3	Implement	09/08/2015	06/16/2017	$0	Algonquin Special Education teachers
Explicit Vocabulary Instruction	Teachers will use explicit vocabulary instruction to teach general academic vocabulary words.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin Teachers

Language! Evaluation	IEP goals and NWEA-MAP scores will be used to evaluate student growth.	Evaluation	Tier 3	Evaluate	09/08/2015	06/16/2017	$0	Algonquin Special Ed teachers and administrators
Walk Through Data	Algonquin Administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	Algonquin Administators
Helping Students Extend and Apply Knowledge	Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypothesis to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Classroom Instruction That Works Evaluation	Algonquin staff will analyze state assessment data to evaluate improvement in Science.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	All Algonquin teachers
Close and Critical Reading	Algonquin teachers will use Close and Critical Reading strategies to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	$0	All Algonquin teachers
Walk-Through Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	Algonquin administrators
Creating the Environment for Learning	All Algonquin teachers will Set Objectives, Provide Feedback, Reinforce Effort, Provided Recognition and engage in Cooperative Learning activities.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Walk-Through Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	Algonquin administrators
Explicit Vocabulary Instruction	Teachers will use explicit vocabulary instruction to teach general academic vocabulary words.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers
Classroom Instruction that Works Evaluation	Algonquin staff will analyze district level writing assessment data to evaluate improvement in writing.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	Algonquin staff
Explicit Vocabulary Instruction	Teachers will use explicit vocabulary instruction to teach general academic vocabulary words.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin Middle School teachers
Helping Students Extend and Apply Knowledge	Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypotheses to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers
Helping Students Develop Understanding	All Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understagnding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers

Helping Students Extend and Apply Knowledge	Algonquin teachers will help students Identify Similarities and Differences and Generate and Test Hypothesis to extend and apply knowledge.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Classroom Instruction That Works Evaluation	Algonquin staff will analyze NWEA-MAP scores to evaluate improvement across the curriculum.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	All Algonquin staff
Creating the Environment for Learning	All Algonquin teachers will Set Objectives, Provide Feedback, Reinforce Effort, Provide Recognition and engage in Cooperative Learning activities.	Implementation	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Quick Writes	All Algonquin teachers will use Quick Writes to aid in writing fluency	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Quick Writes	Algonquin teachers will use Quick Writes to aid in writing fluency.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers
Walk Through Data	Algonquin administrators will collect data during classroom walk throughs.	Monitor	Tier 1	Monitor	09/08/2015	06/16/2017	$0	All Algonquin teachers
Guided Highlighted Reading	Algonquin teachers will use Guided Highlighted Reading to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers
Helping students Develop Understanding	All Algonquin teachers will use Cues, Questions and Advance Organizers, Nonlinguistic Representations, Summarizing and Note Taking and Assign Homework and Provide Practice to help students develop understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Close and Critical Reading	Algonquin teachers will use Close and Critical reading strategies to aid in reading comprehension.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	Algonquin teachers
Explicit Vocabulary Instruction	Teachers will use explicit vocabulary instruction to teach general academic vocabulary words.	Direct Instruction	Tier 1	Implement	09/08/2015	06/16/2017	$0	All Algonquin teachers
Literacy in Action Evaluation	Algoqnuin staff will analyze NWEA-MAP scores to evaluate improvement in reading.	Evaluation	Tier 1	Evaluate	09/08/2015	06/16/2017	$0	All Algonquin teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SucessMaker training	Students will work in small group settings with para-educators to target specifc needs in order to increase their understanding of the Common Core Standards.	Getting Ready	Tier 2		09/03/2013	06/11/2014	$0	Math Support teachers
SuccessMaker	Students will use SuccessMaker software in Math Support classes to aid in understanding of math concepts.	Academic Support Program, Technology	Tier 2	Implement	09/08/2015	06/16/2017	$2786	Algonquin Math Support teachers

Read 180	Identified students receive additional support through the Read 180 program.	Implementation	Tier 2	Implement	09/04/2012	06/16/2017	$28000	Algonquin Read 180 teachers
Read 180 Training	Teachers using the Read 180 program received training to implement the program.	Technology , Professional Learning	Tier 2	Getting Ready	09/06/2011	09/12/2012	$0	Algonquin Read 180 teachers
Para - Educators	Para - educators will work in small groups of identified students to aid in the understanding of math concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/16/2017	$85000	Algonquin para-educators
Extended Day Homework Help	Algonquin para-educators will work with identified students before and after school to aid in understanding of math concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/16/2017	$3408	Algonquin para - educators
Extended Day Homework Help	Algonquin para-educators will work with identified students before and after school to aid in understadning of reading concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/16/2017	$3408	Algonquin para-educators
Para-educators	Algonquin para-educators will work in small groups of identified students to aid in the understanding of reading concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/16/2017	$85000	Algonquin para-educators