Single Building District Improvement Plan

Eagle's Nest Academy

Eagle's Nest Academy

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2019-20 Eagles Nest Academy School Improvement Plan

Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and Plans in ASSIST	

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.

Stakeholders were engaged in the development of the institution's improvement plan by having staff meetings based around Title I funds and parents were invited to two Title I meetings. Parent Title I meetings were scheduled during the evening hours to accommodate work schedules. Stakeholders received an open initiation to join and were placed based on a volunteer basis. Two parent sat on the school improvement team.

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

Stakeholder groups were made up of staff, administration, and parents. Their responsibilities included attending meetings and decision making based on meeting agendas.

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

The final school improvement plan was communicated through staff bulletins, the School Improvement Team met bi-weekly starting in October, parents were informed through weekly newsletters and any parent event held by the school as well as invited to School Improvement Team meetings.

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

A formal comprehensive needs assessment is completed by the School Improvement Committee at least annually. It includes a review of a variety of data from the following categories:

1. Student achievement data, including State MSTEP test data, NWEA data, and local and formative assessment data

2. Demographic data, including student demographics by subgroup, student enrollment information, and demographics (including years of experience), Highly Qualified teacher and paraprofessional information, student attendance and discipline information, etc.

3. Programs and process data, including curriculum alignment assessments.

4. Perceptions data, including board input, staff survey results, parent survey results, and coffee with principal.

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

The process used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas are pre-screening the scholars with beginning of the year assessments, NWEA Growth scores, and progress monitoring results. A process was created for opportunity to learn using summative assessments. Data is kept in charts, lists, and online tools. Students are exited when they meet proficiency standards according to Early Lit, Early Math, NWEA/Growth, and MSTEP.

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

M-STEP results, NWEA MAP benchmark scores, EL Education reading diagnostic, Bridges Math benchmarks, and Number Corners assessments.

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

Our process is to follow the ESSA policy.
Students are identified through assessments. Kindergarten Round-up gives us the opportunity to catch and pried students who may be at-risk.

Component 2: Services to Eligible Students

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

Differentiated instructional strategies for students include but are not limited to the following:

- Additional repetition of content expectations

- Small group and individual strategies

- Making a match between what the student knows, how the instruction is being given, and the task that is being assigned.

Component 3: Incorporated Into Existing School Program Planning

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

The scholars that are eligible for the program are incorporated into the existing school improvement planning process by assessing how teacher assistants are being used in the classroom, whether it is effective or not based off of scholars' progress monitoring data and MDE or NWEA benchmark scores.

Component 4: Instructional Strategies

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

The instructional strategies in the plan that focus on helping eligible students read the State's standard in the four core curriculum academic areas are push-in teacher assistants that work individually with a scholar or are working in a small group setting.

Strategies tools:
Individual Reading Plans (IRIPs)
progress monitoring
ReadWorks sample tests
computer literacy
synthetic phonics by GVSU
data driven decisions
Kahn Academy

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

The researched-based methods and strategies in the schoolwide plan that increase the quality and quantity of instruction include supplemental instructional support through push-in and pull-out paraprofessionals, and at-risk teachers. These staff members increase the quantity of instruction for the most below grade level students by providing supplemental support through small group and/or one-on-one support. These strategies can be found in the goals section.

Classroom teachers are a key part of the school's research-based multi-tiered support system program as well, and they provide differentiated instruction for all students during workshop time which is regularly scheduled each day. Teachers increase the quality of instruction by ensuing that they are reaching students at their level rather than only providing whole group instruction.

Research-based professional development is also offered to improve instruction quality and the overall educational programing. Professional development strategies can be found under each goal.

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

Supplemental learning programs include differentiated instruction. It allows teachers to use a variety of teaching strategies to connect with each student's unique learning style. By incorporating multiple methods and supplemental support, teachers are able to provide access for all

students to the general education curriculum.

This also allows for enrichment activities for students who have mastered the content standards and are performing at a higher level. Teachers differentiate instruction by incorporating a variety of teaching strategies including direct instruction (traditional whole group instruction), inquiry-based learning (independent student investigation), cooperative learning (small teams of students working together), and information processing (memorization, reciprocal teaching, webbing, graphic organizing, etc.).

Additionally, teachers differentiate instruction by providing students with supplemental curricula materials, utilizing computer programs, having supplemental grant-funded staff reviewing learning objectives that were previously introduced and taught by the regular classroom teacher. By using these multiple strategies, teachers are able to meet the needs of students' various learning styles.

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

The students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities by setting up teacher assistants in classroom based on a push-in basis. The scholars are receiving the supplemental instruction directly in the classroom.

Component 5: Title I and Regular Education Coordination

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

ELL is not applicable. It is in our SIP plan but at this time there aren't any identified students.

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

We do not offer PreK. We host kindergarten round up for incoming preschool children.

Component 6: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	No	Due to teacher shortage we had to hire substitute teachers. All teaching staff have proper permits for their assignments.	

Component 7: High Quality and Ongoing Professional Development/Learning

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

There is a series of research-based professional development opportunities geared toward ensuring staff learn how to improve teaching effectiveness.

EL Education
Math Bridges
Working with at-risk students
Differentiated Learning
PBIS

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

Pupil service personnel attend trainings annually.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		

Component 8: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the Targeted Assistance program plan by being invited to Title I meetings, surveys, and being invited to School Improvement meetings.

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

Parents are involved in the implementation of the Targeted Assistance program plan by being able to address their concerns and questions about the program as well as voicing their opinions.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes		

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

The school fosters parental involvement by providing materials and training to help parents work with their children to improve their children's achievement. The school complies with Section 1118 (e)(2) as follows: This is done in myriad of ways, one of which is the Back to School event held in August each year, in which families will receive a school calendar and information regarding additional services offered by the school; they will also have access to their child(ren)'s teacher(s), and will receive print materials to help them understand the opportunities for parent involvement during the school year. Another way that the school reaches parents is through weekly newsletters in which information regarding current happenings in the school, strategies to increase student achievement, and community resources for parents and students are articulated. Additionally, the principal and community family coordinator hosts informal parent meetings. Further, the school holds three annual parent-teacher conferences but parents are always welcome to schedule additional time with school staff to discuss these and any other topics as needed. Another way in which parents are provided with materials and training to enable and empower them to help their children increase their achievement is through parent learning events. All parents are invited to these events to help them better understand their key role in their child(ren)'s education. Finally, all parents are invited to attend the Title I Parent Meetings held at least twice per school year.

The school takes seriously its commitment to educating teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. The school complies with Section 1118 (e) as follows: Educators receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school. The school solicits the assistance of parents through its parent nights and surveys so that they are part of the conversation around educating all school staff on the value and utility of the contributions of the parent population. Further, the school's leadership team provides the school improvement team with ongoing support related to these key areas of parent/school development around meaningful parent involvement and family engagement to increase academic achievement. Teachers are encouraged

to keep open lines of communication with parents, to work with them as partners in every student's education, to participate and volunteer for parent events and programs, and to build and maintain positive relationships between families and the school.

5. Describe how the parent involvement activities are evaluated.

The school fosters parental involvement evaluation by providing surveys and evaluation tools for parents to articulate their input.

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

The school allows parental involvement in the development of the parent-teacher-student compact. Each year at the Title I meetings the parents review and revise the compact.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		ENA 2018-19 Parent Student Teacher Compact

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

All of our parents are English Speaking.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		ENA parent involvement plan

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

Teachers go over the parent compact.

Component 9: Coordination of Title I and Other Resources

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

The SIP team works on needs and leadership team implements the execution of programs.

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

We use funds for nutrition.

Component 10: Ongoing Review of Student Progress

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

The school's foundation of EL Education principles, coupled with these comprehensive schoolwide reform strategies, is the means by which it ensures that all children are academically successful. Indeed, these strategies enable the school to provide opportunities for all students to progress toward and demonstrate proficiency, and to also ensure college opportunity for each student.

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

Our school is Targeted Assistance school: The school's foundation of EL Education principles, coupled with these comprehensive schoolwide reform strategies, is the means by which it ensures that all children are academically successful. Indeed, these strategies enable the school to provide opportunities for all students to progress toward and demonstrate proficiency, and to also ensure college opportunity for each student.

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

The school provides assistance to teachers on the state's academic content standards and student achievement standards, state and local academic assessments and how to monitor a child's progress. They review student progress though MTSS to improve achievement for students.

Evaluation

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

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

The school annually evaluates the implementation of its school improvement efforts through its school improvement process. It considers student academic performance data, demographic data, programs and processes data, and perceptions data, to gauge the impact of its school improvement plan on meeting identified needs of selected students.

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

The school annually evaluates the implementation of its school improvement efforts through its school improvement process. While the school regularly assesses its needs, when engaged in the school improvement process it specifically considers student academic performance data, demographic data, programs and processes data, and perceptions data, to gauge the impact of its school improvement plan on meeting identified needs. The results are used to inform decisions at the micro and macro levels of the school.

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

The program evaluation is conducted annually.

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

The school improvement process at the school will be ongoing and components will be reviewed and revised to assure continuous student improvement. Team meetings, staff meetings, and in-service days will be used to provide opportunities for the staff to be involved in the evaluation process.

2019-20 Eagles Nest Academy School Improvement Plan

Overview

Plan Name

2019-20 Eagles Nest Academy School Improvement Plan

Plan Description

2019-2020 school year - Updated plan June 2019

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 Eagle's Nest Academy will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
2	All students at Eagle's Nest Academy will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 8	Academic	$0
3	All students at Eagle's Nest Academy will be successful in school setting.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	$0
4	All students at Eagle's Nest Academy will become proficient at mathematics.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$0
5	All students at Eagle's Nest Academy will respond to the tiered intervention supports.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0

Goal 1: All students at Eagle's Nest Academy will become proficient writers.

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in writing narrative text in Writing by 06/30/2020 as measured by NWEA/MAP scores, El Education writing rubric scores and M-STEP.

Strategy 1:

Narrative Writing - Teachers will be trained in the use of EL writing curriculum and implemented with fidelity.

Category: English/Language Arts

Research Cited: Graham, S., Harris, K. R., MacArthur, C. A., & Schwartz, S. (1991). Writing and writing instruction for students with learning disabilities: Review of a research program. Learning Disability Quarterly, 14(2), 89-114.

Musanti, S. I., & Pence, L. (2010). Collaboration and teacher development: Unpacking resistance, constructing knowledge, and navigating identities.Teacher Education Quarterly, 73-89.

Pressley, M., & Wharton-McDonald, R. (1998). The nature of effective first-grade literacy instruction. The National Research Center on English Learning & Achievement. Retrieved fromhttp://www.albany.edu/cela/reports/pressley1stgrade11007.pdf

Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. Educational Psychologist, 25, 71-86

Troia, G. A., Lin, S. C., Monroe, B. W., & Cohen, S. (2009). The effects of writing workshop instruction on the performance and motivation of good and poor writers. Instruction and assessment for struggling writers: Evidence-based practices, 77-112.

Tier: Tier 1

Activity - Daily Writing - All Block EL Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily writing practice with a focus on narrative writing during ELA modules, Skills Block, All Block (3-5). Teachers will provide scholars with a writing time to implement for final drafts of narrative writing along with other materials including but not limited to: anchor chart paper, post-its, sharpie markers, highlighters, masking tape, flair pens, 3 prong- two pocket folders, pencils, erasers, tri-conderoga triangular pencils,writing paper, composition notebooks, whiteboards, and pencil grips, kidney tables, dry erase markers and pens, magnetic letters, table top easels, colored markers, highlighting tape, index cards and other writing supplies.	Direct Instruction, Materials	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Title I Part A	Principal, Teachers, Teacher assistants (paras), School Designer, Specialist

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

Teachers will be trained in the EL Education English Language Arts and writing curriculum and used with the African American and socio-economically disadvantaged groups in order to close achievement gap. Teachers will receive coaching to ensure fidelity of the curriculum. Teachers will participate in PLCs on the topic of writing, reading and authentic assessments. Teachers will collaborate together and brainstorm while using anchor chart paper, post-its, sharpie markers, masking tape, highlighters, colored pencils, and papermate flair pens, and paper.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Title II Part A	Principal, school improvement team, teachers, instructional coach.

Goal 2: All students at Eagle's Nest Academy will become proficient readers.

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in reading grade level texts in Reading by 06/28/2019 as measured by NWEA Growth Assessement, initial and extensive reading EL Education Benchmark assessments, and the ELA M-STEP..

Strategy 1:

All students at Eagle's Nest Academy will become proficient readers. - Teachers will with fidelity use strategies to increase reading literacy and close the gap of the African American and socio-economically disadvantaged groups.

Category: English/Language Arts

Research Cited: Dole, J. A., Duffy, G. G., Roehler, L. R., & Pearson, P. D. (1991). Moving from the old to the new: Research on reading comprehension instruction.Review of Educational Research, 61, 239-264.

Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive ReadAlouds: Is There a Common Set of Implementation Practices?. The Reading Teacher,58(1), 8-17.

Fisher, D., Frey, N., & Lapp, D. (2008). Shared readings: Modeling comprehension, vocabulary, text structures, and text features for older readers.The Reading Teacher, 61(7), 548-556.

Hiebert, E.H. & Reutzel, D.R.(Eds.) (2010). Revisiting silent reading: New directions for teachers and researchers. Newark, D.E.: International Reading Association.

Moss, B. & Young, T.A. (2010). Creating lifelong readers through independent reading. International Reading Association.

Pearson, P.D., & Fielding, L. (1991). Comprehension instruction. In R. Barr, M.L. Kamil, P.B. Mosenthal, & P.D. Pearson (Eds.), Handbook of reading research: Volume II (pp. 815-860). White Plains, NY: Longman.

Pressley, M., & Block, C. C. (2002). Summing up: What comprehension instruction could be. In C. C. Block & M. Pressley (Eds.), Comprehension instruction: Research-based best practices (pp. 383-392). New York: Guilford Press.

Tier: Tier 1

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

Single Building District Improvement Plan

Eagle's Nest Academy

EL Education school designer will provide job embedded professional development about how to use Modules for reading with fidelity. Teachers will attend training in EL Education curriculum on site and off site. Teachers may attend national EL Education conference and do school visits to help implement ELA strategies for at-risk scholars. Teachers will attend offsite trainings and workshops offered to support new Reading initiative and meet ESSA requirements. School designer along with leadership team will monitor the implementation of reading strategies learned in training in order to close the achievement gap of the African American and socio-economically disadvantaged groups. Teachers will be trained in literacy pedagogy and conduct regarding Professional Learning Communities in reading interventions.	Professional Learning	Tier 1	Monitor	08/19/2019	06/19/2020	$0	Title II Part A	Administration, EL Education School Designer, Instructional Coach, Teachers, Vendors

Activity - Reading Literacy Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading libraries (leveled readers) that are aligned to CCSS will be used by teachers and teacher assistants. The libraries will be used with the African American and socio-economically disadvantaged groups in order to close achievement gap. Guided reading materials will be used such as level-reader books, on-line tools, Re-Markable Dry Erase Sleeves, highlighters, Expo dry erase markers (fine tip & fat tip), reading pointers, and post-its.	Materials	Tier 1	Implement	08/19/2019	06/19/2020	$0	Title I Part A	Administration, school improvement team

Activity - Teacher Assistants/Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Assistants (TAs) will collaboratively work under the direct supervision of teachers and/or Instructional coach to help at-risk students increase reading proficiency. They will work on essential components of reading (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies) using EL Education curriculum. They will focus on differentiated learning using XXXXX and Learning A-Z materials. Teacher assistants will progress monitor at-risk students using protocols from school-wide MTSS program. The teacher assistant may work with general education population in a classroom only if by doing so the teacher assistant frees up the regular classroom teacher to work individually or in small group with the most academically at-risk students in the same classroom.	Academic Support Program	Tier 2	Evaluate	08/19/2019	06/19/2020	$0	Title I Part A	Principal, Teachers, Literacy Specialist, MTSS chairperson, School Improvement Team

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Instructional Coach will work with students who are at Tier II or III for MTSS, whose reading and language skills are below grade level. Literacy Specialist will work with teacher and teacher assistant to assure fidelity of the MTSS process. | Professional Learning, Academic Support Program, Teacher Collaboration | Tier 2 | Implement | 08/19/2019 | 06/19/2020 | $0 | Title I Part A | Administration |

Activity - Parent Involvement/Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hands-on workshops for parents will be held to increase reading proficiency. Parents will attend workshops to increase literacy understanding. Food for events, child care and free books and materials (laminate, cardstock, spiral binding, construction paper, and die cuts) will be provided to families to help increase the reading achievement. Parents will be invited to meetings to learn more about reading initiative and read at home plans, Common Core State Standards, and Michigan State Testing (MSTEP). Meetings will be conducted by staff and off-site trainers.	Parent Involvement, Academic Support Program	Tier 1	Monitor	08/19/2019	06/19/2020	$0	Title I Part A	Administration, Literacy Specialist, EL Education School Designer, teachers.

Activity - Literacy Support/Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use Learning A-Z products to help increase reading proficiency. An intervention program will be used to help increase reading proficiency and growth by monitoring achievement of African American and socio-economically disadvantaged groups in order to close achievement gap. Parents will have access to use RazKids at home to increase comprehension and fluency. Plastic red 3 prong 2 pocket folders (RED Read Every Day Folders) will be handed out to scholars to track their reading progress at home. Other supplies required include: subscriptions to Edmentum, National Geographic magazines, and Learning A-Z; math topic literature books, highlighters, crates, binders, paper, pens, chart paper, construction paper, etc. and other supplies to accomplish reading proficiency.	Academic Support Program	Tier 1	Implement	08/19/2019	06/19/2020	$0	Title I Part A	Administration, Literacy teachers and teacher assistants

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

MTSS will be used school-wide to identity students needing Tier II and III supports. All staff will be trained in MTSS.	Academic Support Program	Tier 2	Implement	08/19/2019	06/19/2020	$0	Title I Part A	Admin, MTSS team, teachers, teacher assistants, support staff

Strategy 2:

ELL Services - ELL - The English Language Learner program will be established to provide students with the vocabulary and grammatical structures needed for both school performance and everyday living for K-6 following the Planned Course of Instruction developed for regular education.

Category: English/Language Arts

Research Cited: Furman, C. (2007, May 10). Reaching Jigme. New York Teacher: United Federation of Teachers City Edition, XLVIII (16): 47.

Nieto, S. (2000). Linguistic diversity in multicultural classrooms. In Affirming diversity: Creating multicultural communities.(pp. 189-217). New York: Addison, Wesley, and Longman.

Tier: Tier 2

Activity - ELL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Staff will provide effective ELL services for English language learners.	Academic Support Program	Tier 2	Getting Ready	08/19/2019	06/19/2020	$0	Title I Part A	Principal, Teachers, Literacy Specialist

Goal 3: All students at Eagle's Nest Academy will be successful in school setting.

Measurable Objective 1:

collaborate to ensure that attendance is maintained at 92% or more for each child attending Eagle's Nest Academy by 06/19/2020 as measured by daily attendance rates..

Strategy 1:

Pupil Attendance - The entire Eagle's Nest Academy staff will ensure that every child will attend school 92% of the time by ensuring that every child is welcomed, feels safe and secure, and is provided active learning opportunities based on the child's interest. Furthermore, they will monitor attendance and encourage the child and his or her parent or guardian to make sure that the child attends school regularly.

Category: Other - Attendance

Research Cited: Chang, H.N. & Romero, M., 2008. Present, Engaged, and Accounted For The Critical Importance of Addressing Chronic Absence in the Early Grades.
National Center for Children in Poverty.

Ginsburg, A., Jordan, P. & Chang, H., 2014. Absences Add Up: How School Attendance Influences Student Success. Retrieved 12/10/2015 from

http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absenses-Add-Up_September-3rd-2014.pdf

Tier: Tier 1

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Truancy and/or attendance clerk will do everything possible to ensure that students attend at least 92% of the time. Parenting Education will be offered. Parents will participate in educational workshops to help increase attendance. Materials for parents will be purchased.	Curriculum Development, Direct Instruction, Materials	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Section 31a	Truancy clerk

Activity - School/Student/Family Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Truancy Clerk and teachers will ensure that every child is welcomed, feels safe and secure and build positive relationships with families. Strong partnerships will be encouraged by Truancy Clerk to ensure that the child and his or her caregiver will attend school regularly. Truancy Clerk will build positive relationships with the scholars and their families. Home visits are done by the truancy clerk and parent liaison when truancy is an issue.	Parent Involvement, Other - Relational Capacity Building	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Section 31a	Admin staff, Truancy Clerk, Teachers

Activity - Truancy Clerk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Truancy Clerk will monitor and implement proactive efforts to decrease truancy rates. Truancy Clerk will work on getting truant scholars to school. Free transportation will be provided to scholars to get to school. Truancy Clerk will work with office staff so they can provide families support and assistance. Truancy Clerk will work with Genesee Intermediate School District to report excessive absences and extreme truancy cases.	Parent Involvement, Other - Parent Involvement , Academic Support Program	Tier 1	Evaluate	08/13/2018	06/28/2019	$0	Section 31a	Administration, Truancy Clerk

Activity - McKinney Vento	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The McKinney Vento designee and other school staff will deter barriers to enrollment, attendance and success in school for homeless students. The school will provide transportation and supplies to support homeless students. The school will support collaboration between agencies.	Other - Homelessness	Tier 3	Monitor	08/19/2019	06/19/2020	$0	Title I Part A	McKinney Vento Designee, Administration

Measurable Objective 2:

collaborate to ensure that English Language Learners needs are met by 06/19/2020 as measured by collecting academic achievement data on students who recieve services..

Strategy 1:

ELL services - The ESL (English as a Second Language) program will be established to provide students with the vocabulary and grammatical structures needed for

both school performance and everyday living for K-6 following the Planned Course of Instruction developed for regular education.

Category: Learning Support Systems

Research Cited: Furman, C. (2007, May 10). Reaching Jigme. New York Teacher: United Federation of Teachers City Edition, XLVIII (16): 47.

Nieto, S. (2000). Linguistic diversity in multicultural classrooms. In Affirming diversity: Creating multicultural communities.(pp. 189-217). New York: Addison, Wesley,

and Longman.

Tier: Tier 1

Activity - ELL Support and Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Staff will provide effective ELL services for English language learners.	Academic Support Program	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Title I Part A	Administration, Specialist, Teachers

Goal 4: All students at Eagle's Nest Academy will become proficient at mathematics.

Measurable Objective 1:

7% of All Students will demonstrate a proficiency in acheiving grade level mathematics in Mathematics by 06/19/2020 as measured by NWEA MAP, Study island, Bridges math assessments, and the M-Step.

Strategy 1:

Bridges Mathematics - Teachers and teacher assistants will receive professional development about the Bridges Mathematics Program. They will be coached in

implementation and how to use Bridges with fidelity.

Category: Mathematics

Research Cited: Archer, A. L. and C. A. Hughes. (2011). Explicit Instruction: Effective and Efficient Teaching. New York: The Guilford Press. Bamberger, H. J., C. Oberdorf, K. Schulz-Ferrell. (2010). Math Misconceptions, PreK–Grade 5: From Misunderstanding to Deep Understanding. Portsmouth, NH: Heinemann. Baroody, A. J. (2006). "Why Children Have Difficulties Mastering the Basic Number Combinations and How to Help Them." Teaching Children Mathematics, 13 (1): 22–31. Baroody, A. J., N. P. Bajwa, M. Eiland. (2009). "Why Can't Johnny Remember the Basic Facts." Developmental Disabilities Research Reviews, 15: 69–79. Bennett, A. B. and L. T. Nelson. (2004). Mathematics for Elementary Teachers: A Conceptual Approach, 6th ed. New York: McGraw Hill.

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Blanton, M. L. and J. J. Kaput. (2003). "Developing Elementary Teachers' 'Algebra Eyes and Ears.'" Teaching Children Mathematics, 10 (2): 70–77.

Bresser, R. (2003). "Helping English-Language Learners Develop Computational Fluency." Teaching Children Mathematics, 9 (6): 294–299.

Burk, D. and A. Snider. (2007). Bridges in Mathematics Grade K. Salem, OR: The Math Learning Center. ——— (2007). Bridges in Mathematics Grade 1. Salem, OR: The Math Learning Center. ——— (2007). Bridges in Mathematics Grade 2. Salem, OR: The Math Learning Center.

Burns, M. and R. Silbey. (2000). So You Have to Teach Math? Sound Advice for K–6 Teachers. Sausalito, CA: Math Solutions Publications.

Carpenter, T. P., M. L. Franke, L. Levi. (2003). Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School. Portsmouth, NH: Heinemann.

Chapin, S. H. and A. Johnson. (2006). Math Matters: Understanding the Math You Teach, Grades K–8, 2nd ed. Sausalito, CA: Math Solutions Publications.

Chapin, S. H., C. O'Connor, N. C. Anderson. (2009). Classroom Discussions: Using Math Talk to Help Students Learn. Sausalito, CA: Math Solutions Publications.

Conklin, M. (2010). It Makes Sense! Using Ten-Frames To Build Number Sense. Sausalito, CA: Math Solutions Publications.

Dacey, L. and D. Polly. (2012). "CCSM: The Big Picture." Teaching Children Mathematics, 18 (6): 378–383.

Dean, C. B., E. R. Hubbell, H. Pitler, B. Stone. (2011). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2nd ed. Alexandria, VA: ASCD.

Dougherty, B., A. Flores, E. Louis, C. Sophian, R. M. Zbiek. (2010). Developing Essential Understanding of Number and Numeration for Teaching Mathematics in Pre-K–2. Reston, VA: National Council of Teachers of Mathematics.

Empson, S. and L. Levi. (2011). Extending Children's Mathematics: Fractions and Decimals. Portsmouth, N.H.: Heinemann.

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). Common Core State Standards for Mathematics. Washington D.C.: Author. ——— (2012). K–8 Publishers' Criteria for the Common Core State Standards for Mathematics. Washington D.C.: Author. National Mathematics Panel. (2008). Foundations for Success: The Final Report of the National Mathematics Advisory Panel. Washington, DC: U.S. Department of Education. National PTA. (2011). Parents' Guide to Student Success. Alexandria, VA: Author.

National Research Council. (2002). Helping Children Learn Mathematics. Washington, D.C.: National Academy Press.

Standards-based Mathematics Instruction: A Casebook for Professional Development. New York: Teachers College Press. Sullivan, P. and P. Lilburn. (2002). Good Questions for Math Teaching: Why Ask Them and What to Ask, K–6. Sausalito, CA: Math Solutions Publications.

Sutton, J. and A. Krueger. (Eds.) 2002. ED Thoughts: What We Know About Mathematics Teaching and Learning. Aurora, CO: Mid-continent Research for Education and Learning.

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Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. (2014). "The Bridge between Today's Lesson and Tomorrow's. Educational Leadership, 71 (6): 10–14

Van de Walle, J., K. Karp, J. By-Williams. (2010). Elementary and Middle School Mathematics: Teaching Developmentally, 7th ed. Boston: Pearson Education.

Van de Walle, J. A. and L. H. Lovin. (2006). Teaching Student-Centered Mathematics, Grades K–3. Boston: Pearson Education.

Tier: Tier 1

Activity - Mathematics Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the use of Bridges math curriculum, Number Corners, and mathematical concepts (including manipulative use, number sense, and problem solving). They will be coached on the use and curriculum implementation will be monitored to close achievement gap of African American and socio-economically disadvantaged groups. Teachers will be trained in mathematical pedagogy and practices by GVSU, Bridges Math and contracted consultants. Purchase of math supplies for at-risk students such as apps, paper, dry erase markers, chart paper, construction paper, markers, crayons, math manipulatives.	Professional Learning	Tier 1	Implement	08/13/2018	06/28/2019	$0	Title I Part A, Title II Part A	Teachers, principal,

Activity - Bridges Mathematics Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Bridges Math curriculum for instruction.	Curriculum Development, Direct Instruction, Materials	Tier 1	Monitor	08/13/2018	06/28/2019	$0	Other	teachers, principal

Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will purchase math manipulatives to supplemental support for Bridges Curriculum (manipulatives for numeration, algebraic concepts, geometry, and problem solving such as: Bridges math kits, calculators, numeration items, protractors, base ten blocks, Ellison Die Cut Machine, algebra tiles, and geoboards).	Materials	Tier 1	Getting Ready	08/13/2018	06/28/2019	$0	Title I Part A	Title 1 Staff

Strategy 2:

Math Interventionist - Math Interventionist will instruct the highest at-risk scholars as identified by the RTI/MTSS process and using progress monitoring. Math Interventionist will push in and team teach with teachers when necessary to support at-risk scholars especially the African American and socio-economically disadvantaged groups.

Category: Mathematics

Tier: Tier 3

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive MTSS training to implement in their classrooms alongside the math coach. The training will allow staff to have a universal system in place for progress monitoring. Teacher Assistants (TAs) will collaboratively work under the direct supervision of teacher to help at-risk students increase mathematics proficiency. They will focus on differentiated learning using study Island and math materials. Teacher assistants will progress monitor at-risk students using protocol from school-wide MTSS program. The teacher assistant may work with general education population in a classroom only if by doing so the teacher assistant frees up the regular classroom teacher to work individually or in small group with the most academically at-risk students in the same classroom.	Academic Support Program	Tier 2	Getting Ready	08/19/2019	06/19/2020	$0	Other	All instructional staff, and support staff.

Goal 5: All students at Eagle's Nest Academy will respond to the tiered intervention supports.

Measurable Objective 1:

collaborate to intervention supports office referrals and school wide intervention data. by 06/19/2020 as measured by at least 75% of our students will respond to the tiered intervention supports.

Strategy 1:

Behavior Intervention - The behavior intervention specialist will help implement the tiered intervention system. Behavior intervention specialist and student mentors will collaboratively work with classroom teachers to manage and enforce school behavioral expectations, including classroom alignment with school-wide goals. Classroom teachers will consistently provide teaching and instruction in the classroom on for universal and targeted students as determined by data and behavioral student need behaviors.

Category: School Culture

Research Cited: Bradshaw, C., Debnam, K., Koth, C., & Leaf, P. (2009). Preliminary validation of the implementation phases inventory for assessing fidelity of school-wide positive behavior supports. Journal of Positive Behavior Interventions, 11 (3), 145-160.

Burk, M., Davis, J., Lee, Y., Hagan-Burke, S., Kwok,O. & Sugai, G. (2012). Universal screening for behavioral risk in elementary schools using SWPBIS expectations. Journal of Emotional and Behavioral Disorders, 20(1), 38-54.

Childs, K., Kincaid, D., & George, H. (2010). A model for statewide evaluation of a universal positive behavior support initiative. Journal of Positive Behavior Interventions, 12 (4), 195-197.

Cohen, R., Kincaid, D., & Childs, K. (2007). Measuring school-wide positive behavior support implementation: Development and validation of the "Benchmarks of

Quality." Journal of Positive Behavior Interventions, 9(4), 203-213.

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Spaulding, S., Irvin, L., Horner, R., May, S., Emeldi, M., Tobin, T., & Sugai, G. (2010). School-wide Social-Behavioral Climate, Student Problem Behavior, and Related Administrative Decisions: Empirical Patterns from 1,510 Schools Nationwide. Journal of Positive Behavior Intervention, 12, 69-85.

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Taylor-Greene & Kartub, D. (2000). Durable implementation of School-wide Behavior Support: The High Five Program. Journal of Positive Behavior Interventions, 2(4), 231-232.

Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, Cohen, J., Swartz, J., Horner, R. H., Sugai, G., & Hall, S. (1997). School-wide behavioral support: Starting the year off right. Journal of Behavioral Education, 7, 99-112.

Vaughn, B., White, R., Dunlap, G., & Strobeck, S. (in press). A case study of a classroom intervention for problem behaviors: Collateral effects and social validation. Journal of Positive Behavior Interventions.

Tier: Tier 2

Activity - PBIS - Behavior Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Behavior intervention Specialist will help increase productive behaviors and assist in building a positive school culture. Behavior Intervention Specialist will work with parents, students, administration and instructional staff to reduce time out of classroom for identified students using school-wide PBIS strategies. | Behavioral Support Program | Tier 2 | Monitor | 08/19/2019 | 06/19/2020 | $0 | Title I Part A | administration |

Activity - CPI & Sensory Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in CPI. Student mentors will help students stay in classrooms to deescalate behaviors and be engaged in high quality work. The sensory area in each classroom will be for breaks for scholars that are in need of movement or a sensory break during instructional time. Sensory items will consist of apps, books, alternative lighting, therapy bands, stability balls for alternative sitting, and other sensory materials to calm and soothe scholars.	Behavioral Support Program	Tier 2	Monitor	08/19/2019	06/19/2020	$0	Title I Part A, Section 31a	Administration, Behavior Intervention Specialist, teachers assistants, teachers, and support staff.

Strategy 2:

PBIS Training and Supports - Staff will participate in PBIS Training. School will use PBIS strategies school-wide. All staff attend training on site and off site in PBIS and behavioral RTI/MTSS strategies and systems. materials will be purchased that are needed. Vendors include: GVSU, GISD, EL Education.

Category: School Culture

Research Cited: Pas, E., Bradshaw, C.P., & Mitchell, M. M. (2011). Examining the validity of office discipline referrals as an indicator of student behavior problems. Pychology in the Schools, 48(6), 541-555.

Putnam, R. F., Handler, M. W., Ramirez-Platt, C. M., & Luiselli, J. K. (2003). Improving student bus-riding behavior through a whole-school intervention. Journal of Applied Behavior Analysis, 36, 583-589.

Putnam, R.F., Luiselli, J.K., Handler, M.W., & Jefferson G.L. (2003). Evaluating student discipline practices in a public school through behavioral assessment of office referrals. Behavior Modification, 27, 505-523.

Sadler, C. (2000). Effective Behavior Support Implementation at the District Level: Tigard-Tualatin School District. Journal of Positive Behavior Interventions, 2(4), 241-243.

Safran, S. P. & Oswald, K. (2003). Positive behavior supports: Can schools reshape disciplinary practices? Exceptional Children, 69, 361-373.

Stewart, R.M., Benner, G.J., Martella, R.C., Marchand-Martella, N.E. (2007). Three-tier models of reading and behavior: A research review. Journal of Positive Behavior Interventions 9, 239-253.

Tier: Tier 1

Activity - School-wide PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff attend training on site and off site in PBIS and behavioral RTI/MTSS strategies and systems. Teachers will be trained in the use of CPI and CHAMPs will used school-wide. All school staff will be trained by school social worker, GVSU, GISD, EL Education, and national behavior expert Dr. Jesse Jackson, III (Best Man Company). Training costs includes: online tools, supplies (such as easel paper, paper, notebooks, makers, pen, sticky notes, binders, dividers, index cards), reading materials, books, and room rental fees.	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Title II Part A	Principal, instructional staff, office staff, social worker.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Support/Materials	Instructional staff will use Learning A-Z products to help increase reading proficiency. An intervention program will be used to help increase reading proficiency and growth by monitoring achievement of African American and socio-economically disadvantaged groups in order to close achievement gap. Parents will have access to use RazKids at home to increase comprehension and fluency. Plastic red 3 prong 2 pocket folders (RED Read Every Day Folders) will be handed out to scholars to track their reading progress at home. Other supplies required include: subscriptions to Edmentum, National Geographic magazines, and Learning A-Z; math topic literature books, highlighters, crates, binders, paper, pens, chart paper, construction paper, etc. and other supplies to accomplish reading proficiency.	Academic Support Program	Tier 1	Implement	08/19/2019	06/19/2020	$0	Administration, Literacy teachers and teacher assistants
Daily Writing - All Block EL Education	Teachers will provide daily writing practice with a focus on narrative writing during ELA modules, Skills Block, All Block (3-5). Teachers will provide scholars with a writing time to implement for final drafts of narrative writing along with other materials including but not limited to: anchor chart paper, post-its, sharpie markers, highlighters, masking tape, flair pens, 3 prong- two pocket folders, pencils, erasers, tri-conderoga triangular pencils,writing paper, composition notebooks, whiteboards, and pencil grips, kidney tables, dry erase markers and pens, magnetic letters, table top easels, colored markers, highlighting tape, index cards and other writing supplies.	Direct Instruction, Materials	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Principal, Teachers, Teacher assistants (paras), School Designer, Specialist

MTSS	MTSS will be used school-wide to identity students needing Tier II and III supports. All staff will be trained in MTSS.	Academic Support Program	Tier 2	Implement	08/19/2019	06/19/2020	$0	Admin, MTSS team, teachers, teacher assistants, support staff
Parent Involvement/Engagement	Hands-on workshops for parents will be held to increase reading proficiency. Parents will attend workshops to increase literacy understanding. Food for events, child care and free books and materials (laminate, cardstock, spiral binding, construction paper, and die cuts) will be provided to families to help increase the reading achievement. Parents will be invited to meetings to learn more about reading initiative and read at home plans, Common Core State Standards, and Michigan State Testing (MSTEP). Meetings will be conducted by staff and off-site trainers.	Parent Involvement, Academic Support Program	Tier 1	Monitor	08/19/2019	06/19/2020	$0	Administration, Literacy Specialist, EL Education School Designer, teachers.
McKinney Vento	The McKinney Vento designee and other school staff will deter barriers to enrollment, attendance and success in school for homeless students. The school will provide transportation and supplies to support homeless students. The school will support collaboration between agencies.	Other - Homelessness	Tier 3	Monitor	08/19/2019	06/19/2020	$0	McKinney Vento Designee, Administration
Mathematics Training	Teachers will be trained in the use of Bridges math curriculum, Number Corners, and mathematical concepts (including manipulative use, number sense, and problem solving). They will be coached on the use and curriculum implementation will be monitored to close achievement gap of African American and socio-economically disadvantaged groups. Teachers will be trained in mathematical pedagogy and practices by GVSU, Bridges Math and contracted consultants. Purchase of math supplies for at-risk students such as apps, paper, dry erase markers, chart paper, construction paper, markers, crayons, math manipulatives.	Professional Learning	Tier 1	Implement	08/13/2018	06/28/2019	$0	Teachers, principal,
ELL Support and Services	School Staff will provide effective ELL services for English language learners.	Academic Support Program	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Administration, Specialist, Teachers

PBIS - Behavior Intervention Specialist	Behavior intervention Specialist will help increase productive behaviors and assist in building a positive school culture. Behavior Intervention Specialist will work with parents, students, administration and instructional staff to reduce time out of classroom for identified students using school-wide PBIS strategies.	Behavioral Support Program	Tier 2	Monitor	08/19/2019	06/19/2020	$0	administration
Instructional Coach	Instructional Coach will work with students who are at Tier II or III for MTSS, whose reading and language skills are below grade level. Literacy Specialist will work with teacher and teacher assistant to assure fidelity of the MTSS process.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/19/2019	06/19/2020	$0	Administration
Reading Literacy Library	Reading libraries (leveled readers) that are aligned to CCSS will be used by teachers and teacher assistants. The libraries will be used with the African American and socio-economically disadvantaged groups in order to close achievement gap. Guided reading materials will be used such as level-reader books, on-line tools, Re-Markable Dry Erase Sleeves, highlighters, Expo dry erase markers (fine tip & fat tip), reading pointers, and post-its.	Materials	Tier 1	Implement	08/19/2019	06/19/2020	$0	Administration, school improvement team
Teacher Assistants/Paraprofessionals	Teacher Assistants (TAs) will collaboratively work under the direct supervision of teachers and/or Instructional coach to help at-risk students increase reading proficiency. They will work on essential components of reading (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies) using EL Education curriculum. They will focus on differentiated learning using XXXXX and Learning A-Z materials. Teacher assistants will progress monitor at-risk students using protocols from school-wide MTSS program. The teacher assistant may work with general education population in a classroom only if by doing so the teacher assistant frees up the regular classroom teacher to work individually or in small group with the most academically at-risk students in the same classroom.	Academic Support Program	Tier 2	Evaluate	08/19/2019	06/19/2020	$0	Principal, Teachers, Literacy Specialist, MTSS chairperson, School Improvement Team
ELL	School Staff will provide effective ELL services for English language learners.	Academic Support Program	Tier 2	Getting Ready	08/19/2019	06/19/2020	$0	Principal, Teachers, Literacy Specialist

CPI & Sensory Intervention	All staff will be trained in CPI. Student mentors will help students stay in classrooms to deescalate behaviors and be engaged in high quality work. The sensory area in each classroom will be for breaks for scholars that are in need of movement or a sensory break during instructional time. Sensory items will consist of apps, books, alternative lighting, therapy bands, stability balls for alternative sitting, and other sensory materials to calm and soothe scholars.	Behavioral Support Program	Tier 2	Monitor	08/19/2019	06/19/2020	$0		Administration, Behavior Intervention Specialist, teachers assistants, teachers, and support staff.
Math Manipulatives	Title I staff will purchase math manipulatives to supplemental support for Bridges Curriculum (manipulatives for numeration, algebraic concepts, geometry, and problem solving such as: Bridges math kits, calculators, numeration items, protractors, base ten blocks, Ellison Die Cut Machine, algebra tiles, and geoboards).	Materials	Tier 1	Getting Ready	08/13/2018	06/28/2019	$0		Title 1 Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematics Training	Teachers will be trained in the use of Bridges math curriculum, Number Corners, and mathematical concepts (including manipulative use, number sense, and problem solving). They will be coached on the use and curriculum implementation will be monitored to close achievement gap of African American and socio-economically disadvantaged groups. Teachers will be trained in mathematical pedagogy and practices by GVSU, Bridges Math and contracted consultants. Purchase of math supplies for at-risk students such as apps, paper, dry erase markers, chart paper, construction paper, markers, crayons, math manipulatives.	Professional Learning	Tier 1	Implement	08/13/2018	06/28/2019	$0	Teachers, principal,

Professional Development - Literacy	EL Education school designer will provide job embedded professional development about how to use Modules for reading with fidelity. Teachers will attend training in EL Education curriculum on site and off site. Teachers may attend national EL Education conference and do school visits to help implement ELA strategies for at-risk scholars. Teachers will attend offsite trainings and workshops offered to support new Reading initiative and meet ESSA requirements. School designer along with leadership team will monitor the implementation of reading strategies learned in training in order to close the achievement gap of the African American and socio-economically disadvantaged groups. Teachers will be trained in literacy pedagogy and conduct regarding Professional Learning Communities in reading interventions.	Professional Learning	Tier 1	Monitor	08/19/2019	06/19/2020	$0	Administration, EL Education School Designer, Instructional Coach, Teachers, Vendors
School-wide PBIS Training	All staff attend training on site and off site in PBIS and behavioral RTI/MTSS strategies and systems. Teachers will be trained in the use of CPI and CHAMPs will used school-wide. All school staff will be trained by school social worker, GVSU, GISD, EL Education, and national behavior expert Dr. Jesse Jackson, III (Best Man Company). Training costs includes: online tools, supplies (such as easel paper, paper, notebooks, makers, pen, sticky notes, binders, dividers, index cards), reading materials, books, and room rental fees.	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Principal, instructional staff, office staff, social worker.
Writing Professional Development	Teachers will be trained in the EL Education English Language Arts and writing curriculum and used with the African American and socio-economically disadvantaged groups in order to close achievement gap. Teachers will receive coaching to ensure fidelity of the curriculum. Teachers will participate in PLCs on the topic of writing, reading and authentic assessments. Teachers will collaborate together and brainstorm while using anchor chart paper, post-its, sharpie markers, masking tape, highlighters, colored pencils, and papermate flair pens, and paper.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Principal, school improvement team, teachers, instructional coach.

Section 31a

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

CPI & Sensory Intervention	All staff will be trained in CPI. Student mentors will help students stay in classrooms to deescalate behaviors and be engaged in high quality work. The sensory area in each classroom will be for breaks for scholars that are in need of movement or a sensory break during instructional time. Sensory items will consist of apps, books, alternative lighting, therapy bands, stability balls for alternative sitting, and other sensory materials to calm and soothe scholars.	Behavioral Support Program	Tier 2	Monitor	08/19/2019	06/19/2020	$0	Administration, Behavior Intervention Specialist, teachers assistants, teachers, and support staff.
Truancy Clerk	Truancy Clerk will monitor and implement proactive efforts to decrease truancy rates. Truancy Clerk will work on getting truant scholars to school. Free transportation will be provided to scholars to get to school. Truancy Clerk will work with office staff so they can provide families support and assistance. Truancy Clerk will work with Genesee Intermediate School District to report excessive absences and extreme truancy cases.	Parent Involvement, Other - Parent Involvement , Academic Support Program	Tier 1	Evaluate	08/13/2018	06/28/2019	$0	Administration, Truancy Clerk
School/Student/Family Partnerships	Truancy Clerk and teachers will ensure that every child is welcomed, feels safe and secure and build positive relationships with families. Strong partnerships will be encouraged by Truancy Clerk to ensure that the child and his or her caregiver will attend school regularly. Truancy Clerk will build positive relationships with the scholars and their families. Home visits are done by the truancy clerk and parent liaison when truancy is an issue.	Parent Involvement, Other - Relational Capacity Building	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Admin staff, Truancy Clerk, Teachers
Student Engagement	Truancy and/or attendance clerk will do everything possible to ensure that students attend at least 92% of the time. Parenting Education will be offered. Parents will participate in educational workshops to help increase attendance. Materials for parents will be purchased.	Curriculum Development, Direct Instruction, Materials	Tier 1	Getting Ready	08/19/2019	06/19/2020	$0	Truancy clerk

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bridges Mathematics Curriculum	Teachers will use Bridges Math curriculum for instruction.	Curriculum Development, Direct Instruction, Materials	Tier 1	Monitor	08/13/2018	06/28/2019	$0	teachers, principal

MTSS	Staff will receive MTSS training to implement in their classrooms alongside the math coach. The training will allow staff to have a universal system in place for progress monitoring. Teacher Assistants (TAs) will collaboratively work under the direct supervision of teacher to help at-risk students increase mathematics proficiency. They will focus on differentiated learning using study Island and math materials. Teacher assistants will progress monitor at-risk students using protocol from school-wide MTSS program. The teacher assistant may work with general education population in a classroom only if by doing so the teacher assistant frees up the regular classroom teacher to work individually or in small group with the most academically at-risk students in the same classroom.	Academic Support Program	Tier 2	Getting Ready	08/19/2019	06/19/2020	$0	All instructional staff, and support staff.