

2017-2018 MARESA School Improvement Plan REV

Marquette-Alger Administrative Unit

Ms. Deborah Veiht
321 EAST OHIO ST
MARQUETTE, MI 49855-3847

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: Student residents of the Great Lakes Recovery Center and Teaching Family Homes will improve ENGLISH LANGUAGE ARTS skills in order to allow for a smooth transition back to schools in their district of residence.....	3
Goal 2: Student residents of the Great Lakes Recovery Center and Teaching Family Homes will improve MATHEMATICS skills in order to allow for a smooth transition back to schools in their district of residence.....	4
Goal 3: Student residents of the Great Lakes Recovery Center and Teaching Family Homes will improve SCIENCE knowledge and skills in order to allow for a smooth transition back to schools in their district of residence.....	5
Goal 4: Student residents of the Great Lakes Recovery Center, and Teaching Family Homes will improve SOCIAL STUDIES knowledge and skills in order to allow for a smooth transition back to schools in their district of residence... ..	7
Goal 5: Students in the classrooms of the MARESA Administrative Unit School will experience maximized instructional opportunities and student time-on-task for learning.. ..	8
Activity Summary by Funding Source	12

Overview

Plan Name

2017-2018 MARESA School Improvement Plan REV

Plan Description

This plan details the K-12 population of students to be served through the specialized (Section 24) classrooms operated by Marquette Alger RESA and conducted on the grounds of the Great Lakes Recovery Center and Teaching Family Homes.

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	Student residents of the Great Lakes Recovery Center and Teaching Family Homes will improve ENGLISH LANGUAGE ARTS skills in order to allow for a smooth transition back to schools in their district of residence.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$12000
2	Student residents of the Great Lakes Recovery Center and Teaching Family Homes will improve MATHEMATICS skills in order to allow for a smooth transition back to schools in their district of residence.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$9000
3	Student residents of the Great Lakes Recovery Center and Teaching Family Homes will improve SCIENCE knowledge and skills in order to allow for a smooth transition back to schools in their district of residence.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$4500
4	Student residents of the Great Lakes Recovery Center, and Teaching Family Homes will improve SOCIAL STUDIES knowledge and skills in order to allow for a smooth transition back to schools in their district of residence.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$4500
5	Students in the classrooms of the MARESA Administrative Unit School will experience maximized instructional opportunities and student time-on-task for learning..	Objectives: 2 Strategies: 1 Activities: 3	Organizational	\$1200

Goal 1: Student residents of the Great Lakes Recovery Center and Teaching Family Homes will improve ENGLISH LANGUAGE ARTS skills in order to allow for a smooth transition back to schools in their district of residence.

Measurable Objective 1:

75% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency (given a minimum enrollment of 45 school days) on COMPREHENSION, FLUENCY, and WRITTEN EXPRESSION in English Language Arts by 06/30/2019 as measured by performance on NWEA MAP, DIBELS, Scholastic Reading Inventory, Odysseyware Placement Assessments and/or materials provided by their district of residence.

Strategy 1:

Differentiated Small Group Instruction - Students will receive face-to-face and technology-enhanced individualized or small group instruction in comprehension, fluency, and written expression that has been shown to have significant effect-size, is differentiated according to need, ability, and interest embedded within in multi-tiered system of support (MTSS)

Category: English/Language Arts

Research Cited: Tomlinson, Carol Ann: How to Differentiate Instruction in Mixed-ability Classrooms (2001)

IES Practice Guide: Improving Adolescent Literacy (August 2008)

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education

Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Tier: Tier 2

Activity - Professional Learning in ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers (and paraprofessionals/tutors where applicable) will be provided with ongoing professional learning opportunities to further their knowledge and skills for designing and implementing a variety of high effect-size, differentiated strategies and activities to improve student comprehension, fluency, and written expression. Appropriate tier 2 intervention strategies will be emphasized and supported through the ISD Literacy Coach. Additional opportunities may include: Fall Conference, Special Education Conference, Summer Institute, and teacher-selected professional learning as per IDPs especially when it focuses on these unique populations of students.	Professional Learning, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$3000	General Fund, Title I Part D	Associate Superintendent for TLTS and Special Ed Content Area Liaison Technology Integration Specialist ISD Literacy Coach

Activity - Individualized or Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive face-to-face and/or technology-enhanced individualized or small group instruction targeting the student's unique comprehension, fluency, and written expression needs. This will be provided through a combination of classroom teacher, content area instructional liaisons, technology integration specialist, online learning, and paraprofessional/tutors. Instruction includes a summer learning component.	Direct Instruction, Supplemental Materials, Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$9000	Title II Part A, Title I Part D	Associate Superintendents Classroom Teacher Content Area Liaison Paraprofessional/Tutor

Goal 2: Student residents of the Great Lakes Recovery Center and Teaching Family Homes will improve MATHEMATICS skills in order to allow for a smooth transition back to schools in their district of residence.

Measurable Objective 1:

75% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency (given a minimum enrollment of 45 school days) in Mathematics by 06/30/2019 as measured by a combination of two or more of the following: NWEA MAP, Delta Math, Pre-Alg/Alg Readiness assessments, Odysseyware placement assessments, classroom assignments, or materials provide by student's district of residence.

Strategy 1:

Differentiated Small Group Instruction - Students will receive face-to-face and technology-enhanced individualized or small group instruction in essential mathematics skills and concepts that is differentiated according to need, ability, and interest and is premise on practices and strategies show to have significant effect size.

Category: Mathematics

Research Cited: Tomlinson, Carol Ann: How to Differentiate Instruction in Mixed-ability Classrooms (2001)

IES Practice Guide: Improving Adolescent Literacy (August 2008)

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008).

Tier: Tier 2

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

2017-2018 MARESA School Improvement Plan REV

Marquette-Alger Administrative Unit

Teachers (and paraprofessional/tutor when applicable) will be provided with ongoing professional learning opportunities to further their knowledge and skills for designing and implementing a variety of differentiated strategies and activities to improve student math skills and concepts. Opportunities will emphasize 1) Foundations in Mathematics Training and 2) Math Recovery; and may also include: Fall Conference, Special Education Conference, Summer Institute, Seaborg Math and Science Center offerings and teacher selected professional learning as per IDPs.	Professional Learning, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$800	Title I Part D	Associate Superintendents TLTS and Special Ed Content Area Liaison Technology Integration Specialist Foundations Trainers Math Recovery Trainers
--	-----------------------------------	--------	-----------	------------	------------	-------	----------------	--

Activity - Individualized or Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive face-to-face and/or technology-enhanced individualized or small group instruction targeting the student's unique mathematics skills and concepts needs and utilizing practices shown to have significant effect size. This will be provided through a combination of classroom teacher, content area instructional liaisons, technology integration specialist, and paraprofessional/tutors and will include a summer instructional component.	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$8200	Title I Part A, Title I Part D	Associate Superintendents TLTS and Special Ed Content Area Liaison

Goal 3: Student residents of the Great Lakes Recovery Center and Teaching Family Homes will improve SCIENCE knowledge and skills in order to allow for a smooth transition back to schools in their district of residence.

Measurable Objective 1:

75% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase (given a minimum enrollment of 45 school days) on essential knowledge and concepts in Science by 06/30/2019 as measured by performance on NWEA MAP, classroom assignments, quizzes, and tests and/or on materials provided by their district of residence.

Strategy 1:

Differentiated Small Group Instruction - Students will receive face-to-face and technology-enhanced individualized or small group instruction applicable science knowledge and concepts that is differentiated according to need, ability, and interest.

Marquette-Alger Administrative Unit

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

2017-2018 MARESA School Improvement Plan REV

Marquette-Alger Administrative Unit

Category: Science

Research Cited: Tomlinson, Carol Ann: How to Differentiate Instruction in Mixed-ability Classrooms (2001)

IES Practice Guide: Improving Adolescent Literacy (August 2008)

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008).

Tier: Tier 2

Activity - Professional Learning in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers (and paraprofessionals/tutor where applicable) will be provided with ongoing professional learning opportunities to further their knowledge and skills for designing and implementing a variety of differentiated strategies and activities to improve student achievement in science. Particular emphasis will be place upon the developing an understanding of the Next Generation Science Standards. Opportunities may include: Fall Conference, Special Education Conference, Summer Institute, Seaborg Math and Science Center offerings and teacher selected professional learning as per IDPs.	Professional Learning, Technology	Tier 2	Getting Ready	07/01/2017	06/30/2019	\$500	Title I Part D	Associate Superintendents TLTS and Special Ed Content Area Liaison Technology Integration Specialist Seaborg Math and Science Center

Activity - Individualized or Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive face-to-face and/or technology-enhanced individualized or small group instruction targeting the student's unique needs in science skills and concepts with elements of the NGSS in the early stages of instructional use. This will be provided through a combination of classroom teacher, content area instructional liaisons, and paraprofessional/tutors. Instruction includes a summer learning component.	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$4000	Title I Part D	Associate Superintendents TLTS and Special Ed Classroom Teacher Content Area Liaison Technology Integration Specialist Seaborg Math and Science Center Staff

Goal 4: Student residents of the Great Lakes Recovery Center, and Teaching Family Homes will improve SOCIAL STUDIES knowledge and skills in order to allow for a smooth transition back to schools in their district of residence.

Measurable Objective 1:

75% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency (given a minimum enrollment of 45 school days) on essential knowledge and concepts in Social Studies by 06/30/2019 as measured by performance on classroom assignments, quizzes, and tests and/or on materials provided by their district of residence..

Strategy 1:

Differentiated Small Group Instruction - Students will receive face-to-face and technology-enhanced individualized or small group instruction in applicable social studies knowledge and concepts that is differentiated according to need, ability, and interest.

Category: Social Studies

Research Cited: Tomlinson, Carol Ann: How to Differentiate Instruction in Mixed-ability Classrooms (2001)

IES Practice Guide: Improving Adolescent Literacy (August 2008)

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008).

Tier: Tier 2

Activity - Professional Learning in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers (and paraprofessionals/tutor where applicable) will be provided with ongoing professional learning opportunities to further their knowledge and skills for designing and implementing a variety of differentiated strategies and activities to improve student achievement in social studies. Opportunities may include: Fall Conference, Special Education Conference, Summer Institute, and teacher selected professional learning as per IDPs.	Professional Learning, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$500	Title I Part D	Associate Superintendents of TLTS and Special Ed Title I D Content Area Liaison Technology Integration Specialist
Activity - Individualized or Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will receive face-to-face and/or technology-enhanced individualized or small group instruction targeting the student's unique needs in the area of social studies knowledge and concepts. This will be provided through a combination of classroom teacher, content area instructional liaisons, technology integration specialist, online learning, and paraprofessional/tutors. Instruction includes a summer learning component.	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$4000	Title I Part D	Associate Superintendents TLTS and Special Ed Classroom Teacher Content Area Liaison Technology Integration Specialist
--	--------------------------------------	--------	-----------	------------	------------	--------	----------------	--

Goal 5: Students in the classrooms of the MARESA Administrative Unit School will experience maximized instructional opportunities and student time-on-task for learning..

Measurable Objective 1:

collaborate to decrease discipline infractions in non-structured settings* by 15% each year from beginning to end of year (due to dynamic enrollment) (*e.g. hallways, bathroom, bus, & lunch room) by 06/30/2019 as measured by structured observations, teacher records, and/or Powerschool data..

(shared) Strategy 1:

Implementation of School Wide System of Positive Behavior Supports - The school will maintain a school-wide approach to preventing behaviors and increasing positive interactions among students and school staff. School staff will continue to explicitly teach and enforce rules and expectations and through the positive reinforcement of appropriate behavior of individuals and groups of students.

The school will collect and monitor behavior and discipline data in order to analyze the specifics of problem behavior and the conditions that prompt and reinforce behavior. Effective and efficient intervention strategies will be developed to respond to the needs of students.

Research suggests that the success of behavior intervention centers on identifying the specific conditions that prompt and reinforce problem behavior.

Category: Other - PBIS

Research Cited: State the Research to Support this Strategy:

Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Retrieved from <http://ies.ed.gov/ncee/publications/practiceguides>.

2017-2018 MARESA School Improvement Plan REV

Marquette-Alger Administrative Unit

Tier: Tier 1

Activity - Safe & Civil Schools Sustained Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level team comprised of administrator and staff (suggested size: 4) will continue to implement and refine use of Safe and Civil Strategies to deal with more significant student behavioral challenges.	Behavioral Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	07/01/2017	06/30/2019	\$500	General Fund, Special Education	Associate Superintendents MTSS Coordinator

Activity - Needs Assessment Collection and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will review results of behavior surveys taken by students, school staff and (parents where applicable) and will review structured observations in the school's common areas in order to compare with baseline data and make adjustments accordingly.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	07/01/2017	06/30/2019	\$500	Special Education, General Fund	Associate Superintendents MTSS Coordinator

Activity - Collection/Analysis of School Climate and Behavior Information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will collect and monitor student behavior and discipline data.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Implement	07/01/2017	06/30/2019	\$200	Special Education, General Fund	Associate Superintendents for TLTS and Special Education MTSS Coordinator

Measurable Objective 2:

collaborate to increase student level of respect to all staff members by 15% by 06/30/2017 as measured by structured observations and staff, parent and student Safe & Civil Schools' Pre and Post Surveys or eProve surveys.

(shared) Strategy 1:

Implementation of School Wide System of Positive Behavior Supports - The school will maintain a school-wide approach to preventing behaviors and increasing positive interactions among students and school staff. School staff will continue to explicitly teach and enforce rules and expectations and through the positive reinforcement of appropriate behavior of individuals and groups of students.

The school will collect and monitor behavior and discipline data in order to analyze the specifics of problem behavior and the conditions that prompt and reinforce

behavior. Effective and efficient intervention strategies will be developed to respond to the needs of students.

Research suggests that the success of behavior intervention centers on identifying the specific conditions that prompt and reinforce problem behavior.

Category: Other - PBIS

Research Cited: State the Research to Support this Strategy:

Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Retrieved from <http://ies.ed.gov/ncee/publications/practiceguides>.

Tier: Tier 1

Activity - Safe & Civil Schools Sustained Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level team comprised of administrator and staff (suggested size: 4) will continue to implement and refine use of Safe and Civil Strategies to deal with more significant student behavioral challenges.	Behavioral Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	07/01/2017	06/30/2019	\$500	Special Education, General Fund	Associate Superintendents MTSS Coordinator
Activity - Needs Assessment Collection and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will review results of behavior surveys taken by students, school staff and (parents where applicable) and will review structured observations in the school's common areas in order to compare with baseline data and make adjustments accordingly.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	07/01/2017	06/30/2019	\$500	Special Education, General Fund	Associate Superintendents MTSS Coordinator
Activity - Collection/Analysis of School Climate and Behavior Information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2017-2018 MARESA School Improvement Plan REV

Marquette-Alger Administrative Unit

School will collect and monitor student behavior and discipline data.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Implement	07/01/2017	06/30/2019	\$200	General Fund, Special Education	Associate Superintendents for TLTS and Special Education MTSS Coordinator
---	---	--------	-----------	------------	------------	-------	---------------------------------	---

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized or Small Group Instruction	Students will receive face-to-face and/or technology-enhanced individualized or small group instruction targeting the student's unique comprehension, fluency, and written expression needs. This will be provided through a combination of classroom teacher, content area instructional liaisons, technology integration specialist, online learning, and paraprofessional/tutors. Instruction includes a summer learning component.	Direct Instruction, Supplemental Materials, Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$2000	Associate Superintendents Classroom Teacher Content Area Liaison Paraprofessional/Tutor

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized or Small Group Instruction	Students will receive face-to-face and/or technology-enhanced individualized or small group instruction targeting the student's unique mathematics skills and concepts needs and utilizing practices shown to have significant effect size. This will be provided through a combination of classroom teacher, content area instructional liaisons, technology integration specialist, and paraprofessional/tutors and will include a summer instructional component.	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$3000	Associate Superintendents TLTS and Special Ed Content Area Liaison

General Fund

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

2017-2018 MARESA School Improvement Plan REV

Marquette-Alger Administrative Unit

Safe & Civil Schools Sustained Learning Opportunity	Building level team comprised of administrator and staff (suggested size: 4) will continue to implement and refine use of Safe and Civil Strategies to deal with more significant student behavioral challenges.	Behavioral Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	07/01/2017	06/30/2019	\$250	Associate Superintendents MTSS Coordinator
Needs Assessment Collection and Analysis	The school will review results of behavior surveys taken by students, school staff and (parents where applicable) and will review structured observations in the school's common areas in order to compare with baseline data and make adjustments accordingly.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	07/01/2017	06/30/2019	\$250	Associate Superintendents MTSS Coordinator
Professional Learning in ELA	Teachers (and paraprofessionals/tutors where applicable) will be provided with ongoing professional learning opportunities to further their knowledge and skills for designing and implementing a variety of high effect-size, differentiated strategies and activities to improve student comprehension, fluency, and written expression. Appropriate tier 2 intervention strategies will be emphasized and supported through the ISD Literacy Coach. Additional opportunities may include: Fall Conference, Special Education Conference, Summer Institute, and teacher-selected professional learning as per IDPs especially when it focuses on these unique populations of students.	Professional Learning, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$1500	Associate Superintendents for TLTS and Special Ed Content Area Liaison Technology Integration Specialist ISD Literacy Coach
Collection/Analysis of School Climate and Behavior Information	School will collect and monitor student behavior and discipline data.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Implement	07/01/2017	06/30/2019	\$100	Associate Superintendents for TLTS and Special Education MTSS Coordinator

Title I Part D

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

2017-2018 MARESA School Improvement Plan REV

Marquette-Alger Administrative Unit

Professional Learning in Social Studies	Teachers (and paraprofessionals/tutor where applicable) will be provided with ongoing professional learning opportunities to further their knowledge and skills for designing and implementing a variety of differentiated strategies and activities to improve student achievement in social studies. Opportunities may include: Fall Conference, Special Education Conference, Summer Institute, and teacher selected professional learning as per IDPs.	Professional Learning, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$500	Associate Superintendents of TLTS and Special Ed Title I D Content Area Liaison Technology Integration Specialist
Professional Learning in Mathematics	Teachers (and paraprofessional/tutor when applicable) will be provided with ongoing professional learning opportunities to further their knowledge and skills for designing and implementing a variety of differentiated strategies and activities to improve student math skills and concepts. Opportunities will emphasize 1) Foundations in Mathematics Training and 2) Math Recovery; and may also include: Fall Conference, Special Education Conference, Summer Institute, Seaborg Math and Science Center offerings and teacher selected professional learning as per IDPs.	Professional Learning, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$800	Associate Superintendents TLTS and Special Ed Content Area Liaison Technology Integration Specialist Foundations Trainers Math Recovery Trainers
Individualized or Small Group Instruction	Students will receive face-to-face and/or technology-enhanced individualized or small group instruction targeting the student's unique mathematics skills and concepts needs and utilizing practices shown to have significant effect size. This will be provided through a combination of classroom teacher, content area instructional liaisons, technology integration specialist, and paraprofessional/tutors and will include a summer instructional component.	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$5200	Associate Superintendents TLTS and Special Ed Content Area Liaison

2017-2018 MARESA School Improvement Plan REV

Marquette-Alger Administrative Unit

Professional Learning in ELA	Teachers (and paraprofessionals/tutors where applicable) will be provided with ongoing professional learning opportunities to further their knowledge and skills for designing and implementing a variety of high effect-size, differentiated strategies and activities to improve student comprehension, fluency, and written expression. Appropriate tier 2 intervention strategies will be emphasized and supported through the ISD Literacy Coach. Additional opportunities may include: Fall Conference, Special Education Conference, Summer Institute, and teacher-selected professional learning as per IDPs especially when it focuses on these unique populations of students.	Professional Learning, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$1500	Associate Superintendents for TLTS and Special Ed Content Area Liaison Technology Integration Specialist ISD Literacy Coach
Individualized or Small Group Instruction	Students will receive face-to-face and/or technology-enhanced individualized or small group instruction targeting the student's unique needs in the area of social studies knowledge and concepts. This will be provided through a combination of classroom teacher, content area instructional liaisons, technology integration specialist, online learning, and paraprofessional/tutors. Instruction includes a summer learning component.	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$4000	Associate Superintendents TLTS and Special Ed Classroom Teacher Content Area Liaison Technology Integration Specialist
Professional Learning in Science	Teachers (and paraprofessionals/tutor where applicable) will be provided with ongoing professional learning opportunities to further their knowledge and skills for designing and implementing a variety of differentiated strategies and activities to improve student achievement in science. Particular emphasis will be placed upon the developing an understanding of the Next Generation Science Standards. Opportunities may include: Fall Conference, Special Education Conference, Summer Institute, Seaborg Math and Science Center offerings and teacher selected professional learning as per IDPs.	Professional Learning, Technology	Tier 2	Getting Ready	07/01/2017	06/30/2019	\$500	Associate Superintendents TLTS and Special Ed Content Area Liaison Technology Integration Specialist Seaborg Math and Science Center

2017-2018 MARESA School Improvement Plan REV

Marquette-Alger Administrative Unit

Individualized or Small Group Instruction	Students will receive face-to-face and/or technology-enhanced individualized or small group instruction targeting the student's unique needs in science skills and concepts with elements of the NGSS in the early stages of instructional use. This will be provided through a combination of classroom teacher, content area instructional liaisons, and paraprofessional/tutors. Instruction includes a summer learning component.	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$4000	Associate Superintendents TLTS and Special Ed Classroom Teacher Content Area Liaison Technology Integration Specialist Seaborg Math and Science Center Staff
Individualized or Small Group Instruction	Students will receive face-to-face and/or technology-enhanced individualized or small group instruction targeting the student's unique comprehension, fluency, and written expression needs. This will be provided through a combination of classroom teacher, content area instructional liaisons, technology integration specialist, online learning, and paraprofessional/tutors. Instruction includes a summer learning component.	Direct Instruction, Supplemental Materials, Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2019	\$7000	Associate Superintendents Classroom Teacher Content Area Liaison Paraprofessional/Tutor

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Needs Assessment Collection and Analysis	The school will review results of behavior surveys taken by students, school staff and (parents where applicable) and will review structured observations in the school's common areas in order to compare with baseline data and make adjustments accordingly.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	07/01/2017	06/30/2019	\$250	Associate Superintendents MTSS Coordinator
Collection/Analysis of School Climate and Behavior Information	School will collect and monitor student behavior and discipline data.	Behavioral Support Program, Teacher Collaboration, Technology	Tier 1	Implement	07/01/2017	06/30/2019	\$100	Associate Superintendents for TLTS and Special Education MTSS Coordinator

2017-2018 MARESA School Improvement Plan REV

Marquette-Alger Administrative Unit

Safe & Civil Schools Sustained Learning Opportunity	Building level team comprised of administrator and staff (suggested size: 4) will continue to implement and refine use of Safe and Civil Strategies to deal with more significant student behavioral challenges.	Behavioral Support Program, Teacher Collaboration, Professional Learning	Tier 2	Implement	07/01/2017	06/30/2019	\$250	Associate Superintendents MTSS Coordinator
---	--	--	--------	-----------	------------	------------	-------	---