



School Improvement Plan

Alaiedon Elementary School

Mason Public Schools (Ingham)

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Introduction

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

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?

Alaiedon Elementary provides programming for Kindergarten, grades one through five, and a CI classroom for early elementary students. Current enrollment is 467 students. This enrollment has been steady over the past three years. A large majority of students are caucasian and come from middle income households. The Free/Reduced population is 29%. Alaiedon Elementary has a solid and healthy mix of teachers with varying levels of experience. 90% plus of families reside in the Mason community, a small town with rural surroundings.

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 - Alaiedon Elementary School - A place where all students SOAR to success.

The mission of Alaiedon Elementary School is to form a partnership of students, parents, staff, and community to challenge all students to learn and reach their individual potential by utilizing their unique abilities. Through a safe, nurturing environment and stimulating curriculum, students will acquire self-confidence, respect for themselves and others, and a responsibility to learn, which will prepare them to meet their next level of achievement.

Alaiedon Elementary Belief Statements are as follows:

- each individual has inherent value
- each individual can learn
- people learn at different rates and in different ways
- education is the shared responsibility of the student, family, school, and community
- appropriate challenge motivates people to learn
- rapid change creates the need for lifelong learning
- people are our most important resource
- communication is vital to the quality of life
- the quality of education suffers if basic needs are not met
- self-esteem, motivation, and opportunity are necessary for an individual to reach his/her potential
- both cooperation and healthy competition play significant roles in education
- the quality of public education is vital to a healthy democracy
- education opens doors and expands opportunities
- diversity creates strength and enriches life

Alaiedon Elementary's diligent and committed work in implementing a multi-tiered system of support embodies our vision, mission and belief statements. All staff members are passionate in working together to meet the needs of all learners to the best of our ability and with the resources/personnel available to us.

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.

Areas of improvement of which Alaiedon Elementary takes pride and receives recognition include, but are not limited to:

- a sound MTSS approach to best meet the needs of all learners
- conducting universal screenings three times a year
- conducting deeper assessments on all students showing need from universal screeners
- analyzing student data - universal screening, deep assessment, and progress monitoring
- incorporating additional reading and math interventions, and building the menu of interventions available at the building level
- scheduling a common intervention time at each grade level for the purpose of improving reading achievement
- establishing a staff meeting/collaboration schedule whereby teachers analyze student progress and address learning needs accordingly
- utilizing retired teachers, parent volunteers, and additional support personnel specific to the purpose of improving reading and math skills

Areas Alaiedon Elementary identifies for improvement include, but are not limited to:

- identifying solutions for covering/incorporating science and social studies content to all learners within the school day that is largely devoted to reading and math instruction
- identifying, purchasing, and utilizing research based reading and math interventions specific to the areas of deficit
- developing greater skill in analyzing data, inputting data, and use of progress monitoring tools
- developing and establishing a refined intervention schedule at all grade levels - cross-grade level
- increasing knowledge and implementation of best practices (Visible Learning, Hattie, 2009)

Additional Information

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

The entire staff of Alaiedon Elementary School is proud of our efforts that are resulting in increased achievement scores. We are far from perfect, but are dedicated professionals who willingly work as a team to promote student learning.

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.

Parents, staff, students and community members are considered stakeholders for Alaiedon Elementary School.

Parents were able to participate in four advisory forums this school year. Alaiedon PTO and parents who attended the December 2014 PTO Meeting were able to participating in a SWOT analysis regarding our district and school. Feedback is taken into consideration during annual School Improvement Goal Planning Sessions conducted in the Spring. Six members of our building's SIT are parents. It is important for Alaiedon engage parents in a formal survey about our buildings facilities, instruction, relationships during the 2015-16 school year.

All staff are asked to complete a variety of surveys throughout the school year regarding Alaiedon Elementary School's positive behavior supports and literacy and math intervention/instruction.

School Improvement Team members consist of learning specialists, Reading specialist, grade level teachers and paraprofessionals, and parents. Meetings and sub-committees are scheduled regularly throughout the year to gauge School Improvement Goal effectiveness, analyze building data, and develop/refine goals.

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

As mentioned previously, Alaiedon Elementary School's School Improvement Team consists of:

- General Education Teachers (2 are parents)
- Reading Teacher
- Special Education Teacher (also parent
- School Administrator
- Parents (3)

All these individuals are involved in school systems survey/data gathering and analysis. Student assessment data analysis is conducted as a SIT three times a year, and at grade levels monthly. All SIT members are strongly encouraged to participate in goal planning.

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

All Alaiedon Elementary School stakeholders are informed of the annual improvement plan, strategies and activities via the school newsletter, PTO Principals' Report, and web-site. Additionally, specific letters are sent informing parents of the reading/math interventions occurring at each grade level, along with the level of participation by their child. Additionally, daily informal dialogues and formal meetings (PT Conferences/PTO Meetings) take place with accessible parents about the strategies in place and their effectiveness.

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?

Alaiedon's three year trend for enrollment has remained constant. Out building is at capacity, and we often place students in our classrooms who are displaced from fellow district elementary, North Aurelius, due to their high resident enrollment. The challenges we have are space issues for small group intervention, storage, and for the 2016-17 school year - additional classroom space.

Student Demographic Data

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

Alaiedon's three year trend for attendance has been stable. We continue to have a pocket of families whose attendance has warranted intervention by the Ingham ISD Truant Officer.

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?

Alaiedon has a strong PBIS program. We have had no expulsions. Student suspensions (in-school/out-of-school) are minimal and specific to a handful of students who are experiencing strong social/emotional/behavior issues. With regards to discipline referrals, our staff works hard to have consistency of reporting misbehavior. Many teachers handle this within their own classroom. We have one grade level of students who experience above atypical behavior. Teachers work collaboratively to structure this group of students' day and work extensively to support them positively.

Student Demographic Data

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

The greatest challenge Alaiedon has demographically is SES. We strive to provide instructional information to all parents, but this could be improved. Our breakfast and lunch program supports several families, and we believe as many as possible take advantage of this.

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?

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teaching staff are open to learning best practices, collaborating with another, and assisting each other in implementation of these practices.

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?

Alaiedon Elementary has a strong mix of veteran and new personnel on staff. This works to our advantage. All teaching staff are open to learning best practices, collaborating with another, and assisting each other in implementation of these practices. Turnover with the SLI therapist has impacted the continuity of IEP students receiving support, and with initial screenings that are discussed/requested via our SST process. The district is looking to hire rather than receive itinerant services from the ISD. This should help. Additionally, our SW support has been in transition over the past few years as well. 2012-13 our SW support was split between two individuals, 2013-14 this support was from one SW who then left at the conclusion of the school year. This past school year we have had one SW staff member for three days a week. We hope this same person is able to continue for the 2015-16 school year.

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?

School leader (building principal) absences due to illness are minimal and impact student achievement very little. Absences due to PD are not excessive, and could be increased if balanced out by being out of the building for administrative meetings. This past school year the building principal and three teachers attended Visible Learning training with the intention of this being incorporated into Alaiedon's SIP and have significant impact on student learning.

Teachers who also play a school leader role have been engaged in some PD this school year in the area of literacy (all teachers) and guided math (some teachers). These absences alone would have positive impact on student achievement. These dates have often overlapped with scheduled student assessment dates. The combination of these times out of the classroom can be burdensome on the teacher planning and instructional delivery.

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?

As stated in the previous question, teachers have been engaged in some PD this school year in the area of literacy (all teachers) and guided math (some teachers). These absences alone would have positive impact on student achievement. These dates have often overlapped with scheduled student assessment dates. The combination of these times out of the classroom can be burdensome on the teacher planning and instructional delivery.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

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Better planning on part of the building and district with regard to the amount of time and type of PD offered to teachers is necessary. This needs to be more systematic and draw teachers out of the classroom minimally. The New Teacher Mentor Program and high collegiality of Alaiedon Elementary is strongly beneficial to the new teachers. Their transition appears to not be impacting student achievement negatively.

Analysis of current student assessment requires in another area where the district needs to focus and refine. These activities take teachers out of the classroom considerably, and/or have teachers completing the activities during instructional time. We feel this does impact the growth we see with students.

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?

Areas we identified and provide strong evidence for Full or Sustained Implementation are:

Learning Environment

Safe and Support Environment

Collaborative Teams

Cultural Responsiveness

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?

Alaiedon has identified the following areas for attention during the 2015-16 School Year in Math:

Continue with prioritized reading/math instructional time, and that fidelity of curriculum programs are upheld

Make sure PD is based on best practice and is relevant to classroom teaching

Vertical alignment is critical to support transitions from grade to grade, including elementary to middle (need for teachers understanding and knowledge for how to support this

Students to understand the criteria and expectations for demonstrating learning

Students to learn to track and use their own achievement data

Communication parents - need to have common programs across grade levels (i.e Skyward Messenger)

Alaiedon has identified the following areas for attention during the 2015-16 School Year in Literacy:

Focus on instructional time on Close and Critical Reading

PD needs to address the urgency in elementary curriculum needs and Common Core

Cross grade level understanding are critical to support vertical alignment and transitions from grade to grade

Support/Training for teachers to best understand and track classroom data

Nomework - developmental plan for gradually expecting more responsibility from Kindergarten through Grade 5

Alaiedon has identified the following areas for attention during the 2015-16 School Year in Behavior:

Behavior report system - minor vs. major discipline referrals

Need for CHAMPS Coaches to support teachers

12. How might these challenges impact student achievement?

If these challenges are not overcome, student achievement will continue to remain stagnant. Alaiedon Staff believe strongly if these areas are addressed, student achievement will rise.

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.

SIP considerations in the area of Math have been identified:

Feasibility of classroom teaching carrying out intervention

Need for intervention/interventionist in this area

Need for common Core aligned curriculum and materials

Take advantage IISD Trainings - ability to take away immediately for classroom implementation

Have ISD Math Consultant present for Alaiedon PD

Continue PTO support of science assemblies

Streamline recording of student assessment data

Utilizing AIMSweb data appropriately to support readiness skills

Alaiedon has identified the following areas for attention during the 2015-16 School Year in Literacy:

PD that provides opportunities for relevant and classroom ready topics

Ponder thirty-minute grade level intervention time and impact on other curriculum areas; need for additional interventionist

Continue efforts to collaborate about writing in grade level teams; mentor texts/unit lessons

Look at PTO support for dynamic guest speakers who can deliver presentations about curriculum

Curriculum mapping at grade levels

Alaiedon has identified the following areas for attention during the 2015-16 School Year in Behavior:

Maintain CHAMPs training for all new hires

Provide training for two leaders to be CHAMPs Coaches; one upper and one lower to provide CHAMPs support

Continue Tier 1 SOAR Program

Establish recording system for minor and major behavior referrals to identify behavior needs in a more efficient way

Establish Tier 2/3 process to coincide with recording system.

Continue and refine Parent Resource Fair - include at Fall Open House

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?

Through IEPs, 504 Plan, and SST meetings K-5 teaching staff discuss and identify ways to ensure that students with disabilities have access to our present level of support - reading interventions, math interventions and behavior interventions.

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

Alaiedon has limited number of Extended Learning Opportunities. This past school year students were invited to attend a Chess Class (payment required). Three science related activities were held after school hours this year: Lego STEM for 4th and 5th Grade students, Science Theater for Grades 3-5, and Science Palooza for all grades. Alaiedon informs families of extended learning opportunities offered through Mason Community Education, MSU, LCC, and other organizations.

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

For some activities, teacher recommendation is required (Kids College). Interested parents inform classroom teachers of the need for this recommendation and it is completed. All other opportunities were open to students in those respective grade levels.

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?

Teacher lesson plans and observations are one manner in which Alaiedon ensures the state content standards are being implemented with fidelity. Additionally, Alaiedon staff participated in team meetings cross grade level this school year to identify areas of challenge. These meetings assisted grade level teachers in ensuring core content was being covered before sending the students onto the next grade level. Discussions during SIP and SST meetings are also key evidence that teachers are implementing curriculum content.

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.

Not applicable.

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

As noted during March 2015 SIP Work Session:

Overall percent proficient on deep level reading assessment (BAS) is at least 70%

Grades 2 & 3 have 80% or more proficient on BAS

R-CBM scores show largest growth in grades 4 & 5

Uninterrupted 90-minute literacy block for grade K-2 and 5

19b. Reading- Challenges

Students below grade level showing progress in intervention, but not catch-up growth.

District has set 90% proficiency on state assessment - Alaiedon has not achieved that mark

AIMSweb screener proficiencies not meeting the 80% Tier 1 mark overall

Alaiedon is maximizing the use of available personnel and materials - this is limited and continues to be a challenge

19c. Reading- Trends

The three year trends for Alaiedon's general education students show:

Stability at 3rd Grade; growth at 4th Grade; decrease at 5th Grade

Cohort Growth is as follows: 3rd-4th - dips; 4th-5th - increase; 5th-6th dip & growth

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.

As answered in a similar question previously:

Alaiedon has identified the following areas for attention during the 2015-16 School Year in Literacy:

PD that provides opportunities for relevant and classroom ready topics

Ponder thirty-minute grade level intervention time and impact on other curriculum areas; need for additional interventionist

Continue efforts to collaborate about writing in grade level teams; mentor texts/unit lessons

Look at PTO support for dynamic guest speakers who can deliver presentations about curriculum

Curriculum mapping at grade levels

20a. Writing- Strengths

Increased collaboration in this area among teachers

Increased PD provided in 2013-14

Adoption of MAISA writing units

20b. Writing- Challenges

Instructional minutes to instruct

Focus on reading interventions; often times these same students have difficulty with writing

20c. Writing- Trends

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Alaiedon's 4th Grade writing scores for general education students have risen over the past four years.

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.

As answered in a similar question previously:

Alaiedon will continue efforts to collaborate about writing in grade level teams; mentor texts/unit lessons

21a. Math- Strengths

For the 2014015 school year, grade level numbers in Tier 3 decrease in grades 2, 3 and 4

Guide math professional development and implementation in pockets throughout the building.

21b. Math- Challenges

Lack of math intervention materials

Lack of math intervention time

Lack of curriculum program that is aligned to common core

21c. Math- Trends

Among Alaiedon's general education students:

3rd, 4th and 5th Grade trends show increase over the past four years

6th Grade showed increase, but then a significant drop in the fall 2013 scores

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.

As answered in a similar question asked previously:

SIP considerations in the area of Math have been identified:

Feasibility of classroom teaching carrying out intervention

Need for intervention/interventionist in this area

Need for common Core aligned curriculum and materials

Take advantage IISD Trainings - ability to take away immediately for classroom implementation

Have ISD Math Consultant present for Alaiedon PD

Continue PTO support of science assemblies

Streamline recording of student assessment data

Utilizing AIMSweb data appropriately to support readiness skills

22a. Science- Strengths

Focus of school assemblies on science related material - two per class during the school year

Informational texts in district reading program supports science context

22b. Science- Challenges

Students receiving reading/math intervention often miss science instruction

In order to provide reading/math intervention, teachers take from science instruction

22c. Science- Trends

Four year trends show increase, then dip, then significant increase in Fall 2013 results

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.

As answered in a similar question previously:

the approach to providing intervention to students will addressed at each grade level; this may impact number of students receiving science instruction

continue current approach with school assemblies and evening functions focus on science

23a. Social Studies- Strengths

Curriculum materials readily available and accessible to teachers

23b. Social Studies- Challenges

Students receiving reading/math intervention often miss science instruction

In order to provide reading/math intervention, teachers take from science instruction

23c. Social Studies- Trends

Over the past three years the 6th Grade MEAP scores showed stability in 2011 & 2012; then a sharp decrease in 2013

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.

As answered in a similar question previously:

the approach to providing intervention to students will addressed at each grade level; this may impact number of students receiving social studies instruction

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?

Alaiedon last solicited formal perception data from students in 2012. At this time students felt strongly their school was a safe learning environment and expressed positive relationships with their teachers.

24b. Student Perception Data

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

Alaiedon last solicited formal perception data from students in 2012. At this time areas students felt less satisfied with were not all misbehaviors were visible to adults.

24c. Student Perception Data

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

Alaiedon Elementary needs to give all students a perception survey in 2015-16 to more accurately respond to this question.

25a. Parent/Guardian Perception Data

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

During the December 2014 SWOT Analysis, Alaiedon parents identified the following strengths:

Helpful teachers/staff

Staff always has a smile on their faces

Sense of community within the school

Their children able to attend Specials - Music, PE, Art, Spanish

25b. Parent/Guardian Perception Data

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

During the December 2014 SWOT Analysis, Alaiedon parents identified the following weaknesses:

Safety/Security

Crowded building

Large class sizes

Parking is insufficient

Aging facilities

Limited technology

Parent knowledge of curriculum

Transition of their children from elementary to middle school

Transportation - children on long bus rides, crowding, bully-type behaviors

Teacher/Student ration

Instruction for children at higher levels

25c. Parent/Guardian Perception Data

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

Alaiedon's building actions regarding these concerns have been answered in previous questions. Additionally, Mason Public Schools is undergoing a strategic planning process. Many of the concerns voiced by parents are being addressed in this strategic plan. Alaiedon will align our actions with the district plan.

26a. Teacher/Staff Perception Data

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

Staff participate in several surveys throughout the school year to measure our success and implementation of PBIS, Math and Literacy instruction.

General areas of strength include:

high staff collaboration

appreciation of time to meet as grade level teams

professional development opportunities

26b. Teacher/Staff Perception Data

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

Staff participate in several surveys throughout the school year to measure our success and implementation of PBIS, Math and Literacy instruction.

General areas of weakness include:

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PD not aligned to current needs; at times feeling it is not a cohesive plan

Lack of interventions and interventionists

Lack of aligned math curriculum program

Too much time spent away from instruction assessing students

26c. Teacher/Staff Perception Data

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

Please refer to answered questions: 4, 9, 13, 19d, 20d, 21d, 22d, and 23d

27a. Stakeholder/Community Perception Data

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

Not available

27b. Stakeholder/Community Perception Data

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

Not available

27c. Stakeholder/Community Perception Data

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

Likely, the strategies previously listed will increase parent/guardian satisfaction which in turn should increase stakeholder/community satisfaction.

Summary

28a. Summary

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

Alaiedon Elementary School is very proud of the hard work and success we have experienced over the past several years. We are most proud of the strong PBIS system in place building-wide and feel it contributes significantly to our school culture. Teacher collaboration, desire to learn, and commitment to best practices keeps Alaiedon moving forward. We strive to maximize every person and material available to us. Our increased MEAP scores in reading and math are evidence of this. Alaiedon is committed to focusing on best practice implementation in the coming school year: learning targets, success criteria, and effective learning practices. Additionally, plans for cross grade level collaboration will increase.

28b. Summary

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

As previously mentioned, low SES for approximately one-third of our population is the dominant challenge for Alaiedon Elementary. Home support and follow through with school work, understanding of curriculum, and learning skill routines at home present challenges to student achievement. Additionally, several families are coping with crisis situations - divorce, neglect, separate households - that cause stress for students.

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?

Each sub-committee of Alaiedon's SIT (Literacy, Math and Behavior) were responsible for generating a SMART goal relative to the district overarching achievement goals (90% Literacy Proficiency; 70% Math Proficiency). The strategies and actions previously shared are measurable through committee/meetings notes, lesson observations, teaching plans, AIMSweb scores, BAS results, Math unit tests, Writing samples, and MSTEP. Please refer to previous answered questions for specific actions/strategies.

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	Universal screening takes place in both literacy and math three times a year. Deeper literacy assessments for all students identified not at benchmark take place three times a year. Unit math assessments are required at grades K-5. Grades 3-5 participated in the M-STEP for math and ELA.	

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.masonk12.net/pages/AER%20annual%20report%20info/Alaiedon%20AER%20Combined%20Report.PDF	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	This is not applicable for Alaiedon Elementary School.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	This is not applicable for Alaiedon Elementary School.	

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	Alaiedon Elementary School complies with all federal laws and regulations prohibiting discrimination. The policy is listed in our staff handbook.	

School Improvement Plan

Alaiedon Elementary School

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	The designated employee to coordinate efforts to comply with and carry out non-discrimination responsibilities is: Rick Brooks, Director of Human Resources Mason Public Schools 400 S. Cedar Street Mason, MI 48854 517-676-6484	

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	Alaiedon Elementary School strives and encourages all parents to be involved in the school. Our School-Parent Involvement Plan is available on the school web-site.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Alaiedon Elementary School has a School-Parent Compact. It is reviewed each year and provided to all Title 1 families in the fall of each school year. It is also available on the school web-site.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Alaiedon Elementary gleans information from multiple sources when developing our School Improvement Plan. These sources include, but are not limited to: assessment data (MEAP, universal screening, deep assessments, etc.), systems survey data, parent, student and staff survey data, and research on best practices.	

Alaiedon SIP 2015-16

Overview

Plan Name

Alaiedon SIP 2015-16

Plan Description

Alaiedon SIP 2015-16

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	Alaiedon will fully implement School-wide Positive Behavior Intervention Supports (SWPBIS) to improve behavior and academic outcomes within the school.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$1800
2	Students will improve foundational reading skills, fluency and comprehension.	Objectives: 2 Strategies: 3 Activities: 9	Academic	\$13975
3	Alaiedon students' will become proficient mathematicians.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$7700
4	Visible Learning	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$800
5	Parent Perception Surveys	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Alaiedon will fully implement School-wide Positive Behavior Intervention Supports (SWPBIS) to improve behavior and academic outcomes within the school.

Measurable Objective 1:

collaborate to implement SWPBIS with fidelity as measured by the Benchmarks of Quality and School Assessment Surveys by 06/01/2017 as measured by achieving a score of 80% or higher in each category..

Strategy 1:

CHAMPS - New teaching staff will receive CHAMPS training provided by the IISD in the 201516 and 2016-17 school years. Each trained individual will receive materials including the CHAMPS textbook by Randy Sprick. The behavior team will create a plan for ongoing support (book clubs and/or refresher sessions at staff meetings,)

Category:

Research Cited: CHAMPS by Randy Sprick

Tier:

Activity - CHAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Alaiedon teachers will receive CHAMPS training by the IISD.	Professional Learning	Tier 1	Implement	08/25/2014	06/01/2017	\$400	Title II Part A	Lisa Francisco

Activity - CHAMPS Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One upper level teacher and one lower level teacher will be trained as CHAMPS Coaches to provide support in the building.	Teacher Collaboration	Tier 1	Getting Ready	08/01/2015	06/01/2016	\$600	Title II Part A	Building CHAMPS Coaches Building Social Worker IISD Behavior Consultant Building Principal

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

Alaiedon Elementary School

the trained CHAMPs Coaches within the building will support fellow teachers in implementation of CHAMPs. This may include classroom observation and follow-up discussion. The school will access IISD PBIS Consultant as needed.	Parent Involvement, Professional Learning, Teacher Collaboration, Walkthrough, Behavioral Support Program, Materials	Tier 1	Implement	01/01/2016	06/01/2017	\$200	Title II Part A	Building Social Worker CHAMPs Coaches
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Activity - Cross-Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cross-Grade level teams will meet minimally at year's end to share what behavior issues exist; what strategies have been tried; where students were and where they are currently.	Professional Learning, Teacher Collaboration, Walkthrough, Behavioral Support Program	Tier 1	Implement	09/08/2015	06/01/2016	\$300	Title II Part A	Building Principal Grade Level Staff

Measurable Objective 2:

collaborate to support students in demonstrating less disruptive behavior by 01/22/2016 as measured by a decrease of 30% ODR referrals for 2015-16 2nd Grade students..

Strategy 1:

Minor/Major Behaviors - The Tier 1 Behavior Team will establish a recording system for minor and major behavior referrals to identify behavior needs in a more efficient way.

Category:

Research Cited: CHAMPs by Randy Sprick

Tier: Tier 1

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

Alaiedon Elementary School

The Tier 1 Behavior Team will provide staff with clarification for use and reporting student behavior on the building Office Discipline Referral (ODR).	Professional Learning, Parent Involvement, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	09/08/2015	10/30/2015	\$300	Title II Part A	Building Social Worker Tier 1 Behavior Team
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Activity - Tier 2/3 Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A designated meeting to review existing BIPs, and develop newly needed BIPs will be established and held on a regular basis.	Professional Learning, Parent Involvement, Teacher Collaboration, Walkthrough, Behavioral Support Program, Direct Instruction	Tier 2	Implement	09/08/2015	06/01/2016	\$0	No Funding Required	Building Social Worker Building Principal Tier 2/3 Behavior Team

Goal 2: Students will improve foundational reading skills, fluency and comprehension.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency AIMSweb RCBM in Reading by 06/01/2017 as measured by AIMSweb RCBM.

Strategy 1:

MTSS Staff Proficiency - Staff will continue implementation and become more proficient in the MTSS process to support at-risk learners.

Category:

Research Cited: MiBLSi - W. David Tilly, Roland Good, Edward Shapiro, Karen Blase', Fountas-Pinnell, Pressley

Tier: Tier 2

Activity - Data Administration & Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alaiedon Elementary School

Staff will use multiple sources of data to drive instruction. Staff will follow guidelines for and administer reading assessments with consistency. Grade level teams will analyze this data three times during the school year to identify areas of need and success. Staff will continue to maintain and improve their ability to select, plan for, and progress monitor interventions.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/01/2017	\$2475	General Fund	K-5 Teaching Staff Resource Room Teacher Reading Teacher School Psychologist Building Principal District MTSS Coach/Administrator
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Activity - Tier 2 Classroom Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Teachers will collaborate and analyze grade level data to determine the most effective reading intervention to conduct. Grade levels may choose to provide as a grade level or individual classroom teacher, a total 30 minutes/4-5 times per week whereby the most at-risk students receive needed intervention in targeted areas. Interventions used will be reviewed and analyzed during grade level data meetings.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/01/2017	\$0	No Funding Required	Building Principal K-5 Teachers Reading Teacher Resource Teacher

Activity - MTSS Tracking Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will compile and maintain the district Literacy Crate/Folder on all students. This material will be used during SST meetings to gauge student progress and determine next steps.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/01/2016	\$0	No Funding Required	Building Principal Resource Teacher Reading Teacher K-5 Teachers

Activity - Building Literacy Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alaiedon Elementary School

The building's literacy support personnel will be restructured for the most at-risk students so they are provided targeted/tiered instruction for all grade levels.	Professional Learning, Parent Involvement, Teacher Collaboration, Walkthrough, Direct Instruction, Academic Support Program	Tier 2	Implement	09/08/2015	06/01/2016	\$0	No Funding Required	Building Reading Teacher Building Literacy Aides Building Principal
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Activity - Entry/Exit Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building SIT and/or Reading Sub-Committee will establish criteria to determine when a student enters/exits Tier 2/3 intervention.	Parent Involvement, Teacher Collaboration, Supplemental Materials, Academic Support Program	Tier 2		09/08/2015	06/01/2016	\$0	No Funding Required	School Improvement Team SIT Reading Sub-Committee

(shared) Strategy 2:

Implementation of Core Reading Program - Teaching staff will fine tune their implementation of the core reading program.

Category:

Research Cited: The studies were designed by and held to the highest US DOE standards by Main Street Academix, an independent, university-based research company. MSA selected random pairs of experimental and control schools, administered the pretests and posttests, ensured fidelity of implementation, and compiled final results

Tier: Tier 1

Activity - Common Core and Tier 1 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alaiedon Elementary School

Teaching staff will participate in district provided PD on the core reading program. Staff will participate in additional PD on best practice reading instruction. Staff will continue to develop understanding of how the core reading program aligns with the CCSS.	Professional Learning	Tier 1	Monitor	09/08/2015	06/01/2016	\$2500	General Fund	K-5 Teaching Staff Resource Teacher Reading Teacher School Psychologist Building Principal Paraprofessionals assigned literacy instruction support activities
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Activity - Promote consistency in delivering reading instruction.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to promote consistency in delivering reading instruction within their grade level based on core program resources and knowledge of best practice instruction. Building grade level (two half-days), building cross-grade level (two half-days) and district grade level meetings will be used as a means to accomplish this.	Direct Instruction	Tier 1	Implement	09/08/2015	06/01/2017	\$7200	Title II Part A	K-5 and Instructional Support Teaching Staff Building Principal

Activity - Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will continue to address and improve upon their writing instruction using the MAISA Writing Units. Teachers will attend district sponsored professional development. Teachers will collaborate during grade level and cross grade level meetings to discuss their instruction and student outcomes to ensure consistency within and across the grade levels.	Professional Learning, Curriculum Development, Teacher Collaboration, Walkthrough, Technology, Materials, Direct Instruction	Tier 1	Monitor	09/08/2015	06/01/2017	\$1800	Title II Part A	K-5 Teachers Building Principal

Strategy 3:

Hold a parent/guardian curriculum night. - Staff will work together building-wide to plan for a parent curriculum night.

School Improvement Plan

Alaiedon Elementary School

Category:

Research Cited: Visible Learning, Hattie 2009 - Castro & Lewis, 1984; White, Taylor & Moss, 1992; Hong & Ho, 2005

Tier: Tier 1

Activity - Staff will collaborate, design and develop a parent curriculum night.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will work together to design, develop and present curriculum and instructional information to parents.	Parent Involvement	Tier 1	Implement	08/25/2014	06/05/2015	\$0	No Funding Required	K-5 and Instructional Support Teacher Staff Building Principal

Measurable Objective 2:

90% of Third, Fourth and Fifth grade students will demonstrate a proficiency on MSTEP in Reading by 06/01/2017 as measured by State of Michigan M-STEP.

(shared) Strategy 1:

Implementation of Core Reading Program - Teaching staff will fine tune their implementation of the core reading program.

Category:

Research Cited: The studies were designed by and held to the highest US DOE standards by Main Street Academix, an independent, university-based research company. MSA selected random pairs of experimental and control schools, administered the pretests and posttests, ensured fidelity of implementation, and compiled final results

Tier: Tier 1

Activity - Common Core and Tier 1 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alaiedon Elementary School

Teaching staff will participate in district provided PD on the core reading program. Staff will participate in additional PD on best practice reading instruction. Staff will continue to develop understanding of how the core reading program aligns with the CCSS.	Professional Learning	Tier 1	Monitor	09/08/2015	06/01/2016	\$2500	General Fund	K-5 Teaching Staff Resource Teacher Reading Teacher School Psychologist Building Principal Paraprofessionals assigned literacy instruction support activities
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Activity - Promote consistency in delivering reading instruction.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to promote consistency in delivering reading instruction within their grade level based on core program resources and knowledge of best practice instruction. Building grade level (two half-days), building cross-grade level (two half-days) and district grade level meetings will be used as a means to accomplish this.	Direct Instruction	Tier 1	Implement	09/08/2015	06/01/2017	\$7200	Title II Part A	K-5 and Instructional Support Teaching Staff Building Principal

Activity - Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will continue to address and improve upon their writing instruction using the MAISA Writing Units. Teachers will attend district sponsored professional development. Teachers will collaborate during grade level and cross grade level meetings to discuss their instruction and student outcomes to ensure consistency within and across the grade levels.	Professional Learning, Curriculum Development, Teacher Collaboration, Walkthrough, Technology, Materials, Direct Instruction	Tier 1	Monitor	09/08/2015	06/01/2017	\$1800	Title II Part A	K-5 Teachers Building Principal

Goal 3: Alaiedon students' will become proficient mathematicians.

Measurable Objective 1:

70% of Third, Fourth and Fifth grade students will demonstrate a proficiency on State of Michigan Assessment in Mathematics by 06/01/2017 as measured by Math M-STEP.

(shared) Strategy 1:

Common Core Alignment - Alaiedon teachers will utilize, with fidelity, Board of Education approved curriculum materials to teach core math instruction. If necessary to supplement core materials, teachers will utilize, with fidelity, Curriculum Office approved materials.

Category:

Research Cited: Hattie 2009

Tier: Tier 1

Activity - Core 1 Instruction PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade level teachers will receive Core 1 Math Instruction professional development offered by IISD.	Curriculum Development, Teacher Collaboration, Supplemental Materials	Tier 1	Getting Ready	08/23/2015	06/01/2017	\$3600	Title II Part A	Building Principal, K-5 Teaching Staff
Activity - Core 1 Math Instruction Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will discuss Core 1 Math Instruction professional development and implementation practices during Grade Level/Cross Grade Level collaboration as a means to support this practice.	Professional Learning, Curriculum Development, Walkthrough, Materials, Direct Instruction, Supplemental Materials	Tier 1	Implement	09/08/2015	06/09/2017	\$3600	Title II Part A	K-5 Teaching Staff; Building Principal

School Improvement Plan

Alaiedon Elementary School

(shared) Strategy 2:

Restructure Tier 2/3 Supports - Restructure the building's support services for the most at-risk students to provide targeted/tiered instruction for as many of the most at-risk students as possible at all grade levels.

Category:

Research Cited: Hattie, 2009

Tier: Tier 2

Activity - Tier 2/3 Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a Tier 2/3 Intervention Time consisting of available personnel. These persons will create efficient scheduling, conduct interventions, progress monitor, and perform fidelity checks.	Curriculum Development, Teacher Collaboration, Materials, Direct Instruction, Supplemental Materials, Academic Support Program	Tier 2	Implement	09/08/2015	06/01/2017	\$500	Title II Part A	Building Principal, Resource Teachers, SLC Teacher

Measurable Objective 2:

80% of All Students will demonstrate a proficiency District designated AIMSweb Math Screeners for Grades K-5 in Mathematics by 06/08/2018 as measured by AIMSweb Math Screeners.

(shared) Strategy 1:

Common Core Alignment - Alaiedon teachers will utilize, with fidelity, Board of Education approved curriculum materials to teach core math instruction. If necessary to supplement core materials, teachers will utilize, with fidelity, Curriculum Office approved materials.

Category:

Research Cited: Hattie 2009

Tier: Tier 1

Activity - Core 1 Instruction PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alaiedon Elementary School

All grade level teachers will receive Core 1 Math Instruction professional development offered by IISD.	Curriculum Development, Teacher Collaboration, Supplemental Materials	Tier 1	Getting Ready	08/23/2015	06/01/2017	\$3600	Title II Part A	Building Principal, K-5 Teaching Staff
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Activity - Core 1 Math Instruction Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will discuss Core 1 Math Instruction professional development and implementation practices during Grade Level/Cross Grade Level collaboration as a means to support this practice.	Professional Learning, Curriculum Development, Walkthrough, Materials, Direct Instruction, Supplemental Materials	Tier 1	Implement	09/08/2015	06/09/2017	\$3600	Title II Part A	K-5 Teaching Staff; Building Principal

(shared) Strategy 2:

Restructure Tier 2/3 Supports - Restructure the building's support services for the most at-risk students to provide targeted/tiered instruction for as many of the most at-risk students as possible at all grade levels.

Category:

Research Cited: Hattie, 2009

Tier: Tier 2

Activity - Tier 2/3 Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alaiedon Elementary School

Create a Tier 2/3 Intervention Time consisting of available personnel. These persons will create efficient scheduling, conduct interventions, progress monitor, and perform fidelity checks.	Curriculum Development, Teacher Collaboration, Materials, Direct Instruction, Supplemental Materials, Academic Support Program	Tier 2	Implement	09/08/2015	06/01/2017	\$500	Title II Part A	Building Principal, Resource Teachers, SLC Teacher
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Goal 4: Visible Learning

Measurable Objective 1:

demonstrate a proficiency in best practice as explained in John Hattie's Visible Learning work. by 06/01/2016 as measured by increased implementation percentage on the Visible Learning Matrix in the areas of feedback, learning targets, and success criteria..

Strategy 1:

Visible Learning Professional Development - The Alaiedon Visible Learning Committee will attend IISD sponsored professional development on John Hattie's Visible Learning. They in turn will present information to the Alaiedon teaching staff during staff meeting time.

Category:

Research Cited: Hattie, 2009, 2014

Tier: Tier 1

Activity - Visible Learning Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alaiedon Elementary School

The Alaiedon Elementary Visible Learning committee will attend IISD sponsored Visible Learning training, and in turn present this information to fellow staff.	Professional Learning, Parent Involvement, Curriculum Development, Teacher Collaboration, Walkthrough, Materials, Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/01/2017	\$800	Title II Part A	Building Principal, Visible Learning Committee
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Strategy 2:

Student Understanding of Visible Learning - Student understanding of their learning as described in John Hattie's work, Visible Learning will be observable in daily practice.

Category:

Research Cited: Hattie, 2009, 2014

Tier: Tier 1

Activity - Student Understanding of Visible Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As teachers learn best practice research associated with feedback, learning targets, and success criteria, they will begin implementation of practices in the classroom. Students will intern begin assimilating these characteristics in their daily practice.	Parent Involvement, Professional Learning, Teacher Collaboration, Walkthrough, Direct Instruction	Tier 1	Getting Ready	01/11/2016	06/01/2017	\$0	No Funding Required	Building Principal, Visible Learning Committee, Teaching Staff

Goal 5: Parent Perception Surveys

Measurable Objective 1:

collaborate to develop and give perception surveys to families in the areas of communication, instruction, behavior, and facilities. by 01/18/2016 as measured by Increased attainment of the BoQ, BSA.

School Improvement Plan

Alaiedon Elementary School

Strategy 1:

Perception Survey - A survey or surveys aligned with the BoQ and BSA will be developed and given to parents regarding the buildings communication, instruction, behavior and facilities. The results will be analyzed as used to improve upon our systems of support and instruction with students.

Category:

Research Cited: Hattie, 2009, 2014

Tier: Tier 1

Activity - Perception survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and give parent survey.	Community Engagement, Parent Involvement, Policy and Process	Tier 1	Implement	09/08/2015	01/18/2016	\$0	No Funding Required	Building Principal Visible Learning Team School Improvement Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Administration & Analysis	Staff will use multiple sources of data to drive instruction. Staff will follow guidelines for and administer reading assessments with consistency. Grade level teams will analyze this data three times during the school year to identify areas of need and success. Staff will continue to maintain and improve their ability to select, plan for, and progress monitor interventions.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/01/2017	\$2475	K-5 Teaching Staff Resource Room Teacher Reading Teacher School Psychologist Building Principal District MTSS Coach/Administrator
Common Core and Tier 1 Instruction	Teaching staff will participate in district provided PD on the core reading program. Staff will participate in additional PD on best practice reading instruction. Staff will continue to develop understanding of how the core reading program aligns with the CCSS.	Professional Learning	Tier 1	Monitor	09/08/2015	06/01/2016	\$2500	K-5 Teaching Staff Resource Room Teacher Reading Teacher School Psychologist Building Principal Paraprofessionals assigned literacy instruction support activities

School Improvement Plan

Alaiedon Elementary School

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Visible Learning Professional Development	The Alaiedon Elementary Visible Learning committee will attend IISD sponsored Visible Learning training, and in turn present this information to fellow staff.	Professional Learning, Parent Involvement, Curriculum Development, Teacher Collaboration, Walkthrough, Materials, Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/01/2017	\$800	Building Principal, Visible Learning Committee
Promote consistency in delivering reading instruction.	Staff will work together to promote consistency in delivering reading instruction within their grade level based on core program resources and knowledge of best practice instruction. Building grade level (two half-days), building cross-grade level (two half-days) and district grade level meetings will be used as a means to accomplish this.	Direct Instruction	Tier 1	Implement	09/08/2015	06/01/2017	\$7200	K-5 and Instructional Support Teaching Staff Building Principal
CHAMPs Coaching Support	the trained CHAMPs Coaches within the building will support fellow teachers in implementation of CHAMPs. This may include classroom observation and follow-up discussion. The school will access IISD PBIS Consultant as needed.	Parent Involvement, Professional Learning, Teacher Collaboration, Walkthrough, Behavioral Support Program, Materials	Tier 1	Implement	01/01/2016	06/01/2017	\$200	Building Social Worker CHAMPs Coaches

School Improvement Plan

Alaiedon Elementary School

Writing Instruction	Teaching staff will continue to address and improve upon their writing instruction using the MAISA Writing Units. Teachers will attend district sponsored professional development. Teachers will collaborate during grade level and cross grade level meetings to discuss their instruction and student outcomes to ensure consistency within and across the grade levels.	Professional Learning, Curriculum Development, Teacher Collaboration, Walkthrough, Technology, Materials, Direct Instruction	Tier 1	Monitor	09/08/2015	06/01/2017	\$1800	K-5 Teachers Building Principal
Core 1 Math Instruction Implementation	Grade level teachers will discuss Core 1 Math Instruction professional development and implementation practices during Grade Level/Cross Grade Level collaboration as a means to support this practice.	Professional Learning, Curriculum Development, Walkthrough, Materials, Direct Instruction, Supplemental Materials	Tier 1	Implement	09/08/2015	06/09/2017	\$3600	K-5 Teaching Staff; Building Principal
Core 1 Instruction PD	All grade level teachers will receive Core 1 Math Instruction professional development offered by IISD.	Curriculum Development, Teacher Collaboration, Supplemental Materials	Tier 1	Getting Ready	08/23/2015	06/01/2017	\$3600	Building Principal, K-5 Teaching Staff
CHAMPS	New Alaiedon teachers will receive CHAMPS training by the IISD.	Professional Learning	Tier 1	Implement	08/25/2014	06/01/2017	\$400	Lisa Francisco
Tier 2/3 Intervention Time	Create a Tier 2/3 Intervention Time consisting of available personnel. These persons will create efficient scheduling, conduct interventions, progress monitor, and perform fidelity checks.	Curriculum Development, Teacher Collaboration, Materials, Direct Instruction, Supplemental Materials, Academic Support Program	Tier 2	Implement	09/08/2015	06/01/2017	\$500	Building Principal, Resource Teachers, SLC Teacher

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Staff Clarification	The Tier 1 Behavior Team will provide staff with clarification for use and reporting student behavior on the building Office Discipline Referral (ODR).	Professional Learning, Parent Involvement, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	09/08/2015	10/30/2015	\$300	Building Social Worker Tier 1 Behavior Team
CHAMPs Coaches	One upper level teacher and one lower level teacher will be trained as CHAMPs Coaches to provide support in the building.	Teacher Collaboration	Tier 1	Getting Ready	08/01/2015	06/01/2016	\$600	Building CHAMPs Coaches Building Social Worker IISD Behavior Consultant Building Principal
Cross-Grade Level Meetings	Cross-Grade level teams will meet minimally at year's end to share what behavior issues exist; what strategies have been tried; where students were and where they are currently.	Professional Learning, Teacher Collaboration, Walkthrough, Behavioral Support Program	Tier 1	Implement	09/08/2015	06/01/2016	\$300	Building Principal Grade Level Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff will collaborate, design and develop a parent curriculum night.	Teaching staff will work together to design, develop and present curriculum and instructional information to parents.	Parent Involvement	Tier 1	Implement	08/25/2014	06/05/2015	\$0	K-5 and Instructional Support Teacher Staff Building Principal

School Improvement Plan

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Perception survey	Develop and give parent survey.	Community Engagement, Parent Involvement, Policy and Process	Tier 1	Implement	09/08/2015	01/18/2016	\$0	Building Principal Visible Learning Team School Improvement Team
Building Literacy Support Team	The building's literacy support personnel will be restructured for the most at-risk students so they are provided targeted/tiered instruction for all grade levels.	Professional Learning, Parent Involvement, Teacher Collaboration, Walkthrough, Direct Instruction, Academic Support Program	Tier 2	Implement	09/08/2015	06/01/2016	\$0	Building Reading Teacher Building Literacy Aides Building Principal
Student Understanding of Visible Learning	As teachers learn best practice research associated with feedback, learning targets, and success criteria, they will begin implementation of practices in the classroom. Students will intern begin assimilating these characteristics in their daily practice.	Parent Involvement, Professional Learning, Teacher Collaboration, Walkthrough, Direct Instruction	Tier 1	Getting Ready	01/11/2016	06/01/2017	\$0	Building Principal, Visible Learning Committee, Teaching Staff
MTSS Tracking Materials	K-5 teachers will compile and maintain the district Literacy Crate/Folder on all students. This material will be used during SST meetings to gauge student progress and determine next steps.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/01/2016	\$0	Building Principal Resource Teacher Reading Teacher K-5 Teachers
Tier 2 Classroom Intervention	K-5 Teachers will collaborate and analyze grade level data to determine the most effective reading intervention to conduct. Grade levels may choose to provide as a grade level or individual classroom teacher, a total 30 minutes/4-5 times per week whereby the most at-risk students receive needed intervention in targeted areas. Interventions used will be reviewed and analyzed during grade level data meetings.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/01/2017	\$0	Building Principal K-5 Teachers Reading Teacher Resource Teacher

School Improvement Plan

Alaiedon Elementary School

Tier 2/3 Meetings	A designated meeting to review existing BIPs, and develop newly needed BIPs will be established and held on a regular basis.	Professional Learning, Parent Involvement, Teacher Collaboration, Walkthrough, Behavioral Support Program, Direct Instruction	Tier 2	Implement	09/08/2015	06/01/2016	\$0	Building Social Worker Building Principal Tier 2/3 Behavior Team
Entry/Exit Criteria	The building SIT and/or Reading Sub-Committee will establish criteria to determine when a student enters/exits Tier 2/3 intervention.	Parent Involvement, Teacher Collaboration, Supplemental Materials, Academic Support Program	Tier 2		09/08/2015	06/01/2016	\$0	School Improvement Team SIT Reading Sub-Committee