



School Improvement Plan

Algonquin Elementary School

Algonac Community School District

Mr. Abraham Leaver
9185 Marsh Road
Clay, MI 48001-4509

TABLE OF CONTENTS

Introduction	1
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Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	12
--------------------	----

Demographic Data	13
------------------------	----

Process Data	15
--------------------	----

Achievement/Outcome Data	17
--------------------------------	----

Perception Data	21
-----------------------	----

Summary	24
---------------	----

School Additional Requirements Diagnostic

Introduction 26
School Additional Requirements Diagnostic 27

Title I Schoolwide Diagnostic

Introduction 30
Component 1: Comprehensive Needs Assessment 31
Component 2: Schoolwide Reform Strategies 32
Component 3: Instruction by Highly Qualified Staff 34
Component 4: Strategies to Attract Highly Qualified Teachers 35
Component 5: High Quality and Ongoing Professional Development 36
Component 6: Strategies to Increase Parental Involvement 37
Component 7: Preschool Transition Strategies 39
Component 8: Teacher Participation in Making Assessment Decisions 40
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 41
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 42
Evaluation: 43

Algonquin Elementary School 2015-2016

Overview 45
Goals Summary 46
 Goal 1: All students at Algonquin Elementary School will be proficient in mathematics 47
 Goal 2: All students at Algonquin Elementary School will be proficient in reading 48

Goal 3: All students at Algonquin Elementary School will be proficient in writing.....	50
Goal 4: All staff at Algonquin Elementary School will join together with a common goal to blend our current elementaries together to ease the transition for parents, students and staff.....	51
Activity Summary by Funding Source.....	54

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?

Algonquin Elementary is beginning its first year of existence as our district consolidates and closes two elementary buildings. Algonquin Middle School has been re-purposed into Algonquin Elementary School housing grades 2-6 with a expected student population of 650 students. Algonquin is part of Algonac Community Schools located in southern St. Clair County.

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.

Our Mission:

Putting the "A" back in FAMILY

Our Vision:

The Power of One Impacting the Power of All

A Question For Belief:

Can one individual really make that big of a difference?

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.

As this will be Algonquin Elementary's first year of operation, we do not have time lapsed data to note.

Additional Information

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

We are under the guidance and support of a wonder district fellowship team including

Superintendent - Dr. John Strycker

Assistant Superintendent - Mr. Alan Latosz

Curriculum Director - Mrs. Melissa Hanners

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.

Initial meetings involved stakeholders from all three elementary schools that will come together to form Algonquin Elementary. In the future we will continue to expand this group.

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

All participants in this process were educational staff as our first year SIP was created. We plan to implement a more inclusive format beyond this first year to include a demographic groups.

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

Improvement plans are vetted within our district and posted to our website for review by our parents, students, and community. Goals are defined at parent meetings and continually re-informed as the school year progresses. The plan is our guiding principle.

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?

This is the first year of existence for Algonquin elementary. District data indicates a decline in student enrollment

Student Demographic Data

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

Algonquin Elementary has not been in existence for three years so no data available.

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?

Algonquin Elementary has not been in existence for three years so no data available.

Student Demographic Data

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

As this is the schools first year of existence, no challenges have been identified at this time.

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?

We have a veteran staff and seasoned administrative staffing as well. This will help in the first year of our school and helping to continue our focus on 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?

We have a veteran staff and seasoned administrative staffing as well. This will help in the first year of our school and helping to continue our
SY 2015-2016

focus on student achievement.

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?

As this is the schools first year of existence, no impacts have been identified at this time.

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 this is the schools first year of existence, no impacts have been identified at this time.

Teacher/School Leader(s) Demographic Data

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

As this is the schools first year of existence, no challenges have been identified at this time.

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?

As this is the schools first year of existence, no strengths have been identified at this time.

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?

As this is the schools first year of existence, no challenges have been identified at this time.

12. How might these challenges impact student achievement?

As this is the schools first year of existence, no challenges have been identified at this time.

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.

As this is the schools first year of existence, no actions have been identified at this time.

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?

We ensure this by a systematic approach to interventions and support. School personnel continuously utilize progress monitoring to assess student needs and placement.

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

As this is the schools first year of existence, no ELO's have been identified at this time.

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

As this is the schools first year of existence, no ELO's have been identified at this time.

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?

Classroom observations, teacher lesson plans, critical professional opportunities, curricular maps and assessments

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.

MiPHY was not completed in the 2014-2015 school year

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 this is the school's first year of existence, no strengths have been identified at this time.

19b. Reading- Challenges

As this is the schools first year of existence, no challenges have been identified at this time.

19c. Reading- Trends

As this is the school's first year of existence, no trends have been identified at this time.

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.

We have a reading goal embedded within our School Improvement Plan for 2015-2016.

20a. Writing- Strengths

As this is the school's first year of existence, no strengths have been identified at this time.

20b. Writing- Challenges

As this is the schools first year of existence, no challenges have been identified at this time.

20c. Writing- Trends

As this is the school's first year of existence, no trends have been identified at this time.

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.

We have a writing goal embedded within our School Improvement Plan for 2015-2016.

21a. Math- Strengths

As this is the school's first year of existence, no strengths have been identified at this time.

21b. Math- Challenges

As this is the schools first year of existence, no challenges have been identified at this time.

21c. Math- Trends

As this is the school's first year of existence, no trends have been identified at this time.

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.

We have a math goal embedded within our School Improvement Plan for 2015-2016.

22a. Science- Strengths

As this is the school's first year of existence, no strengths have been identified at this time.

22b. Science- Challenges

As this is the schools first year of existence, no challenges have been identified at this time.

22c. Science- Trends

As this is the school's first year of existence, no trends have been identified at this time.

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

23a. Social Studies- Strengths

As this is the school's first year of existence, no strengths have been identified at this time.

23b. Social Studies- Challenges

As this is the schools first year of existence, no challenges have been identified at this time.

23c. Social Studies- Trends

As this is the school's first year of existence, no trends have been identified at this time.

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

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?

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified at this time.

24b. Student Perception Data

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

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified at this time.

24c. Student Perception Data

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

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified at this time.

25a. Parent/Guardian Perception Data

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

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified at this time.

25b. Parent/Guardian Perception Data

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

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified at this time.

25c. Parent/Guardian Perception Data

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

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified at this time.

26a. Teacher/Staff Perception Data

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

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified at this time.

26b. Teacher/Staff Perception Data

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

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified at this time.

26c. Teacher/Staff Perception Data

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

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified at this time.

27a. Stakeholder/Community Perception Data

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

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified at this time.

27b. Stakeholder/Community Perception Data

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

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified 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)?

School Improvement Plan

Algonquin Elementary School

As the 2015-2016 school year will be the school's first year of existence, no perception data has been identified 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.

As the 2015-2016 school year will be the school's first year of existence, no data has been identified at this time.

28b. Summary

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

As the 2015-2016 school year will be the school's first year of existence, no data has been identified at this time.

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?

As the 2015-2016 school year will be the school's first year of existence, no challenges have been identified at this time.

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
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	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://cms.acsk12.us:8080/revize/algona/schools/algonquin_middle_school/required_reporting_documentation.html	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our building does not have 8th grade students	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our building does not have 8th grade students	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. 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
	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	Alan Latosz, Assistant Superintendent 9185 Marsh Rd. Algonac, MI 48001	

School Improvement Plan

Algonquin Elementary School

Label	Assurance	Response	Comment	Attachment
	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		Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Compact2015

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

As a new school, we will be welcoming students from three different elementary schools. Our school team took all three school improvement plans to construct our outline for our needs assessments.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The over-arching message was one of continued focus on math, reading, and writing. In addition, we will look to continue to develop positive transition into a new school family and new school improvement plan.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

As this is the school's first year of existence, no analysis have been identified at this time.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Goals were written as a synthesis of the school improvement plans from the three schools funneling into the new Algonquin Elementary School.

Component 2: Schoolwide Reform Strategies

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

In order to increase proficiency in math, teachers will implement Mathematical Practices, with emphasis on Mathematical Practices that emphasize the components of problem solving and math talk.

Students will use visuals and auditory components, including graphic organizers, anchor charts, and manipulatives, and incorporate many different learning modalities (inter social, kinesthetic, etc.) with all students as appropriate during reading lessons to increase students' understanding of reading.

Summarizing, Note taking, and Questioning - teachers will use teach and support summarizing, note taking, and questioning to all students as appropriate during reading lessons to increase students understanding of reading.

Teachers will use Houghton/Harcourt Journeys reading program with all students to increase students' exposure to informational text and teach text features, while developing decoding, fluency, vocabulary, and comprehension skills.

Students will use visuals and auditory components, including graphic organizers, anchor charts, and manipulatives, and incorporate many different learning modalities (inter social, kinesthetic, etc.) with all students as appropriate during writing lessons to increase students' understanding of writing.

Teachers will use the Writing Workshop model on a daily basis to increase students understanding of writing.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Consistency of effort and curricular emphasize will collaborate to enhance pupil achievement. This involves curriculum, instruction, and time.

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

Paired for increased maximization within our new school population and staff overtones.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Teachers will provide small group instruction to students based on flexible grouping needs using district assessments and recommend students for additional support based on the data.

Identified students will receive small group instruction with the Title I teacher or paraprofessional in grade level appropriate intervention programs.

Using differentiated instruction within small groups, we will target those students who were not proficient or were only proficient by 10 proximity scales on standardized tests, STAR, "intensive" or "strategic" in the Total Math section of the End of the Year DIBELS Math (easycbm) assessment.

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

observations, interventions, assessments, and surveys

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

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

As this is the school's first year of existence, no analysis have been identified at this time.

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

Over 80% of our staff is tenured

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

professional development, innovative programming

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

Critical initiatives created and sustained by Alan Latosz, Assistant Superintendent

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

NA

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The Leader In Me training, Math Practices, STAR Assessments, Journeys

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

Scheduled meetings with outcomes

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	As this is the school's first year of existence, no plan have been identified at this time.	

Component 6: Strategies to Increase Parental Involvement

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

Development of parent involvement comes into focus during parent meetings

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

Parents will provide feedback to our plan and assist when appropriate with data analysis

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

Continued evaluation and feedback of data results

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Policy

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

Continued focus on education of parents to help them understanding the school and therefore feel more comfortable with involvement.

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

Through data analysis

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

Data analysis will be review by school improvement team

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

With assistance from our stakeholders

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

As a guiding document to role development

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

NA

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

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

mailed to household

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

NA

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

n/a

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Verbally, written within committee work or individually

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

As key leaders in this effort

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Use multiple data points to identify and then utilize a systematic intervention pyramid to intervene

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Interventions during the school day, after, or before school hours

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

Using data analysis on each individual

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Title I and 31A funds will be utilized by paying personnel to assist with student achievement

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Resources will be mainly used to pay for personnel and supplies

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All coordination is sustained and complimented by Alan Latosz, Assistant Superintendent

Evaluation:

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

Using multiple data points at multiple times of the school year with multiple classes, multiple students, and multiple staff

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

We use data to reveal positives or deltas from an individual student to department/grade level to school level to district level

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

By there results on the M-STEP or Dibels or STAR

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The process of continued professional development and PLC time is integrated into our school calendar.

Algonquin Elementary School 2015-2016

Overview

Plan Name

Algonquin Elementary School 2015-2016

Plan Description

School Improvement Plan 2015-2016

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 at Algonquin Elementary School will be proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$13000
2	All students at Algonquin Elementary School will be proficient in reading.	Objectives: 1 Strategies: 5 Activities: 7	Academic	\$408026
3	All students at Algonquin Elementary School will be proficient in writing.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$36
4	All staff at Algonquin Elementary School will join together with a common goal to blend our current elementaries together to ease the transition for parents, students and staff.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$8000

Goal 1: All students at Algonquin Elementary School will be proficient in mathematics.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency M-STEP Math in Mathematics by 06/17/2016 as measured by M-STEP Math.

Strategy 1:

Small Groups - Using differentiated instruction within small groups, we will target those students who were not proficient or were only proficient by 10 proximity scales on standardized tests, STAR, "intensive" or "strategic" in the Total Math section of the End of the Year DIBELS Math (easycbm) assessment.

Research Cited: Research Cited: Marzano, R.P. (2001). Classroom Instruction That Works Research-Based Strategies for Increasing Student Achievements.

Alexandria: Association for Supervision and Curriculum Development. Marzano, R.P. (2011). The Highly Engaged Classroom. Bloomington: Marzano Research Laboratory.

Tier: Tier 2

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
academic assistance teachers will provide targeted math interventions for students that have been identified based on math DIBELS and/or STAR.	Academic Support Program	Tier 2		09/21/2015	06/17/2016	\$5000	Section 31a	Title I/At-Risk

Activity - Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers will be provided with manipulatives (ten frames, base ten, number lines) to enhance concrete learning by gaining a deeper understanding of the mathematical concept.	Supplemental Materials	Tier 2	Implement	09/21/2015	06/17/2016	\$5000	Title I Schoolwide	Title I/At-Risk

Strategy 2:

Mathematical Practices - In order to increase proficiency in math, teachers will implement Mathematical Practices, with emphasis on Mathematical Practices that emphasize the components of problem solving and math talk.

Research Cited: Marzano, R.P. (2001). Classroom Instruction That Works Research-Based Strategies for Increasing Student Achievements. Alexandria: Association for Supervision and Curriculum Development. Marzano, R.P. (2011). The Highly Engaged Classroom. Bloomington: Marzano Research Laboratory.

Tier: Tier 2

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

Algonquin Elementary School

Professional development will be provided for teachers for Math Practices through various forms as district-lead, RESA consultant coaching, and peer support.	Professional Learning	Tier 2	Getting Ready	10/01/2015	06/01/2016	\$2000	Title I Schoolwide	All
Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Go Math teachers will use the Form B assessment at least once each marking period in order to assess the students' use of mathematical practices.	Teacher Collaboration	Tier 1	Implement	09/14/2015	06/01/2016	\$1000	Other	Math Teachers

Goal 2: All students at Algonquin Elementary School will be proficient in reading.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency M-STEP Reading in Reading by 06/17/2016 as measured by M-STEP Reading.

Strategy 1:

Reading Components - Students will use visuals and auditory components, including graphic organizers, anchor charts, and manipulatives, and incorporate many different learning modalities (inter social, kinesthetic, etc.) with all students as appropriate during reading lessons to increase students' understanding of reading.

Research Cited: Marzano, R.P. (2001). Classroom Instruction That Works Research-Based Strategies for Increasing Student Achievements. Alexandria: Association for Supervision and Curriculum Development. Marzano, R.P. (2011). The Highly Engaged Classroom. Bloomington: Marzano Research Laboratory.

Tier: Tier 1

Activity - Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students how to use graphic organizers to increase understanding of fiction and non-fiction texts.	Direct Instruction	Tier 1		09/11/2015	06/17/2016	\$12	General Fund	All Staff

Strategy 2:

Reading Components 2 - Summarizing, Note taking, and Questioning – teachers will use teach and support summarizing, note taking, and questioning to all students as appropriate during reading lessons to increase students understanding of reading.

Research Cited: Marzano, R.P. (2001). Classroom Instruction That Works Research-Based Strategies for Increasing Student Achievements. Alexandria: Association for Supervision and Curriculum Development. Marzano, R.P. (2011). The Highly Engaged Classroom. Bloomington: Marzano Research Laboratory.

Tier: Tier 1

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

Algonquin Elementary School

Teachers will use summarization, note taking, and questioning a minimum of once a week.	Direct Instruction	Tier 1		09/11/2015	06/17/2016	\$14	General Fund	All Staff
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Strategy 3:

Journeys - Teachers will use Houghton/Harcourt Journeys reading program with all students to increase students' exposure to informational text and teach text features, while developing decoding, fluency, vocabulary, and comprehension skills.

Research Cited: Calkins, L (2011). A Curricular Plan for the Writing Workshop. Portsmouth, NH: Heinemann

Tier: Tier 1

Activity - Journeys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the Journeys program in their daily reading instruction.	Direct Instruction	Tier 1	Implement	09/11/2015	06/17/2016	\$8000	General Fund	All staff

Strategy 4:

Small Groups - Teachers will provide small group instruction to students based on flexible grouping needs using district assessments and recommend students for additional support based on the data.

Research Cited: Marzano, R.P. (2001). Classroom Instruction That Works Research-Based Strategies for Increasing Student Achievements. Alexandria: Association for Supervision and Curriculum Development. Marzano, R.P. (2011). The Highly Engaged Classroom. Bloomington: Marzano Research Laboratory.

Tier: Tier 2

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted staff will provide small group intervention for students at the strategic and intensive level based on DIBELS, STAR, and/or DRA data.	Academic Support Program	Tier 2		10/01/2015	06/17/2016	\$100000	Title I Schoolwide	Title I/31A staff

Activity - Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will map students' progress using STAR/DIBELS Next Instructional Groupings (4-square) planning tool after each DIBELS Next/STAR assessment (fall, winter, spring).	Academic Support Program	Tier 1	Implement	10/01/2015	06/17/2016	\$100000	Title I Schoolwide	Title I/31 A Staff

Strategy 5:

Intervention Groups - Identified students will receive small group instruction with the Title I teacher or paraprofessional in grade level appropriate intervention programs.

Research Cited: Marzano, R.P. (2001). Classroom Instruction That Works Research-Based Strategies for Increasing Student Achievements. Alexandria: Association for Supervision and Curriculum Development. Marzano, R.P. (2011). The Highly Engaged Classroom. Bloomington: Marzano Research Laboratory.

Tier: Tier 3

School Improvement Plan

Algonquin Elementary School

Activity - At-Risk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at-risk students will be pulled at least once a month to receive progress monitoring for reading fluency using DIBELS/STAR progress monitoring assessments.	Academic Support Program	Tier 3	Implement	10/01/2015	06/17/2016	\$50000	Section 31a	31A Staff

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials in DIBELS, STAR, Phonics for Reading, Sound Partners and CORE instruction materials.	Materials, Curriculum Development	Tier 3		09/08/2015	06/17/2016	\$150000	Section 31a	31A staff and administration

Goal 3: All students at Algonquin Elementary School will be proficient in writing.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency M-STEP Writing in Writing by 06/17/2016 as measured by M-STEP Writing.

Strategy 1:

Components - Students will use visuals and auditory components, including graphic organizers, anchor charts, and manipulatives, and incorporate many different learning modalities (inter social, kinesthetic, etc.) with all students as appropriate during writing lessons to increase students' understanding of writing.

Research Cited: Marzano, R.P. (2001). Classroom Instruction That Works Research-Based Strategies for Increasing Student Achievements. Alexandria: Association for Supervision and Curriculum Development. Marzano, R.P. (2011). The Highly Engaged Classroom. Bloomington: Marzano Research Laboratory.

Tier: Tier 1

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students how to use graphic organizers to develop ideas and organize both narrative and informational writing	Academic Support Program	Tier 1	Implement	09/11/2015	06/17/2016	\$5	General Fund	All staff

Strategy 2:

Writing Lessons - Teachers will use teach and support summarizing, note taking, and questioning to all students as appropriate during writing lessons to increase students understanding of writing.

Research Cited: Marzano, R.P. (2001). Classroom Instruction That Works Research-Based Strategies for Increasing Student Achievements. Alexandria: Association for Supervision and Curriculum Development. Marzano, R.P. (2011). The Highly Engaged Classroom. Bloomington: Marzano Research Laboratory.

Tier: Tier 1

School Improvement Plan

Algonquin Elementary School

Activity - Weekly Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use summarization, note taking, and questioning a minimum of once a week.	Academic Support Program	Tier 1	Implement	09/10/2015	06/17/2016	\$6	General Fund	All Staff

Strategy 3:

Writers Workshop - Teachers will use the Writing Workshop model on a daily basis to increase students understanding of writing.

Research Cited: Calkins, L (2006). A Guide to The Writing Workshop, Grades 3-5. Portsmouth, NH: First Hand

Tier: Tier 1

Activity - Writers Workshop 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will dedicate at least 30 minutes of writing time on a daily basis.	Direct Instruction	Tier 1		09/11/2015	06/10/2016	\$6	General Fund	All Staff

Activity - Writers Workshop 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach focused lessons using mentor texts, WriteWell lessons, and Journeys lessons. All lessons will focus on specific traits of writing.	Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	\$8	General Fund	All staff

Activity - Writers Workshop 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students how to use graphic organizers to develop ideas and organize both narrative and informational writing.	Direct Instruction	Tier 1	Implement	09/14/2015	06/17/2016	\$11	General Fund	All Staff

Goal 4: All staff at Algonquin Elementary School will join together with a common goal to blend our current elementaries together to ease the transition for parents, students and staff.

Measurable Objective 1:

collaborate to join together with a common goal to blend our past elementary schools together as one family at Algonquin to ease the transition for parents, students, and staff. by 06/17/2016 as measured by success in a family district.

School Improvement Plan

Algonquin Elementary School

Strategy 1:

Cohesive - Provide activities and information to decrease parental anxiety and develop cohesiveness between parents, students and staff.

Research Cited: Secretan, L. (2006). One: The art and practice of conscious leadership. Caledon, Ont.: Secretan Center.

Tier: Tier 1

Activity - Welcoming Components	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Open House (before school and first week of school), Website, Skyward, Family picnic, t-shirts.	Community Engagement, Parent Involvement	Tier 1	Implement	09/02/2015	06/17/2016	\$1000	General Fund	All Staff

Measurable Objective 2:

increase student growth in acquaintedness with new staff staff and a new building in 2015-2016. by 06/17/2016 as measured by success in a family district.

Strategy 1:

Decrease Anxiety - Provide activities and information to decrease student anxiety and develop cohesiveness between parents, students and staff.

Research Cited: Secretan, L. (2006). One: The art and practice of conscious leadership. Caledon, Ont.: Secretan Center.

Tier: Tier 2

Activity - Welcoming Components	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Open House (before school and first week of school), Website, Skyward, Family picnic, t-shirts.	Recruitment and Retention, Community Engagement, Extra Curricular, Parent Involvement, Field Trip	Tier 1	Getting Ready	09/02/2015	06/17/2016	\$1000	General Fund	All Staff

Measurable Objective 3:

collaborate to blend together as a staff and share common curricular and behavioral classroom goals. by 06/17/2016 as measured by success as a staff in a family district.

Strategy 1:

Activities - Provide activities and information to decrease staff anxiety and develop cohesiveness between parents, students and staff.

Research Cited: Secretan, L. (2006). One: The art and practice of conscious leadership. Caledon, Ont.: Secretan Center.

Tier: Tier 1

SY 2015-2016

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School Improvement Plan

Algonquin Elementary School

Activity - Collaborate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided time to collaborate with grade level teachers. Training in CHAMPS, Leader in Me, PBIS and Common Instructional Practices may also be provided to staff as appropriate and warranted based on staff collaboration and development.	Professional Learning	Tier 1	Implement	08/25/2015	06/17/2016	\$6000	Title I Schoolwide	Title I staff and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Materials	Purchase materials in DIBELS, STAR, Phonics for Reading, Sound Partners and CORE instruction materials.	Materials, Curriculum Development	Tier 3		09/08/2015	06/17/2016	\$150000	31A staff and administration
At-Risk	Identified at-risk students will be pulled at least once a month to receive progress monitoring for reading fluency using DIBELS/STAR progress monitoring assessments.	Academic Support Program	Tier 3	Implement	10/01/2015	06/17/2016	\$50000	31A Staff
Targeted Interventions	academic assistance teachers will provide targeted math interventions for students that have been identified based on math DIBELS and/or STAR.	Academic Support Program	Tier 2		09/21/2015	06/17/2016	\$5000	Title I/At-Risk

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writers Workshop 3	Teachers will teach students how to use graphic organizers to develop ideas and organize both narrative and informational writing.	Direct Instruction	Tier 1	Implement	09/14/2015	06/17/2016	\$11	All Staff
Reading Components	Teachers will use summarization, note taking, and questioning a minimum of once a week.	Direct Instruction	Tier 1		09/11/2015	06/17/2016	\$14	All Staff
Organizers	Teachers will teach students how to use graphic organizers to increase understanding of fiction and non-fiction texts.	Direct Instruction	Tier 1		09/11/2015	06/17/2016	\$12	All Staff
Graphic Organizers	Teachers will teach students how to use graphic organizers to develop ideas and organize both narrative and informational writing	Academic Support Program	Tier 1	Implement	09/11/2015	06/17/2016	\$5	All staff
Writers Workshop 2	Teachers will teach focused lessons using mentor texts, WriteWell lessons, and Journeys lessons. All lessons will focus on specific traits of writing.	Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	\$8	All staff
Writers Workshop 1	Teachers will dedicate at least 30 minutes of writing time on a daily basis.	Direct Instruction	Tier 1		09/11/2015	06/10/2016	\$6	All Staff

School Improvement Plan

Algonquin Elementary School

Welcoming Components	Open House (before school and first week of school), Website, Skyward, Family picnic, t-shirts.	Recruitment and Retention, Community Engagement, Extra Curricular, Parent Involvement, Field Trip	Tier 1	Getting Ready	09/02/2015	06/17/2016	\$1000	All Staff
Welcoming Components	Open House (before school and first week of school), Website, Skyward, Family picnic, t-shirts.	Community Engagement, Parent Involvement	Tier 1	Implement	09/02/2015	06/17/2016	\$1000	All Staff
Journeys	Teachers will incorporate the Journeys program in their daily reading instruction.	Direct Instruction	Tier 1	Implement	09/11/2015	06/17/2016	\$8000	All staff
Weekly Work	Teachers will use summarization, note taking, and questioning a minimum of once a week.	Academic Support Program	Tier 1	Implement	09/10/2015	06/17/2016	\$6	All Staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	Go Math teachers will use the Form B assessment at least once each marking period in order to assess the students' use of mathematical practices.	Teacher Collaboration	Tier 1	Implement	09/14/2015	06/01/2016	\$1000	Math Teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Manipulatives	teachers will be provided with manipulatives (ten frames, base ten, number lines) to enhance concrete learning by gaining a deeper understanding of the mathematical concept.	Supplemental Materials	Tier 2	Implement	09/21/2015	06/17/2016	\$5000	Title I/At-Risk
Mapping	Teachers will map students' progress using STAR/DIBELS Next Instructional Groupings (4-square) planning tool after each DIBELS Next/STAR assessment (fall, winter, spring).	Academic Support Program	Tier 1	Implement	10/01/2015	06/17/2016	\$100000	Title I/31 A Staff

School Improvement Plan

Algonquin Elementary School

Collaborate	Staff will be provided time to collaborate with grade level teachers. Training in CHAMPS, Leader in Me, PBIS and Common Instructional Practices may also be provided to staff as appropriate and warranted based on staff collaboration and development.	Professional Learning	Tier 1	Implement	08/25/2015	06/17/2016	\$6000	Title I staff and administration
Small Groups	Targeted staff will provide small group intervention for students at the strategic and intensive level based on DIBELS, STAR, and/or DRA data.	Academic Support Program	Tier 2		10/01/2015	06/17/2016	\$100000	Title I/31A staff
Professional Development	Professional development will be provided for teachers for Math Practices through various forms as district-lead, RESA consultant coaching, and peer support.	Professional Learning	Tier 2	Getting Ready	10/01/2015	06/01/2016	\$2000	All