



Single Building District Improvement Plan

The New Standard Academy

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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	See 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.

Our school improvement process is ongoing. The process begins in August when the staff returns from summer break. The staff is introduced to the plan (goals), the process and who is involved along with their roles. In December, stakeholders meet to complete a needs assessment by completing their school systems review (SSR). The process includes all school staff, board members, parents, and student input. Upon completion of the SSR, the SIP team convenes to analyze the data and decide how the data will impact the current school goals. After all evidence is collected (surveys, meeting notes, discipline, performance data and SSR notes) the school administration then collaborates to begin creating the new SIP and consolidated application for the next school year.

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

The process includes all school staff, board members, parents and students. All members of the school community are surveyed twice a year. This survey provides our leadership team with feedback on their performance, as well as the climate and perception of the operations of the school and educational programming. All members of the education community are welcomed to our SIP meetings in order to get well-rounded input and feedback. The teaching, support and administration staff complete the SSR and then take those results in combination with the survey results to begin creating the new SIP.

Stakeholders- provide input and feedback

Staff/board members- complete SSR

SIP Chair and School Administration- complete AdvancEd documents

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

In May, a draft plan is shared with stakeholders before submitting the final plan on June 30. There is a final SIP sent out to staff and presented to the board, SVSU (our authorizer), and posted to the website. When the school community returns in August, the staff is then updated in depth, while families are updated at our orientation and open house festivities. The New Standard utilizes the MDE's Continuous Improvement Process: Gather, Study, Plan, Do. This is shared at the beginning of the school year and referred to throughout.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment is conducted by performing surveys twice a year of all stakeholders (parents, staff and students). In these surveys during the fall and spring all stakeholders are asked to evaluate the safety and climate, culture and instruction, data use and communication of goals, relationship capacities, and areas of needed improvement.

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

Staff feel that we effectively communicate with parents. Staff's feelings of being fully supported is 75%, which is down from 95% feeling supported last year. Staff feel we need to improve office professionalism; better discipline protocols; improve lunch and breakfast routines. Also, students need hygiene and healthcare awareness for students. Staff want more incentives for student achievement.

Students feel safe at school and welcome. They know what their learning expectations are, 85% of the students surveyed set their own learning goals. Of student surveyed, 100% of students know what their expected behaviors are. Of the 200 students surveyed they feel our school meets their academic needs. Students want better lunches, are happy with after school programs and field trips, and want music and art.

From last year to this year parents expressed increased satisfaction with the school as a whole as well, security with school safety and effective methods of communication. They expressed concerns with busing pick up and drop off times. Parents also were happy with their students progress in learning.

Demographic Data

The New Standard is a Pre K-8 Charter School in its sixth year of operation. We have three classrooms grades Pre K-6. Grades 7 and 8 rotate between two teachers in each grade and 3 special classes are offered. The Special education program operates under full inclusion, with minimal pull outs. Our Multi-Tier System of Support (MTSS) consists of 6 highly qualified teachers whom provide additional academic support in reading and math.

Student enrollment for the 2017-2018 school year was 569 which is up 36 students from the 2016-2017 school year. 2018-2019 we serviced 585 students K-9 and anticipate further growth as we add 10th grade in the 19-20 school year.

Our low SES percentage is at 92%, but 100% receive free lunch. Our homeless population has increased from 2% to 8%. Our Special Education population has remained at 7%.

We reviewed Student Achievement: Data from NWEA (Northwest Evaluation Association) growth from Fall to Spring. The data below shows students at or above grade level:

Growth Targets met

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	Reading	Math	Reading	Math
K	33%	27%	54%	59%
1	18%	24%	49%	48%
2	33%	49%	44%	49%
3	25%	28%	46%	70%
4	39%	37%	56%	63%
5	32%	23%	59%	43%
6	22%	17%	46%	41%
7	27%	20%	59%	88%
8	32%	18%	41%	38%

Conclusion:

As a school our students declined in grade level performance in math and reading K-8 on our district NWEA assessment. One kindergarten class had a teacher go on maternity leave, and 2 of the 1st grades had teacher changes, which could have contributed to the lower performances. Second grade is the only grade level school wide who showed proficiency growth from last year in math, possibly due to consistency in our 2nd grade team compared to last year. Fifth and sixth grades had a lot of turnover in staff this year. Testing times as well as burnout after taking the M-Step could have contributed to testing conditions, so those issues need to be addressed better. Our student growth percents per grade level reflect strategies being implemented in the classrooms. Teachers scores who have been teaching more than 5 years had higher student growth targets met. Third, fourth, and 7th grades show the best overall results in meeting growth targets in math possibly based on the fact 7th grade teachers looped up from 6th grade with their students, and the third and 4th grade teams has been our most stable team working together more than 3 years. Students meeting growth targets in growth are with in the 41% to 59% ranges school wide, which is on a positive trend using our reading strategies outlined in our SIP plan, and professional developments.

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

Our school goals are derived from the comprehensive needs assessment and based off of achievement and performance deficits per grade level and content level. Multiple types of data sources were used such as DRA reading assessments, NWEA testing, Istation Math and Reading levels, and MStep results.

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

Our goals address the needs of the whole school population because they are attainable percents of growth per content area striving for 100% achievement. Our students who met proficiency on our district and state assessments are being rewarded with a trip incentive. Also, teachers individually reward their students for achievement on 30-day assessments, and Istation reading growth.

Component 2: Schoolwide Reform Strategies

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

The New Standard's intervention blocks are used to focus on the states standards reviewing content that was not mastered from NWEA testing. With an extended pacing guide period, teachers are also able to re mediate standards from 30-day assessments from the month. Title I teachers work with small groups on common skills that are needed to be successful in their grade level. We use research based "Teach Like A Champion" strategies. Our staff has been or will be trained in the EBLI style of teaching, which can be used across the curriculum.

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

Our research based methods and strategies help increase the quality of instruction by creating a common language within our school. Mentor teachers model correct use of the methods. Evaluation on the use of the methods take place 2 times a year. All of these accelerate the instruction and enriches the curriculum by creating greater rigor in learning.

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

The data in our comprehensive needs assessment shows that we have a lot of work to do to bring our students to 100% proficiency by 2022. By adding new Teach Like a Champion strategies each year our school plan aligns with the needs of our students in engaging them with the rigor of instruction that they need to retain grade level material.

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

Students who need instructional support will be pulled by our intervention teachers during our intervention blocks. Tier 1 students will receive intermediate instruction with their classroom teacher while tier 2 students will receive reteaching of standards not passed on the NWEA assessment.

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

The school determines if the needs of the students are being met through post testing after a skill has been taught, intervention logs for skills that are retaught, and growth goals met on the NWEA. Our monthly 30 day assessments directs teachers where deficits are and skills that are not yet mastered. Teachers log and track students whom need skill remediation.

Component 3: Instruction by Highly Qualified Staff

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

In grades Pre-K through 8th, including MTSS and resource room teachers, our turnover rate increased from 11% to 20%. We feel this is due to relocation, retirement, salary, unable to acclimate to cultural norms and resignation due to medical reasons.

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

Our current teacher count is 39. Of those 39 they have taught:

0-3 years: 10

4-8 years: 13

9-15 years: 6

16+ years: 10

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

Initiatives the school has implemented to attract and retain highly qualified teachers are: rewarding its staff with annual salary increases, a competitive 401-K, and bonus incentives. Leadership opportunities also help with the retention of highly qualified teachers, as well as outside professional developments and generous classroom spending allowances.

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

At a district level to retain highly qualified teachers our management company the Romine Group has a wonderful 401-K program, salary incentives, competitive pay and insurance, and additional professional growth opportunities. Also, our charter holder Saginaw Valley State University offers to its charter school employees tuition breaks for further education and free credits with professional development opportunities.

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

Although we have high turnover rate, we had two teachers leave and come back because they liked the climate and culture at TNS. We can be attribute our retention of staff to the being generally happy with their work environment. Among those who left 1 person retired, 1 relocated, 2 had medical reasons, 2 did not acclimate to our school. Only 2 staff members left for better salaries. Initiatives offered to lower turnover rates are: annual salary increases, a competitive matching 401-K, and bonuses. As well as leadership opportunities and classroom

spending allowances.

Component 5: High Quality and Ongoing Professional Development

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

The staff will attend a plethora of professional development breakout sessions front loaded at the start of the year, that meet the needs based on our survey results, as well as researched based strategies that will contribute to student performance. These sessions will be sustained and maintained throughout the year through monthly PLC and staff meetings which will present tasks and offer reflection of the programming and condition of the school's progress. The school's goals directly reflect the areas of need and expectations to which the state and school authorizer have set forth.

Professional Learning Topics:

EBLI

Classroom Management/Merit Program-PBS

Data integration

Technology integration-Macro Connect

NWEA-Assessments

Data Director

Lesson Plan Creator

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

These sessions will be sustained and maintained throughout the year through monthly PLC and staff meetings which will present tasks and offer reflection of the programming and condition of the school's progress. The school's master schedule was also modified this year to meet the need of a common planning for grade level teachers. Which means, each day all grade level teachers will have the opportunity to plan for 55 minutes together. Also, we had early release days once a month. These days allowed collaboration between all grade levels.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		19-20 TNS PDP

Component 6: Strategies to Increase Parental Involvement

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

Our parents are involved in the design of our school wide plan in three ways. First, our PTO gives their input of needs and concerns. Second, in the fall and spring a parental survey is given in order to evaluate the effectiveness of our school in meeting the needs of students and parents. Third, parents and the school board are a part of the decision making process.

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

Parents will be involved with the implementation of the school wide plan through school correspondence, Family Game Nights where information will be passed out, a MStep night informing parents of the testing process, and encouragement to be involved in the PTO. Also, parent teacher conferences and other parent meetings will ensure parental involvement. This year we also had parent meetings regarding the Flint water crisis, Istation and reading techniques, NWEA testing, Summer School policies and other reading enrichment activities.

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

Parents are involved in the evaluation of the school wide plan by taking fall and spring surveys, participating in the PTO, and being informed from board and other meetings.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		19-20 TNS PIP

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

As outlined in ESEA Section 1118 (e) 1-5 14, and (f), The New Standard holds parent teacher conferences twice a year, does two parent surveys a year, sends home progress reports, maintains an active PTO with many volunteer opportunities. We hold Title I parent meetings to assist with understanding and helping with classroom content. At our open house we hand out a parent copy of Common Core State Standards. We share assessment information with parents. Parents are informed when their child receives Title I assistance in common core content areas. We have Family Game nights where families receive home activities.

1118(e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement:

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

These include:

-Curriculum nights

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- School/classroom/district newsletters
- District Website Document Tab- provides parents with materials and resources to help their child achieve success.
- Preschool Program
- Students assigned to go home and teach their parents a concept we've worked on in school-instructions and prompts for parents provided.
- Provide internet access for parents at school

1118 (e)(3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between parents and the school:

On-going professional development for staff on effective ways to increase parent involvement occurs annually.

-When situations occur that involve students or welfare of the entire school community, parents are always the first point of contact via phone.

- Book study will teach new concepts on communicating with parents effectively.

1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents with participating more fully in the education of their children:

Coordination with other programs for parent involvement include:

-Open house

-Transition to Kindergarten: activities to educate preschools parents, day cares, and community stakeholders on Kindergarten Expectations

-Parent volunteers

Family Fun Nights - academic and enrichment

-PTO

-Head start

- Preschool visits: to kindergarten classrooms in the spring

1118 (e) (5) Shall ensure information is shared with parents in a language and format they can understand:

Information is shared with parents in a language they can understand, examples include:

- School/Classroom/District Newsletters written in a language parents can understand

-Accommodations for deaf parents

-Information provided on district website and/or classroom websites

1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request:

Parents are provided with other reasonable support such as:

-Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement.

1118 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children:

Staff provide opportunities for full parent participation:

-Flexible meeting times

-Handicapped Accessible Facilities

-Phone Conferences (Bilingual Interpreter, as needed, through AAESA for all parent contacts)

-School/Classroom/District Newsletters written in a language parents can understand

-Accommodations for deaf parents

-Collaboration with community agencies; mi.e. Community Mental Health

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-Accommodations for all parents are made as needed including parents with limited English proficiency, parents with disabilities, and parents of Migrat Children

- In compliance with the McKinney Ventoo Act

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

Our PIP is evaluated by the school board, school improvement team and PTO. Each stakeholder team looks at the plan and decides through survey data, and circumstances what needs to be added or removed fro the parental involvement component, as well as how to implement it.

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

The results of the evaluation are discussed using as much stakeholder input as possible, and decided on what will be best for our school and policies.

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

The school-parent compact was developed by the board of directors; which includes parents. The goal always is how can we have the most success with a student and their families.

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

The parent compact will be introduced at our open house night. Parents present will be asked to sign it when they visit their child's classes. Those not in attendance will have one sent home, the teacher will follow up with phone calls until all are are returned.

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

The school-parent compact is shared at open house night, enrollment and parent teacher conferences.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		19-20 TNS Parent Compact

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

Teachers prepare MStep and NWEA data for parents in user friendly graphs and tables. These are discussed at parent teacher conferences and Title I meetings where teachers ensure that parent friendly language is used in all communication.

Component 7: Preschool Transition Strategies

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

The New Standard began a preschool program in the Fall of 2013. This is a full day program, with student participating in transition activities such as lunch time, gym, technology, assemblies, as well as a kindergarten classroom visit. An open house is held with a question/answer session for parents and exploration time for children. Preschool staff also make home visits to students homes in order to make connections with families and evaluate student educational needs. Preschool students also have reading buddies from the local high school, as well as within out K-8 building.

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

Preschool staff must attend monthly training provided by the Genesee ISD on curriculum, health, and state requirements. Parents are also provided with Genesee ISD training, as well as monthly parent involvement days. There is a parent advisory board that offers input on activities, curriculum, and classroom climate. Weekly newsletters are sent home in inform parents on current and future learning objectives for the students. Parents receive resources to help promote student growth. Parents also are invited and encouraged to attend the Kindergarten/Roundup open house held at our school.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers provide their input into the decisions regarding the use of school-based academic assessments in grade level PLC's, and by sitting on the District and School Improvement teams. As well as survey and email responses.

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

Teachers give monthly assessments. They use these assessments for data analysis to improve student achievement by re-mediating skills not mastered the previous month during the daily intervention block times. Teachers also use MStep data and resources to help boost student knowledge needed to succeed on the MStep. Teachers also use NWEA MAP which they will monitor student's yearly growth through goals and individualized learning goals and focus skills.

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

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

NWEA (Northwest Evaluation Association) is administered three times a year. It will create user friendly intervention, goals and adaptive assessments.

Reading Identification:

K-4 : DRA (three times a year), Istation (Monthly), and NWEA (fall, winter, spring)

5-8 : NWEA

Criteria for selection:

Title I teachers (MTSS) pull the most provide a push-in and pull-out model to assist students with deficits and closing the achievement gap. Classroom teachers support the higher spectrum learner also based on skills addressed from NWEA.

Writing: K-8

Identification: Grade levels produce examples of Narrative, Expository, and Research writing. A writing team will be established, creating common language with writing rubrics. Teachers will use 6+1 traits of writing strategies and MStep writing rubrics.

Criteria for Selection: Whole Class and school wide.

Math K-8 Identification: NWEA

Criteria for selection: Students are identified based upon their skill need from NWEA. Title I teachers (MTSS) select students based on skills from previous grades, reteach and reassess for mastery in 2-4 week cycles. Classroom teachers support the higher spectrum learner also based on skills addressed from NWEA.

Science K-8:

Identification: State assessment scores

Criteria for selection: Students in 5th and 8th will be given extra support and hands on activities to address our gap in achievement in science.

Social Studies K-8:

Identification: State assessment scores

Criteria for selection: 5th and 8th grade students learn social studies concepts through cross-curricular, project based, and interactive activities. Technology is used to help bridge the gap of knowledge about the past to now, and economics.

8-10 PSAT

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

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We give timely, effective, and additional assistance to students who are experiencing difficulty mastering the state's academic achievement assessment standards through our response to intervention program in reading and math, special education, regular classroom teachers' intervention blocks in reading and math, and after school programs. Science and social studies objectives are met with cross-curricular reading and writing as well as hands on activities.

Reading-

Tier 1- District pacing guides and 30 day assessments are taught whole group K-8 during regular classroom instruction blocks by the classroom teacher. Teachers utilize Scott Foresman Reading Street materials and Istation reading intervention program, as well as many other resources to enhance students mastering the state's standards.

Tier 2- MTSS teachers pull out the 5 lowest students from each classroom and the 5 "Bubble" students (those below the 50th percentile) in small group settings for at least 40 minutes to work on objectives not mastered from our district test NWEA Assessment.

Title 1 teachers (MTSS) progress monitor students on a continual basis. DRA is given 3 times a year to students who receive Title I services as a progress monitoring tool.

Tier 3- To adhere to the essential practices in Early Literacy Standards through the state of Michigan, we piloted literacy blocks that were prescriptive to class, grade level, and tiers in order to address foundational literacy deficits. These strategies were carried out by interventionists and the reading specialist.

Writing-

Tier 1- Writing is taught per our district pacing guide, whole group as part of the reading block. 3 times a year writing samples are collected grades k-8, and graded per our school wide rubric by the writing team. All students will experience through modeling and practice expository, personal narrative, and persuasive writing. Istation can also be used as a computer generated system for writing samples.

Tier 2- Students will receive differentiated instruction, with small groups and centers for teachers to work more closely with students, during classroom time, Title I support, and cross curricular writing.

Tier 3- Special education staff will work with their caseloads.

Math-

Tier 1- Pearson EnVision math are taught whole group in the regular ed classroom K-6 by the classroom teacher and Pearson Digits is taught in grades 7-8.

Tier 2- MTSS pulls the lowest 5-8 students from each classroom and 5-8 "bubble" students below the 50th percentile for 30-50 minutes to work on objectives not mastered from the NWEA assessment. Title I teachers give progress monitoring to students to show mastery of the concepts.

Tier 3- Special education teachers use regular classroom materials with the most needy students who have an IEP.

Science

Tier 1- Science Fusion by Houghton-Mifflin are taught whole group in the regular ed classroom K-5 by the classroom teacher. Grade 6 uses "A Closer Look" by McGraw Hill. Seventh and eighth grades use Stem Education.

Tier 2- Supplemental reading support using informational text by Title 1 Staff. Hands-on resources, and experiments will be used to offer a differentiated approach. Information text, smart board resources, and technology will be offered to differentiate instruction.

Tier 3- The neediest students may receive additional support from Special Education Staff to work on grade level objectives not mastered in the General Education Classroom.

Social Studies-

Tier 1: Social Studies is taught whole group in the regular ed classroom grades k-8 by the classroom teacher. Kindergarten uses McGrawHill "Hello World". First grade uses McGraw-Hill "All Together". Second grade uses McGraw Hill Timelinks: People and Places. Third grade uses

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"Our Communities" by Houghton Mifflin. Fourth grade uses Pearson "My World". Fifth grade uses Houghton Mifflin "US History beginning to 1877. Sixth grade uses McGraw Hill "Exploring our World". Seventh grade uses Houghton Mifflin Eastern Hemisphere. Eighth grade uses Houghton Mifflin US Civil war to present.

Tier 2: Supplemental reading support using informational text, smart board resources, and technology will be offered to differentiate instruction.

Tier 3: The neediest students may receive additional support from Special Education staff using small groups of 3-5 students with additional opportunities to practice skills taught in the classroom.

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

Students' individual needs are addressed in a multitude of ways through differentiated instruction and best practices within their learning environments. First, our school has an extended day, which offers time for intervention blocks. Within these blocks the classroom teacher reteaches standards missed on the previous months 30 day assessments. The MTSS teachers pull out their remedial groups at this time using NWEA data to bridge students gaps in learning. Second, teachers use Daily 5 (researched based reading methods), to differentiate reading instruction. Daily 5 centers incorporate collaboration of students in small groups while they, work on writing, read to self, read to someone, word work, and listen to reading. Third, reading and math instruction is enhanced with technology on the smart board, classroom computers and manipulatives which provide kinesthetic activities. Lastly, Classroom teaches, Administration, MTSS, and special ed teachers receive ongoing professional development from researched based best teaching practices from "Teach Like a Champion"; and collaborate sharing data, resources and other best practices to increase student achievement.

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

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

Nutrition program- lunch and breakfast, bond issue-technology cameras, computers, Smart boards

General Funds are used to maintain a safe, clean learning environment as well as purchase educational supplies. General funds and school PTO funds are used to provide educational field trips and behavior incentives and recess incentives, such as playground, etc. Title I A money provides multi-tiered systems of support through response to intervention teachers. Title II A programs provide professional development to train staff in the best learning practices. Head Start provides preschool readiness programs.

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

1. CNA - General fund- district operating expenses, testing materials, surveys
2. School wide Reform Strategies: Title I A- staffing, instructional materials, General Fund-materials, district operating expenses; Title II A professional development; local bond issue- technology to support student learning
3. Highly Qualified Staff: Title I A - salaries, benefits; Title II A - professional development for staff; general fund operating expenses
4. Attract/retain staff: Title I A- salaries, benefits; Title II A -Professional development facilitators and stipends; General Fund-supplies
5. Professional Development: Title 1 A, Title II A - stipends, facilitators; General Funds- staffing, materials
6. Parental Involvement: Title I A -parent night staffing and supplies; general fund- district operating expenses; PTO fundraising-donuts for dad, muffins for moms, field trips, parties
7. Preschool transition: General Fund- Parent Education
8. Assessment Decisions: Title I A - staff salaries and benefits
9. Timely/Additional Assistance: Title I A -staff salaries and benefits
10. Coordinators of Resources: Title I A, General Fund

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

PBIS/Teach Like a Champion/ Champs are three programs we use to support grade level achievement, positive behavior, and violence prevention. Our three head start classrooms provide services for pre-school children, such as Healthy Family. Nutrition programs coordinate with food services to provide meals to improve student awareness of nutrition. The Eastern Food Bank of Michigan has partnered with us in a "back pack" program, where food is sent home with identified students of Fridays. In accordance with the McKinney-Vento Act, The New Standard Academy, as a Title I School offers all students services regardless of their residency circumstances. The MTSS program at our school remediates skills for our students as well as providing instruction for students who perform above grade level. Our Homeless Liaison can refer students to the program, as well as assist families who are homeless.

Evaluation:

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

Every year, the school improvement team will gather to review state assessment scores as well as NWEA and monthly common assessments. The state assessment scores will provide an adequate breakdown of the results to allow us to pinpoint areas that did or did not meet the goals. NWEA data will provide visual graphs of student growth. Lesson plans, classroom walk-throughs will be used to see if programs were implemented uniformly. Survey results will be compared to previous years to check for improvements in perception. Demographic information will be monitored for changes that may effect the program. School improvement and PTO meetings will provide opportunities for staff and parents to meet and discuss the school wide program.

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

Every year, the school improvement team will gather to review state assessment scores as well as NWEA and monthly common assessments. The state assessment scores will provide an adequate breakdown of the results to allow us to pinpoint areas that did or did not meet the goals. An annual review of state and local assessment data showing increased student scores will be evidence of the successful implementation of our school wide program. We will use the data to modify our School Improvement Plan.

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

Lesson plans, classroom walk throughs will be used to see if programs were implemented uniformly. Monthly common assessments are used to check for proficiency in obtaining the same standards found on state assessments. Survey results will be compared to previous years to check for improvements in perception. Demographic information will be monitored for changes that may effect the program. School improvement and PTO meetings will provide opportunities for staff and parents to meet and discuss the school wide program.

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

The school improvement team, including parents, will meet to read the plan and goals, review test data and determine what portions of the plan need to be revised. Perception survey results will provide valuable feedback to our progress and our parent programs. Our focus is the continuous improvement of students. If our plan fails to improve our students' academics, we will revise the plan. Goals may need to be revised and updated. Our plan is to use the state evaluation model.

19.20 SIP

Overview

Plan Name

19.20 SIP

Plan Description

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 will increase proficiency in math.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$712000
2	All students will increase in proficiency in reading.	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$32700
3	All students will increase proficiency in writing and demonstrate improved classroom productivity.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$192500
4	Students in 5th and 8th grade will demonstrate growth in science skills.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$4000
5	Students in 5th and 8th grade will demonstrate growth in social studies skills.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students will increase proficiency in math.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will increase student growth by at least 3% in Mathematics by 06/30/2020 as measured by Northwest Evaluation Association (NWEA).

Strategy 1:

Math Centers - Teachers will use math manipulatives and technology to enhance mathematical understanding.

Category: Mathematics

Research Cited: Teach Like a Champion, Doug Lemov

<https://secure.istation.com/Content/assets/pdf/ISIP%20Math%20Administration%20Guide.pdf>

Tier: Tier 2

Activity - Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use pacing guides and 30-day assessments to guide learning. Intervention blocks will be used to remediate skills, along with Title I Teachers providing intervention for tiers 2 and 3.	Technology , Academic Support Program, Materials, Other, Supplemental Materials	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	Classroom Teachers Title I Teachers MTSS Lead
Activity - Title I Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide 6 (4 HQ instructional paraprofessionals and 2 certified teachers) to supply and assist direct instruction to students in push in and pull out models for students performing below grade level in Math and ELA based on NWEA results.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2020	\$320000	Title I Part A	Title I Teachers Administration

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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student in the low average, below average or at-risk range will be referred to the Summer Enrichment program to be remediated on content area standards missed throughout the regular school year.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2020	\$40000	Title I Part A	Summer School Teachers Summer School Coordinator Administration
Activity - 31A Overhaul	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds will be provided to K-2 teachers to enhance classroom performance and achievement.	Direct Instruction, Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$352000	Section 31a	Administration

Measurable Objective 2:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will demonstrate student proficiency (pass rate) by the 50th percentile ranking in Mathematics by 06/30/2020 as measured by NWEA (Northwest Evaluation System).

Strategy 1:

Math Stations - Teachers will use math manipulatives and technology to enhance mathematical understanding.

Category: Mathematics

Research Cited: Teach Like a Champion, Doug Lemov

<https://secure.istation.com/Content/assets/pdf/ISIP%20Math%20Administration%20Guide.pdf>

Tier: Tier 1

Activity - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student target growth goals and skills from NWEA 3 times a year to target instruction.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/28/2019	\$0	Other	Teaching Staff Administration

Goal 2: All students will increase in proficiency in reading.

Measurable Objective 1:

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80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will increase student growth by 3% in Reading by 06/30/2020 as measured by NWEA (Northwest Evaluation Association).

Strategy 1:

EBLI - EBLI (Evidence-Based Literacy Instruction) is a revolutionary system of literacy instruction that provides teachers with the research-based theory, skills, concepts, and practice to effectively and efficiently teach students how to read, write, and spell correctly from the onset. The multi-modal and highly engaging lessons ensure all students are interactively learning in ways that meet their needs. Students quickly learn the English alphabetic code so accurate reading is imprinted.

Spelling patterns are taught in the context of writing and misspelled words are corrected immediately. Correct writing conventions are modeled and practiced and again, mistakes are corrected as they happen. The results: students learn to read, write, and spell accurately. With this strong foundation in place, teachers can focus on comprehension in reading and expressing thoughts and information at a high level in writing.

Teachers will be utilizing this within intervention blocks, MTSS, and the K-4 reading special.

Category: Learning Support Systems

Research Cited: <http://eblireads.com/wp-content/uploads/2015/03/Research-Reference-List.pdf>

Tier: Tier 2

Activity - EBLI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists and K-4 teachers will be trained in EBLI to support literacy instruction.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$12000	Title II Part A	Teaching staff Administration
Activity - Title I Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Teachers will provide Multi-tiered systems of Support (MTSS) to students performing below grade level based on NWEA results. The reading specialists will perform remedial reading tasks with at-risk students in grades 1-3.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2020	\$0	Title I Part A	Title I Teachers Administration

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Activity - IStation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use web based tiered learning system, IStation, to organize their instruction around their student needs, while providing intervention and enrichment opportunities.	Supplemental Materials	Tier 1	Monitor	09/03/2019	06/30/2020	\$15000	Title I Part A	Teaching staff Administration

Measurable Objective 2:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will demonstrate student proficiency (pass rate) as determined by the 50th percentile ranking from fall-spring in Reading by 06/30/2020 as measured by NWEA (Northwest Evaluation System)..

Strategy 1:

ELA Centers - Teachers will use their 90 minute reading blocks to incorporate researched based Daily 5 Strategies.

Category: English/Language Arts

Research Cited: Daily 5 Cafe by Gail Boushey, Joan Mouser

Tier: Tier 1

Activity - Daily 5 Cafe	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop ELA stations that provide five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. These choices include, Read to Self, Work on Writing, Read to Someone, Listen to Reading, and Word Work.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/30/2020	\$500	Title I Part A	Teaching staff Lead Teachers Administration

Activity - Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Pearson's Reading Street to enhance reading instruction.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	General Fund	all instructional staff

Activity - 31a Overhaul	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds will be provided to K-2 teachers to enhance classroom performance and achievement.	Direct Instruction, Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Section 31a	Administration

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Activity - Teach Like a Champion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
16 staff members will attend Teach Like a Champion (train the trainer) training to continue maintain and enhance the culture and instructional strategies within building.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$5200	Title II Part A	Administration

Goal 3: All students will increase proficiency in writing and demonstrate improved classroom productivity.

Measurable Objective 1:

35% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will demonstrate a proficiency in ELA in Writing by 06/30/2020 as measured by either a score of a 3 or 4 on the school-wide writing rubrics..

Strategy 1:

Writers Workshop - Teachers will administer at least three writing prompts throughout the year. K-2 will utilize the 6+1 Traits writing rubrics to grade three school developed prompts (October, January, May) 3rd: ELA and Math released MStep performance tasks (October, December, February, March) 4th: ELA and Math released MStep performance tasks (October, December, February, March)

5th: ELA and Math released MStep performance tasks (October, December, February, March) 6th: ELA and Math released MStep performance tasks (October, December, February, March) 7th-8th: ELA and Math released MStep performance tasks October, 3rd grade ELA PT, November 4th ELA PT, December 5th ELA PT, January 6th ELA PT, February 7th ELA PT, March 8th ELA PT seventh and eighth grade Math Six total October, 3rd grade math PT, November 4th math PT, December 5th math PT, January 6th math PT, February 7th math PT, March 8th math PT 9th-10th: Use College Board practice items and new SAT writing rubrics (<https://www.kaptest.com/study/sat/new-sat-essay-scoring-rubric/#toggle-id-2>)

Category: English/Language Arts

Research Cited: <https://www.kaptest.com/study/sat/new-sat-essay-scoring-rubric/#toggle-id-2>

<https://collegereadiness.collegeboard.org/sample-questions/essay/1>

https://www.michigan.gov/mde/0,4615,7-140-22709_70117-457839--,00.html

Tier: Tier 1

Activity - Writers workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Implementing an evaluation system for students writing to enhance their writing abilities. Teachers will administer (at least) three writing prompts throughout the year. The whole school will follow 6+1 Traits Writing Program. K-2 will utilize the 6+1 Traits writing rubrics to grade three school developed prompts (October, January, May) 3rd: ELA and Math released MStep performance tasks (October, December, February, March) 4th: ELA and Math released MStep performance tasks (October, December, February, March) 5th: ELA and Math released MStep performance tasks (October, December, February, March) 6th: ELA and Math released MStep performance tasks (October, December, February, March) 7th-8th: ELA and Math released MStep performance tasks October, 3rd grade ELA PT, November 4th ELA PT, December 5th ELA PT, January 6th ELA PT, February 7th ELA PT, March 8th ELA PT seventh and eighth grade Math Six total October, 3rd grade math PT, November 4th math PT, December 5th math PT, January 6th math PT, February 7th math PT, March 8th math PT 9th-10th: Use College Board practice items and new SAT writing rubrics (https://www.kaptest.com/study/sat/new-sat-essay-scoring-rubric/#toggle-id-2)</p>	<p>Academic Support Program, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$500</p>	<p>Title I Part A</p>	<p>Teaching staff Administration</p>
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Strategy 2:

PBIS/Student Supports - Behavioral Interventionists/PBIS Liaisons will hold individual and group meetings to prevent and deter behavioral issues and assist students/families in building a positive educational community.

Category: School Culture

Research Cited: PBIS.org

Tier: Tier 1

Activity - McKinney Vento Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>As students are designated or identified as Homeless, as defined by a student's living situation as: Living in a shelter, Doubled Up, Temporary Placement, Unsheltered, Living in Motel/Hotel, Migrant, Unaccompanied Youth, Awaiting Foster Care, or Transitional Housing; by our student intake form, students are provided with the necessary tools to be educationally successful. Items provided free of charge include, but are not limited to: Uniforms, school supplies, free bus passes.</p>	<p>Community Engagement, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$1000</p>	<p>Title I Part A</p>	<p>McKinney Vento Liaison, School counselor, all staff</p>

Activity - ELL Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All parent communications are available through our EDULINK portal in the student's/family's home language. In addition, students receive additional supports from intervention teachers, special education coordinator and GISD.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title III	Special Education Coordinator, Admin, All staff
Activity - PBIS Support Liaisons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 PBIS Support Liaisons will be utilized to help build and maintain a positive school culture, manage and redirect students, provide communication between school and families, manage after school programming and increase community engagement.	Community Engagement, Academic Support Program, Recruitment and Retention, Policy and Process, Behavioral Support Program, Teacher Collaboration, Extra Curricular	Tier 1	Monitor	09/03/2019	06/30/2020	\$153000	General Fund	PBIS Support Liaisons, Admin
Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school programming will be provided to all TNS students to enhance the educational experience, provide a safe and supervised environment, academic assistance, promotion of personal and social skills and community/family engagement.	Community Engagement, Academic Support Program, Behavioral Support Program, Parent Involvement	Tier 1	Monitor	09/03/2019	06/30/2020	\$38000	Title IV Part A	PBIS Liaisons, Admin, Select staff

Goal 4: Students in 5th and 8th grade will demonstrate growth in science skills.

Measurable Objective 1:

A 5% increase of Fifth and Eighth grade students will demonstrate a proficiency on science skills in Science by 06/30/2020 as measured by MStep.

Strategy 1:

Hands on learning - Teachers will use science resources to increase science rigor and demonstrate how science works in the real world.

Category: Science

Research Cited: Teach like a Champion, Marzano's Nine Instructional Strategies: <http://www.middleweb.com/wp-content/uploads/2013/12/Marzanos-Nine.pdf>, <http://sepuplhs.org/research.html>

Tier: Tier 1

Activity - Science Resources/Mystery Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase science resources including equipment, books, materials and licenses.	Materials, Supplemental Materials	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$4000	General Fund	Teaching staff Administration

Goal 5: Students in 5th and 8th grade will demonstrate growth in social studies skills.

Measurable Objective 1:

A 5% increase of Fifth and Eighth grade students will demonstrate a proficiency of concepts in Social Studies by 06/30/2020 as measured by MStep..

Strategy 1:

Project-Based Learning - Project based learning and team teaching will help students understand social studies concepts.

Category: Social Studies

Research Cited: Marzano's Nine Strategies for Teaching: <http://www.middleweb.com/wp-content/uploads/2013/12/Marzanos-Nine.pdf>

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate using pacing guides to brainstorm projects for learning the concepts. Second, they will collaborate on rubrics and 30 day assessments to use to assess growth and learning in social studies skills.	Professional Learning, Curriculum Development	Tier 1	Implement	09/04/2018	06/28/2019	\$0	No Funding Required	Teaching staff Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Program	After school programming will be provided to all TNS students to enhance the educational experience, provide a safe and supervised environment, academic assistance, promotion of personal and social skills and community/family engagement.	Community Engagement, Academic Support Program, Behavioral Support Program, Parent Involvement	Tier 1	Monitor	09/03/2019	06/30/2020	\$38000	PBIS Liaisons, Admin, Select staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Instruction	Teachers will use pacing guides and 30-day assessments to guide learning. Intervention blocks will be used to remediate skills, along with Title I Teachers providing intervention for tiers 2 and 3.	Technology, Academic Support Program, Materials, Other, Supplemental Materials	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Classroom Teachers Title I Teachers MTSS Lead
Professional Learning Communities	Teachers will collaborate using pacing guides to brainstorm projects for learning the concepts. Second, they will collaborate on rubrics and 30 day assessments to use to assess growth and learning in social studies skills.	Professional Learning, Curriculum Development	Tier 1	Implement	09/04/2018	06/28/2019	\$0	Teaching staff Administration

Other

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Instruction	Teachers will use student target growth goals and skills from NWEA 3 times a year to target instruction.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/28/2019	\$0	Teaching Staff Administration

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writers workshop	Implementing an evaluation system for students writing to enhance their writing abilities. Teachers will administer (at least) three writing prompts throughout the year. The whole school will follow 6+1 Traits Writing Program. K-2 will utilize the 6+1 Traits writing rubrics to grade three school developed prompts (October, January, May) 3rd: ELA and Math released MStep performance tasks (October, December, February, March) 4th: ELA and Math released MStep performance tasks (October, December, February, March) 5th: ELA and Math released MStep performance tasks (October, December, February, March) 6th: ELA and Math released MStep performance tasks (October, December, February, March) 7th-8th: ELA and Math released MStep performance tasks October, 3rd grade ELA PT, November 4th ELA PT, December 5th ELA PT, January 6th ELA PT, February 7th ELA PT, March 8th ELA PT seventh and eighth grade Math Six total October, 3rd grade math PT, November 4th math PT, December 5th math PT, January 6th math PT, February 7th math PT, March 8th math PT 9th-10th: Use College Board practice items and new SAT writing rubrics (https://www.kaptest.com/study/sat/new-sat-essay-scoring-rubric/#toggle-id-2)	Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$500	Teaching staff Administration
Title I Teachers	Provide 6 (4 HQ instructional paraprofessionals and 2 certified teachers) to supply and assist direct instruction to students in push in and pull out models for students performing below grade level in Math and ELA based on NWEA results.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2020	\$320000	Title I Teachers Administration
IStation	Teachers will use web based tiered learning system, IStation, to organize their instruction around their student needs, while providing intervention and enrichment opportunities.	Supplemental Materials	Tier 1	Monitor	09/03/2019	06/30/2020	\$15000	Teaching staff Administration

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McKinney Vento Services	As students are designated or identified as Homeless, as defined by a student's living situation as: Living in a shelter, Doubled Up, Temporary Placement, Unsheltered, Living in Motel/Hotel, Migrant, Unaccompanied Youth, Awaiting Foster Care, or Transitional Housing; by our student intake form, students are provided with the necessary tools to be educationally successful. Items provided free of charge include, but are not limited to: Uniforms, school supplies, free bus passes.	Community Engagement, Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$1000	McKinney Vento Liaison, School counselor, all staff
Daily 5 Cafe	Teachers will develop ELA stations that provide five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. These choices include, Read to Self, Work on Writing, Read to Someone, Listen to Reading, and Word Work.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/30/2020	\$500	Teaching staff Lead Teachers Administration
Title I Teachers	Title I Teachers will provide Multi-tiered systems of Support (MTSS) to students performing below grade level based on NWEA results. The reading specialists will perform remedial reading tasks with at-risk students in grades 1-3.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2020	\$0	Title I Teachers Administration
Summer School	Student in the low average, below average or at-risk range will be referred to the Summer Enrichment program to be remediated on content area standards missed throughout the regular school year.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/30/2020	\$40000	Summer School Teachers Summer School Coordinator Administration

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Street	Teachers will utilize Pearson's Reading Street to enhance reading instruction.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	all instructional staff

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PBIS Support Liaisons	2 PBIS Support Liaisons will be utilized to help build and maintain a positive school culture, manage and redirect students, provide communication between school and families, manage after school programming and increase community engagement.	Community Engagement, Academic Support Program, Recruitment and Retention, Policy and Process, Behavioral Support Program, Teacher Collaboration, Extra Curricular	Tier 1	Monitor	09/03/2019	06/30/2020	\$153000	PBIS Support Liaisons, Admin
Science Resources/Mystery Science	Purchase science resources including equipment, books, materials and licenses.	Materials, Supplemental Materials	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$4000	Teaching staff Administration

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Supports	All parent communications are available through our EDULINK portal in the student's/family's home language. In addition, students receive additional supports from intervention teachers, special education coordinator and GISD.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Special Education Coordinator, Admin, All staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
31A Overhaul	Funds will be provided to K-2 teachers to enhance classroom performance and achievement.	Direct Instruction, Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$352000	Administration
31a Overhaul	Funds will be provided to K-2 teachers to enhance classroom performance and achievement.	Direct Instruction, Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Administration

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EBLI Training	Interventionists and K-4 teachers will be trained in EBLI to support literacy instruction.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$12000	Teaching staff Administration
Teach Like a Champion	16 staff members will attend Teach Like a Champion (train the trainer) training to continue maintain and enhance the culture and instructional strategies within building.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$5200	Administration