2018-2019 School Improvement Plan

Nah Tah Wahsh Public School Academy

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2018-2019 School Improvement Plan

Plan Description

Goals, Objectives and Activities for the 2018-2019 School Improvement Plan

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	Integrate Potawatomi Language and Culture into all areas of the curriculum and school experience.	Objectives: 2 Strategies: 3 Activities: 9	Organizational	$0
2	NTW will develop a PreK-12 instructional infrastructure.	Objectives: 2 Strategies: 4 Activities: 7	Academic	$71494
3	NTW will continue efforts in the Intense Student Support Network	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$15000
4	NTW will continue to develop and enhance the Communications Driver System	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0

Goal 1: Integrate Potawatomi Language and Culture into all areas of the curriculum and school experience.

Measurable Objective 1:

collaborate to integrate Potawatomi into all areas of the curriculum and the school experience by 06/28/2019 as measured by classroom observations, staff/student surveys, unit plan documentation, and/or staff/student outcomes.

Strategy 1:

Potawatomi Language Labels - Classroom and school facilities will be labeled in Potawatomi language words. The language labels will support the growth of listening, reading, and speaking comprehension of the Potawatomi Language and allow for students and staff to increase their production of the Potawatomi Language. Students will receive a majority of their Potawatomi Language instruction in the Potawatomi Language and Culture classrooms from the Language and Culture instructional staff. Teachers and staff will be encouraged to utilize Potawatomi Language and the corresponding labels to support and increase the language usage and comprehension levels for students.

Category: Learning Support Systems

Research Cited: a. Stahl, S. A., & Kapinus, B. (2001). Word power: What every educator needs to know about teaching vocabulary. Washington, D.C.: National Education Association.

b. Scott, L., Goetz, E., & Dixon, D. (1991). Preschoolers' recall of object labels in the classroom: A comparison of three label-introduction styles. Education and Treatment of Children, 14(3), 210-226. Retrieved from http://www.jstor.org/stable/42899215

c. Bialystok, E. (1997). Effects of bilingualism and biliteracy on children's emerging concepts of print. Developmental Psychology, Vol. 33, No. 3, 429-440.

c. Daniela Pohl (2003). The Teaching of Vocabulary in the Primary School Foreign Language Classroom, Munich, GRIN Verlag, http://www.grin.com/en/e-book/34883/the-teaching-of-vocabulary-in-the-primary-school-foreign-language-classroom. Retrieved June 27, 2017

d. Stahl, S. (2005). Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction). In E. H. Hiebert and M. L. Kamil (Eds.), Teaching and learning vocabulary: Bringing research to practice (pp. 95–114). Mahwah, NJ: Lawrence Erlbaum.

Tier: Tier 1

Activity - Label Identification Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, staff and students will receive instruction on label identification and Potawatomi pronunciation. Labels will contain Potawatomi words and when necessary, will contain corresponding English words/phrases.	Materials, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2019	$0	No Funding Required	Potawatomi Language and Culture staff, K-12 instructional staff

Activity - Functional Potawatomi Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Potawatomi Language teachers will create a 20 word listing of functional Potawatomi words to be learned and utilized by all staff throughout the school experience. | Materials, Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | $0 | No Funding Required | Potawatomi Language Staff, School Staff |

Activity - Utilizing Potawatomi Food Labels in the Lunchroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the school lunch room/cafeteria, Potawatomi Language labels will be used to identify utensils, food, and other lunch related objects. Students will be prompted to ask for food choices using Potawatomi Language and will be able to use the Language labels for support and guidance. Cafeteria staff, lunch room monitors, and teaching staff will be given professional learning to learn and use Potawatomi Language to help students communicate food needs using Potawatomi Language. Students will be asked, "What do you want to eat?" Students can respond with the correct Potawatomi Language in a complete sentence or with a single identifying noun. Students and can use the food labels for guidance, as needed. The implementation will be monitored by direct observation and feedback from staff members. Food labels can be highlighted and displayed on a Language and Culture bulletin board within the school and as needed, on the school's website.	Professional Learning, Materials	Tier 1	Implement	09/04/2018	06/30/2019	$0	No Funding Required	Potawatomi Language and Culture Staff, Cafeteria Staff, Lunch Room Monitors, Teaching Staff

Activity - Rubric and Outcome Expectations Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expectations for Potawatomi Language labels will be developed and shared with all stakeholders. Appropriate rubrics, surveys, and assessment measures will be developed to measure the attainment of the language labels expectations and Potawatomi language usage by students and staff. All measurement tools and expectations will be shared with all stakeholders. The school-wide professional development calendar, along with the Language professional development calendar, will reflect the language expectations for instructional staff and will also outline the assessment schedule and provide opportunities for staff to learn the required language needed for meeting the goal of integrating Potawatomi Language and Culture into all areas of the curriculum and the school experience.	Professional Learning, Materials	Tier 1	Implement	09/04/2018	06/30/2019	$0	No Funding Required	Potawatomi Language and Culture Staff, Administration Team, Instructional Staff

Strategy 2:

Using Potawatomi Language for Classroom Management - Staff will utilize Potawatomi Language commands and requests for classroom management strategies. This

will allow students to show their understanding of the Language in high frequency instances and situations in the classroom. Examples of these commands are:

"Listen."; "Come here."' "Pick up the _____."; "Come in the room/Go in the room."; "Come sit down."; "Go get the _____."; "Write it."; "Tell me."; "Turn the

lights on."; "Raise your hand."

Category: School Culture

Research Cited: a. Asher, J.J., Kusudo, J.A. and De La Torre, R.(1974), Learning A Second Language Through Commands: The Second Field Test. The Modern Language Journal, 58: 24–32. doi:10.1111/j.1540-4781.1974.tb05074.x

b. Macaro, E. (2001). Analyzing student teachers' code- switching in foreign language classrooms: Theories and decision making. Modern Language Journal, 85, 531–548.

Tier: Tier 1

Activity - Staff Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given professional learning opportunities to learn the Potawatomi high frequency commands and requests that need to be utilized on a regular basis within the classrooms as part of the classroom management strategies. These PD sessions will be offered before the beginning of the school year and throughout the school year, as necessary. The PD sessions will be facilitated by the Potawatomi Language Instructional staff. Expectations for staff and a Language PD calendar will be established.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	$0	No Funding Required	Potawatomi Language and Culture Staff, Administration

Activity - Visual Guides and Classroom Signs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Visual guides and signs will be developed to serve as reference points within the classrooms and hallways to support the use of Potawatomi Language for classroom management strategies. Staff will receive professional learning support to implement the Language usage expectations within the classrooms and the utilization of the visual guides and Language signs.	Materials	Tier 1	Implement	09/04/2018	06/30/2019	$0	No Funding Required	Potawatomi Language and Culture Staff, Administration

Measurable Objective 2:

demonstrate a behavior of using Potawatomi Language during transitional times for greetings with inquiries about feelings, questions, and answers by 06/28/2019 as measured by school developed rubric.

Strategy 1:

School-Wide Potawatomi Language Interactions - During transition times, such as passing from class to class, recess times, bus unloading and loading times, students and staff will use Potawatomi Language for greetings, introductions, and brief conversations. For example: Using Potawatomi Language to say "Hello"; to ask, "How are you?"; "Has it been a good day?"; "What have you done today?"; "Where are you going?"; "Good-bye".

Category: School Culture

Research Cited: a. Pegrum, M. (2000). The outside world as an extension of the EFL/ESL classroom. The Internet TESL Journal, 3(8).

b. Christie, C. (2013). Speaking spontaneously in the modern foreign languages classroom: Tools for supporting successful target language conversation. Language Learning Journal, Online version. October 2013:1-16.

c. Davis, M. (2013). Beyond the classroom: The role of self-guided learning in second language listening and speaking practice. Studies in Self-Access Learning Journal, 4(2), 85-95.

d. American Council on the Teaching of Foreign Languages. (2013). NCSSFL-ACTFL can-do statements: Progress indicators for language learners. http://www.actfl .org/sites/default/ les/pdfs/Can-Do_Statements.pdf. Retrieved June 27, 2017

Tier: Tier 1

Activity - Rubric Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a rubric to be utilized by staff to determine the level of comprehension that students have when responding to greetings and questions in Potawatomi during transitional times and classroom interactions. The rubric and Language integration plan will be shared with all staff	Professional Learning, Materials	Tier 1	Implement	09/04/2018	06/30/2019	$0	No Funding Required	Potawatomi Language Instructors

Activity - Student Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given tokens/rewards for language interactions. A description of language knowledge with corresponding rewards will be developed and shared with all staff members and students, to help with transparency and to provide support for the reward system in all school areas.	Materials	Tier 1	Implement	09/04/2018	06/30/2019	$0	No Funding Required	Potawatomi Language and Culture Staff

Activity - Personal Introductions and Potawatomi Word of the Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a Potawatomi Word of the Day for each day of the school year. The Word of the Day will be highlighted and displayed on a Language and Culture bulletin board within the school and as needed, on the school's website. A public announcement will be shared within the school facility to announce, define, and use the Word of the Day. Students will be encouraged to make the public announcement utilizing the correct personal introduction, which includes a greeting, identifying name and their Clan, where he/she is from, and their age.	Materials, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2019	$0	No Funding Required	Potawatomi Language and Culture Staff, Administration

Goal 2: NTW will develop a PreK-12 instructional infrastructure.

Measurable Objective 1:

65% of All Students will increase student growth to the 58th percentile of the Adequate Growth Percentile (AGP) in English Language Arts by 06/30/2020 as measured by state assessment data.

(shared) Strategy 1:

Teachers will use Dibels and MAPS assessments for progress monitoring - Teachers will assess students at least 3 times per year in each assessment and analyze results to adjust individual student lessons and learning.

Category: English/Language Arts

Research Cited: Barron, Kenneth E. & Harackiewicz, Judith M. Achievement Goals and Optimal Motivation: Testing Multiple Goal Models, Journal of Personality and Social Psychology; Stronge, James H. & Grant, Leslie W. Student Achievement Goal Setting: Using Data to Improve Teaching and Learning; The National Institute for Literacy (2007) What Content-Area Teachers Should Know About Adolescent Literacy. Washington, DC; The National Institute for Literacy; The National Institute for Child Health and Human Development (NICHD); The U.S. Department of Education's Office for Vocational and Adult Education; Zhu, Erping, Kaplan, Matthew, Dershinier, R.C., & Bergom, Inger (2011) Use of Laptops in the Classroom: Research and Best Practices, CRLT, University of Michigan; Graham, Steve & Hebert, Michael (2010) Writing to Read: Evidence for How Writing Can Improve Reading, Carnegie Corporation and Vanderbilt University; Poulton, Shirley (2005) Teach the Traits of Effective Writing: A How to Guide, C & C Graphics Publishing Co.; Culham, Ruth (2003) 6 + 1 Traits of Writing, Scholastic Professional Books.

Tier: Tier 1

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 teacher and Title 1 aides will provide extra time and academic support to students identified with classroom based measures and/or DIBELS Next benchmark assessments, DRA 2+ scores, NWEA MAP RIT scores, local and state assessments through small group or one-on-one instructional groups to increase student proficiency in ELA and Math. Progress monitoring will be implemented by utilizing DIBELS Next, DIBELS Math Illuminate DnA, and/or iReady measures.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/04/2018	06/30/2019	$33770	Title I Schoolwide	Title 1 teacher, Title 1 aides, administration and educational staff

Strategy 2:

Teachers will use explicit instruction strategies - Teachers will receive continued professional learning on explicit instruction strategies and follow up will continue in the classroom. Leveled readers and explicit guided reading instruction will be used K-5 to support reading skills and comprehension. Teachers will include writing skills in their daily lesson plans. Vocabulary and ELA foundational skill instruction will coordinate with explicit writing instruction and will utilize technology such as class sets of Chromebooks and iPads whenever possible.

Category: English/Language Arts

Research Cited: Archer, A. L. & Hughes, C. A. (2011) Explicit Instruction: Effective and Efficient Teaching, The Guilford Press, New York, NY; The National Institute for Literacy (2007) What Content-Area Teachers Should Know About Adolescent Literacy. Washington, DC; The National Institute for Literacy; The National Institute for Child Health and Human Development (NICHD); The U.S. Department of Education's Office for Vocational and Adult Education; Zhu, Erping, Kaplan, Matthew, Dershinier, R.C., & Bergom, Inger (2011) Use of Laptops in the Classroom: Research and Best Practices, CRLT, University of Michigan; Graham, Steve & Hebert, Michael (2010) Writing to Read: Evidence for How Writing Can Improve Reading, Carnegie Corporation and Vanderbilt University; Poulton, Shirley (2005) Teach the

Traits of Effective Writing: A How to Guide, C & C Graphics Publishing Co.; Culham, Ruth (2003) 6 + 1 Traits of Writing, Scholastic Professional Books.

Tier: Tier 1

Activity - Teacher training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 Title 1 and content area teachers will receive training on explicit reading comprehension strategies in the content areas, writing across the curriculum using 6+1 writing traits and the trait crate resources implementation, and guided reading instructional strategies for small groups. The training will include strategies and processes for utilizing the Scholastic Guided Reading Leveled Reader Library Book Room materials for guided reading instruction.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2019	$3000	Title II Part A	Principal, Director of Student Supports, and Title 1 staff

Activity - Phonemic Awareness Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use research-based strategies and resources (ie: Phonemic Awareness: The Skills that they Need to Help Them Succeed! by Michael Heggerty) to increase early literacy skills for K-2 students. Teachers will also use the Essential Instructional Practices for Literacy published by the General Education Leadership Network (GELN). Progress will be measured by Dibels Next. Guidance, coaching, professional learning, and teacher collaboration opportunities will be provided by Special Education and Title 1 staff. Teaches in Kindergarten, First, Second, and Third Grades and the Title I teacher will be provided with Phonemic Awareness skill training focusing on the Essential Instructional Practices for Literacy and the Heggerty Phonemic Awareness resources.	Academic Support Program, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/30/2019	$5330	Title II Part A	Title 1 Teacher and Staff, Special Education Staff, Director of Student Supports, and Principal

Activity - Connecting Reading and Writing instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will connect and coordinate reading comprehension and strategy instruction to writing instruction in all content areas using resources such as "Teach the Traits of Effective Writing: A 'How To' Guide by Shirley Poulton (2005), Writing Trait Crates (published by Scholastic) and 6+1 Traits of Writing by Ruth Culham (2003). Daily writing practices and strategies will be explicitly taught within the K-12 classrooms with a focus on writing practices that enhance students' reading comprehension levels by writing about the texts they read, teaching writing skills/processes that go into creating text, and increasing how much students write. Instruction will be facilitated by classroom sets of Chrome Books and iPads to enable all students to utilize the different steps of the writing process. Teachers will be responsible for showing evidence of practice for connecting reading and writing instruction and student reading and writing growth. Activity will be monitored for implementation fidelity by administration walk-throughs and collected evidence.	Supplemental Materials, Direct Instruction, Technology	Tier 1		09/04/2018	06/30/2019	$12626	Title IV Part A	Administration, Title 1 teacher and staff, K-12 teachers

(shared) Strategy 3:

Curriculum Development - Teachers will develop curriculum using resources and tools available through BluePrint and text series to align pacing guides (timeline for instruction of curriculum standards and mastery of learning objectives) to state standards (tools, resources, lessons and assessments) for each grade level and content area. The essential instructional practices for K-12 will be integrated into the curriculum for all content areas.

Category: Career and College Ready

Research Cited: Jacobs, H. H. (1997) Mapping the Big Picture: Integrating Curriculum and Assessment K-12, ASCD, Alexandria, VA; Jacobs, H. H. (Editor) (2004) Getting Results with Curriculum Mapping, ASCD, Alexandria, VA; Voltz, D. L., Sims, M. J. & Nelson, B. (2010) Connecting Teachers, Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms, ASCD, Alexandria, VA; Carter, L. (2007) Total Instructional Alignment: From Standards to Student Success, Solution Tree Press, Bloomington, IN.

Tier: Tier 1

Activity - Summer Curriculum Work Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional learning work sessions days in August to meet, discuss, and develop the curriculum maps and pacing guides to show alignment of the Michigan instructional standards (tools, resource, lessons, and assessments) and pacing guides (timeline for instruction of curriculum standards and mastery of learning objectives) for all content areas.	Materials, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2018	10/12/2018	$4680	Title II Part A	Administrators and educational staff

Measurable Objective 2:

65% of All Students will increase student growth to the 51st percentile of the Adequate Growth Percentile (AGP) in Mathematics by 06/30/2020 as measured by state assessment data.

(shared) Strategy 1:

Teachers will use Dibels and MAPS assessments for progress monitoring - Teachers will assess students at least 3 times per year in each assessment and analyze results to adjust individual student lessons and learning.

Category: English/Language Arts

Research Cited: Barron, Kenneth E. & Harackiewicz, Judith M. Achievement Goals and Optimal Motivation: Testing Multiple Goal Models, Journal of Personality and Social Psychology; Stronge, James H. & Grant, Leslie W. Student Achievement Goal Setting: Using Data to Improve Teaching and Learning; The National Institute for Literacy (2007) What Content-Area Teachers Should Know About Adolescent Literacy. Washington, DC; The National Institute for Literacy; The National Institute for Child Health and Human Development (NICHD); The U.S. Department of Education's Office for Vocational and Adult Education; Zhu, Erping, Kaplan, Matthew, Dershinier, R.C., & Bergom, Inger (2011) Use of Laptops in the Classroom: Research and Best Practices, CRLT, University of Michigan; Graham, Steve & Hebert, Michael (2010) Writing to Read: Evidence for How Writing Can Improve Reading, Carnegie Corporation and Vanderbilt University; Poulton, Shirley (2005) Teach the Traits of Effective Writing: A How to Guide, C & C Graphics Publishing Co.; Culham, Ruth (2003) 6 + 1 Traits of Writing, Scholastic Professional Books.

Tier: Tier 1

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 teacher and Title 1 aides will provide extra time and academic support to students identified with classroom based measures and/or DIBELS Next benchmark assessments, DRA 2+ scores, NWEA MAP RIT scores, local and state assessments through small group or one-on-one instructional groups to increase student proficiency in ELA and Math. Progress monitoring will be implemented by utilizing DIBELS Next, DIBELS Math Illuminate DnA, and/or iReady measures.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/04/2018	06/30/2019	$33770	Title I Schoolwide	Title 1 teacher, Title 1 aides, administration and educational staff

Strategy 2:

Explicit Math instruction - K-8 and content area teachers will provide explicit Mathematics instruction. Teachers will collaborate weekly to discuss Mathematics teaching strategies. Teachers will include Mathematics skill instruction in their daily lesson plans and instruction will coordinate with explicit writing instruction and utilize technology, such as class sets of Chromebooks and iPads, when ever possible.

Category: Mathematics

Research Cited: Houghton-Mifflin Harcourt Research Based for Go Math Instructional Strategies; The U.S. Department of Education's Office for Vocational and Adult Education; Zhu, Erping, Kaplan, Matthew, Dershinier, R.C., & Bergom, Inger (2011) Use of Laptops in the Classroom: Research and Best Practices, CRLT, University of Michigan; Graham, Steve & Hebert, Michael (2010) Writing to Read: Evidence for How Writing Can Improve Reading, Carnegie Corporation and Vanderbilt University; Pudichery, Josheph, P. The Role of Web Technology in Education, Allied Academies International Conference, Academy of Educational Leadership; The National Institute for Literacy (2007), What Content-Area Teachers Should Know About Adolescent Literacy, Washington, D.C.; Archer, A. L. & Hughes, C. A. (2011) Explicit Instruction: Effective and Efficient Teaching, The Guilford Press, New York, NY; Hiebert, James (1997) Making Sense, Teaching and Learning Mathematics with Understanding, Heinemann, Portsmouth, NH; Doabler, C. T. & Fien, H. (May 2013) Explicit Mathematics Instruction: What Teachers Can Do for Teaching Students with Mathematics Difficulties, Intervention in School and Clinic, Vol. 48, N. 5, pp. 276-285.

Tier: Tier 1

Activity - Connecting Reading and Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will connect and coordinate mathematic instruction to writing instruction in all content areas using resources such as "Teach the Traits of Effective Writing: A 'How To' Guide by Shirley Poulton (2005), Writing Trait Crates (published by Scholastic) and 6+1 Traits of Writing by Ruth Culham (2003). Daily writing practices and strategies will be explicitly taught within the K-12 classrooms with a focus on writing practices that enhance students' mathematic understanding and proficiency levels by writing about their personal rationale for problem solving and mathematical processes and strategies, along with, increasing how much students write. Instruction will be facilitated by classroom sets of Chrome Books and iPads to enable all students to utilize the different steps of the writing process. Teachers will be responsible for showing evidence of practice for connecting mathematics and writing instruction and student reading and writing growth. Activity will be monitored for implementation fidelity by administrational walk-throughs and collected evidence.	Supplemental Materials, Direct Instruction, Technology	Tier 1	Implement	09/04/2018	06/30/2019	$12088	Title I Part A	Principal, Director of Student Supports, Title I Teacher, Title I Aides, K-12 Instructional Staff

Activity - Teacher collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional staff will use a collaborative learning process to improve instruction and student learning by meeting one a bi-weekly basis to discuss Mathematic teaching strategies. Staff participating within the collaborative learning communities will provide evidence of meeting times, agendas, discussion topics, and meeting outcomes. K-12 teachers will develop curriculum and pacing guides aligned K-12.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2019	$0	No Funding Required	Administration and Teachers

(shared) Strategy 3:

Curriculum Development - Teachers will develop curriculum using resources and tools available through BluePrint and text series to align pacing guides (timeline for instruction of curriculum standards and mastery of learning objectives) to state standards (tools, resources, lessons and assessments) for each grade level and content area. The essential instructional practices for K-12 will be integrated into the curriculum for all content areas.

Category: Career and College Ready

Research Cited: Jacobs, H. H. (1997) Mapping the Big Picture: Integrating Curriculum and Assessment K-12, ASCD, Alexandria, VA; Jacobs, H. H. (Editor) (2004) Getting Results with Curriculum Mapping, ASCD, Alexandria, VA; Voltz, D. L., Sims, M. J. & Nelson, B. (2010) Connecting Teachers, Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms, ASCD, Alexandria, VA; Carter, L. (2007) Total Instructional Alignment: From Standards to Student Success, Solution Tree Press, Bloomington, IN.

Tier: Tier 1

Activity - Summer Curriculum Work Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional learning work sessions days in August to meet, discuss, and develop the curriculum maps and pacing guides to show alignment of the Michigan instructional standards (tools, resource, lessons, and assessments) and pacing guides (timeline for instruction of curriculum standards and mastery of learning objectives) for all content areas.	Materials, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2018	10/12/2018	$4680	Title II Part A	Administrators and educational staff

Goal 3: NTW will continue efforts in the Intense Student Support Network

Measurable Objective 1:

collaborate to meet the social emotional needs of each student by 06/30/2019 as measured by number of behavioral referrals and results of trauma impact studies.

Strategy 1:

Implement behavior supports - Administrators will work in teams with teachers and staff to implement positive behavior supports and strategies (PBIS). Teachers will continue to introduce and expand the use of strategies and processes learned through Capturing Kids Hearts. Trauma informed care resources and strategies will be implemented K-12.

Category: School Culture

Research Cited: Anchorage School District (2005) Social and Emotional Learning Standards and Benchmarks for the Anchorage School District; Collaborative for Academic, Social and Emotional Learning (2012) 2013 CASEL Guide: Effective Social and Emotional Learning Programs - Preschool and Elementary Edition; CampbellJones, F. L., CampbellJones, B. & Lindsey, R. B. (2010) The Culturally Proficient Journey, Corwin Press, Thousand Oaks, CA; Lindsey, R. B., Roberts, L. M. & CampbellJones, F. L. (2013). The Culturally Proficient School, Corwin Press, Thousand Oaks, CA; Murphy, J. & Torre, D. (2014) Creating Productive Cultures in Schools, Corwin Press, Thousand Oaks, CA; Murphy, J. (2010) The Educator's Handbook for Understanding and Closing the Achievement Gap, Corwin Press, Thousand Oaks, CA; Parrett, W. H. & Budge, K. M. (2012) How High Poverty Schools Become High Performing Schools, ASCD, Alexandria, VA.

Tier: Tier 1

Activity - Professional Learning for Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will participate in site visits of schools with strong implementations of behavior supports in trauma informed care to model processes and school-wide systems. Professional learning will be provided for all staff using ACES data to drive decisions in trauma informed care for each student. Process champions will be used to help move the relationship building strategies learned from Capturing Kids Hearts forward. PBIS training will be sought for all staff. | Professional Learning, Teacher Collaboration, Behavioral Support Program | Tier 1 | Implement | 08/01/2018 | 06/30/2019 | $14000 | Title II Part A | Administrators and teachers, ISD staff |

Activity - Parent workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inviting parents to participate in workshops to learn about resiliency strategies and provide information and resources to build community awareness surrounding trauma informed care. Parents will be given opportunity to engage in planning and content for these workshops.	Professional Learning, Community Engagement, Parent Involvement, Behavioral Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2019	$1000	Section 31a	Administrators

Activity - Student Support Network Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Support Network will meet biweekly to provide structure and guidance around trauma informed issues and behavior supports for each student. The team will review data, analyze and create an action plan to address identified needs. They will monitor progress and adapt as necessary. The ISSN will develop a communication system to share information with all stakeholders.	Professional Learning, Community Engagement, Parent Involvement, Teacher Collaboration	Tier 1	Implement	08/01/2018	06/30/2019	$0	No Funding Required	Administrators and team leaders

Activity - Stakeholder Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Surveys will be distributed to all staff quarterly using Google Forms to collect data that will identify strengths and weaknesses in the communication system and gaps in communication with all stakeholders.	Community Engagement, Parent Involvement, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2022	$0	No Funding Required	District Acceleration Network

Goal 4: NTW will continue to develop and enhance the Communications Driver System

Measurable Objective 1:

collaborate to improve communications through implementing the Blueprint communications driver, monitor the effectiveness and adjust each month as necessary by 06/30/2019 as measured by staff surveys.

Strategy 1:

Monitor implementation - The District Acceleration Network (DAN) will distribute surveys and gather and analyze data every three months to identify gaps and use staff feedback to adjust and improve the communications system.

Category: School Culture

Research Cited: Patterson, K., Grenny, J. & Switzler, A. (2012) Crucial Conversations: Tools for Talking When Stakes Are High, McGraw-Hill, New York, NY; Patterson, K., Grenny, J. & Switzler, A. (2013) Crucial Accountability: Tools for Resolving Violated Expectations, Broken Commitments, and Bad Behavior (2nd Ed.) McGraw-Hill, New York, NY; Patterson, K., Grenny, J. & Switzler, A. (2013) Influencer: The New Science of Leading Change (2nd Ed.) McGraw-Hill, New York, NY; Baroody, K, (2011) Turning Around the Nation's Lowest Performing Schools: Five Steps Districts Can Take to Improve Their Chances of Success, Center for American Progress, Washington, D.C.; Duke, D. (2008) Keys to Sustaining Successful School Turnarounds, University of Virginia, Darden/Curry Partnership for Leaders in Education; Knapp, M. S., Copland, M. A., Honig, M., Plecki, M. L. & Portin, B. S. (2012) Learning-Focused Leadership and Leadership Support: Meaning and Practice in Urban Systems, Center for the Study of Teaching and Policy (CTP), University of Washington.

Tier: Tier 1

Activity - Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Surveys will be distributed to all staff quarterly using Google Forms to collect data that will identify strengths and weaknesses in the communication system and gaps in communication. Surveys will be distributed to all stakeholders at least annually to gather perception data and identify strengths and weaknesses in the system.	Policy and Process, Teacher Collaboration, Technology	Tier 1	Monitor	08/01/2018	06/30/2022	$0	No Funding Required	District Acceleration Network

Activity - Google Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Google applications will be the resource used by all staff to distribute forms, email, surveys, shared drive documents, calendars, etc. with all stakeholders. Professional learning will be provided to all staff in the various Google applications as necessary. The communication driver system provides the protocol and processes that will be used for sharing and gathering information using Google applications.	Professional Learning, Policy and Process, Teacher Collaboration, Technology	Tier 1	Implement	08/01/2018	06/30/2022	$0	No Funding Required	District Acceleration Network, ISD staff

Activity - Staff Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-weekly staff meetings will be used to review the communications system, gather feedback, and share ideas to support the communication driver implementation.	Professional Learning, Policy and Process, Teacher Collaboration	Tier 1	Implement	08/01/2018	06/30/2019	$0	No Funding Required	District Acceleration Network

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Title 1 teacher and Title 1 aides will provide extra time and academic support to students identified with classroom based measures and/or DIBELS Next benchmark assessments, DRA 2+ scores, NWEA MAP RIT scores, local and state assessments through small group or one-on-one instructional groups to increase student proficiency in ELA and Math. Progress monitoring will be implemented by utilizing DIBELS Next, DIBELS Math Illuminate DnA, and/or iReady measures.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/04/2018	06/30/2019	$33770	Title 1 teacher, Title 1 aides, administration and educational staff

Title IV Part A

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

| Connecting Reading and Writing instruction | Teachers will connect and coordinate reading comprehension and strategy instruction to writing instruction in all content areas using resources such as "Teach the Traits of Effective Writing: A 'How To' Guide by Shirley Poulton (2005), Writing Trait Crates (published by Scholastic) and 6+1 Traits of Writing by Ruth Culham (2003). Daily writing practices and strategies will be explicitly taught within the K-12 classrooms with a focus on writing practices that enhance students' reading comprehension levels by writing about the texts they read, teaching writing skills/processes that go into creating text, and increasing how much students write. Instruction will be facilitated by classroom sets of Chrome Books and iPads to enable all students to utilize the different steps of the writing process. Teachers will be responsible for showing evidence of practice for connecting reading and writing instruction and student reading and writing growth. Activity will be monitored for implementation fidelity by administration walk-throughs and collected evidence. | Supplemental Materials, Direct Instruction, Technology | Tier 1 | | 09/04/2018 | 06/30/2019 | $12626 | Administration, Title 1 teacher and staff, K-12 teachers |

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Curriculum Work Sessions	Teachers will attend professional learning work sessions days in August to meet, discuss, and develop the curriculum maps and pacing guides to show alignment of the Michigan instructional standards (tools, resource, lessons, and assessments) and pacing guides (timeline for instruction of curriculum standards and mastery of learning objectives) for all content areas.	Materials, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2018	10/12/2018	$4680	Administrators and educational staff
Teacher training	K-8 Title 1 and content area teachers will receive training on explicit reading comprehension strategies in the content areas, writing across the curriculum using 6+1 writing traits and the trait crate resources implementation, and guided reading instructional strategies for small groups. The training will include strategies and processes for utilizing the Scholastic Guided Reading Leveled Reader Library Book Room materials for guided reading instruction.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2019	$3000	Principal, Director of Student Supports, and Title 1 staff

Phonemic Awareness Instruction	Teachers will use research-based strategies and resources (ie: Phonemic Awareness: The Skills that they Need to Help Them Succeed! by Michael Heggerty) to increase early literacy skills for K-2 students. Teachers will also use the Essential Instructional Practices for Literacy published by the General Education Leadership Network (GELN). Progress will be measured by Dibels Next. Guidance, coaching, professional learning, and teacher collaboration opportunities will be provided by Special Education and Title 1 staff. Teaches in Kindergarten, First, Second, and Third Grades and the Title I teacher will be provided with Phonemic Awareness skill training focusing on the Essential Instructional Practices for Literacy and the Heggerty Phonemic Awareness resources.	Academic Support Program, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/30/2019	$5330	Title 1 Teacher and Staff, Special Education Staff, Director of Student Supports, and Principal
Professional Learning for Staff	Teachers will participate in site visits of schools with strong implementations of behavior supports in trauma informed care to model processes and school-wide systems. Professional learning will be provided for all staff using ACES data to drive decisions in trauma informed care for each student. Process champions will be used to help move the relationship building strategies learned from Capturing Kids Hearts forward. PBIS training will be sought for all staff.	Professional Learning, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/01/2018	06/30/2019	$14000	Administrators and teachers, ISD staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher collaboration	Teachers and instructional staff will use a collaborative learning process to improve instruction and student learning by meeting one a bi-weekly basis to discuss Mathematic teaching strategies. Staff participating within the collaborative learning communities will provide evidence of meeting times, agendas, discussion topics, and meeting outcomes. K-12 teachers will develop curriculum and pacing guides aligned K-12.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2018	06/30/2019	$0	Administration and Teachers

Utilizing Potawatomi Food Labels in the Lunchroom	Within the school lunch room/cafeteria, Potawatomi Language labels will be used to identify utensils, food, and other lunch related objects. Students will be prompted to ask for food choices using Potawatomi Language and will be able to use the Language labels for support and guidance. Cafeteria staff, lunch room monitors, and teaching staff will be given professional learning to learn and use Potawatomi Language to help students communicate food needs using Potawatomi Language. Students will be asked, "What do you want to eat?" Students can respond with the correct Potawatomi Language in a complete sentence or with a single identifying noun. Students and can use the food labels for guidance, as needed. The implementation will be monitored by direct observation and feedback from staff members. Food labels can be highlighted and displayed on a Language and Culture bulletin board within the school and as needed, on the school's website.	Professional Learning, Materials	Tier 1	Implement	09/04/2018	06/30/2019	$0	Potawatomi Language and Culture Staff, Cafeteria Staff, Lunch Room Monitors, Teaching Staff
Surveys	Surveys will be distributed to all staff quarterly using Google Forms to collect data that will identify strengths and weaknesses in the communication system and gaps in communication. Surveys will be distributed to all stakeholders at least annually to gather perception data and identify strengths and weaknesses in the system.	Policy and Process, Teacher Collaboration, Technology	Tier 1	Monitor	08/01/2018	06/30/2022	$0	District Acceleration Network
Rubric and Outcome Expectations Development	Expectations for Potawatomi Language labels will be developed and shared with all stakeholders. Appropriate rubrics, surveys, and assessment measures will be developed to measure the attainment of the language labels expectations and Potawatomi language usage by students and staff. All measurement tools and expectations will be shared with all stakeholders. The school-wide professional development calendar, along with the Language professional development calendar, will reflect the language expectations for instructional staff and will also outline the assessment schedule and provide opportunities for staff to learn the required language needed for meeting the goal of integrating Potawatomi Language and Culture into all areas of the curriculum and the school experience.	Professional Learning, Materials	Tier 1	Implement	09/04/2018	06/30/2019	$0	Potawatomi Language and Culture Staff, Administration Team, Instructional Staff
Functional Potawatomi Vocabulary	Potawatomi Language teachers will create a 20 word listing of functional Potawatomi words to be learned and utilized by all staff throughout the school experience.	Materials, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2019	$0	Potawatomi Language Staff, School Staff

Visual Guides and Classroom Signs	Visual guides and signs will be developed to serve as reference points within the classrooms and hallways to support the use of Potawatomi Language for classroom management strategies. Staff will receive professional learning support to implement the Language usage expectations within the classrooms and the utilization of the visual guides and Language signs.	Materials	Tier 1	Implement	09/04/2018	06/30/2019	$0	Potawatomi Language and Culture Staff, Administration
Personal Introductions and Potawatomi Word of the Day	There will be a Potawatomi Word of the Day for each day of the school year. The Word of the Day will be highlighted and displayed on a Language and Culture bulletin board within the school and as needed, on the school's website. A public announcement will be shared within the school facility to announce, define, and use the Word of the Day. Students will be encouraged to make the public announcement utilizing the correct personal introduction, which includes a greeting, identifying name and their Clan, where he/she is from, and their age.	Materials, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2019	$0	Potawatomi Language and Culture Staff, Administration
Google Applications	Google applications will be the resource used by all staff to distribute forms, email, surveys, shared drive documents, calendars, etc. with all stakeholders. Professional learning will be provided to all staff in the various Google applications as necessary. The communication driver system provides the protocol and processes that will be used for sharing and gathering information using Google applications.	Professional Learning, Policy and Process, Teacher Collaboration, Technology	Tier 1	Implement	08/01/2018	06/30/2022	$0	District Acceleration Network, ISD staff
Staff Professional Development	Staff will be given professional learning opportunities to learn the Potawatomi high frequency commands and requests that need to be utilized on a regular basis within the classrooms as part of the classroom management strategies. These PD sessions will be offered before the beginning of the school year and throughout the school year, as necessary. The PD sessions will be facilitated by the Potawatomi Language Instructional staff. Expectations for staff and a Language PD calendar will be established.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	$0	Potawatomi Language and Culture Staff, Administration
Staff Meetings	Bi-weekly staff meetings will be used to review the communications system, gather feedback, and share ideas to support the communication driver implementation.	Professional Learning, Policy and Process, Teacher Collaboration	Tier 1	Implement	08/01/2018	06/30/2019	$0	District Acceleration Network

Rubric Development	Develop a rubric to be utilized by staff to determine the level of comprehension that students have when responding to greetings and questions in Potawatomi during transitional times and classroom interactions. The rubric and Language integration plan will be shared with all staff	Professional Learning, Materials	Tier 1	Implement	09/04/2018	06/30/2019	$0	Potawatomi Language Instructors
Student Rewards	Students will be given tokens/rewards for language interactions. A description of language knowledge with corresponding rewards will be developed and shared with all staff members and students, to help with transparency and to provide support for the reward system in all school areas.	Materials	Tier 1	Implement	09/04/2018	06/30/2019	$0	Potawatomi Language and Culture Staff
Stakeholder Surveys	Surveys will be distributed to all staff quarterly using Google Forms to collect data that will identify strengths and weaknesses in the communication system and gaps in communication with all stakeholders.	Community Engagement, Parent Involvement, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2022	$0	District Acceleration Network
Label Identification Instruction	Teachers, staff and students will receive instruction on label identification and Potawatomi pronunciation. Labels will contain Potawatomi words and when necessary, will contain corresponding English words/phrases.	Materials, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2019	$0	Potawatomi Language and Culture staff, K-12 instructional staff
Student Support Network Team	The Student Support Network will meet biweekly to provide structure and guidance around trauma informed issues and behavior supports for each student. The team will review data, analyze and create an action plan to address identified needs. They will monitor progress and adapt as necessary. The ISSN will develop a communication system to share information with all stakeholders.	Professional Learning, Community Engagement, Parent Involvement, Teacher Collaboration	Tier 1	Implement	08/01/2018	06/30/2019	$0	Administrators and team leaders

Title I Part A

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

Connecting Reading and Math Instruction	Teachers will connect and coordinate mathematic instruction to writing instruction in all content areas using resources such as "Teach the Traits of Effective Writing: A 'How To' Guide by Shirley Poulton (2005), Writing Trait Crates (published by Scholastic) and 6+1 Traits of Writing by Ruth Culham (2003). Daily writing practices and strategies will be explicitly taught within the K-12 classrooms with a focus on writing practices that enhance students' mathematic understanding and proficiency levels by writing about their personal rationale for problem solving and mathematical processes and strategies, along with, increasing how much students write. Instruction will be facilitated by classroom sets of Chrome Books and iPads to enable all students to utilize the different steps of the writing process. Teachers will be responsible for showing evidence of practice for connecting mathematics and writing instruction and student reading and writing growth. Activity will be monitored for implementation fidelity by administrational walk-throughs and collected evidence.	Supplemental Materials, Direct Instruction, Technology	Tier 1	Implement	09/04/2018	06/30/2019	$12088	Principal, Director of Student Supports, Title I Teacher, Title I Aides, K-12 Instructional Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent workshops	Inviting parents to participate in workshops to learn about resiliency strategies and provide information and resources to build community awareness surrounding trauma informed care. Parents will be given opportunity to engage in planning and content for these workshops.	Professional Learning, Community Engagement, Parent Involvement, Behavioral Support Program	Tier 1	Getting Ready	08/01/2018	06/30/2019	$1000	Administrators