Single Building District Improvement Plan

Northridge Academy

Northridge Academy

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Northridge Academy is a K-8 charter school located at 530 W. Pierson Road, Flint, Michigan 48505. We have 360 students currently enrolled. One hundred percent of our student population receives free and reduced lunch and are considered at-risk. In 2012-2013 Northridge moved to its current location for future pre-k and high school expansions. A challenge that Northridge currently faces is having a large transient student population. Student enrollment continuously fluctuates due to transient families. Despite our challenges, Northridge continues to thrive. We have been identified as a Michigan Reward school for the past three years, beginning in 2012-2013. We have sizable parent involvement within our community which is a unique characteristic for an urban school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement: Northridge Academy will provide learning experiences in a safe, caring and respectful environment that is second to none. The academy will employ best practices to produce well-educated, compassionate students ready to compete in a global society.

Vision Statement: Northridge Academy will provide an exciting learning environment that utilizes the entire community as its classroom while successfully preparing students for current and emerging 21st century opportunities.

Our Values: As a whole community, Northridge Academy believes that:
-- Continuous collaboration with all stakeholders promotes high achievement and academic success for all.
-- Each child is unique and possesses individual characteristics and learning abilities.
-- Accountability and integrity are the key components of our school culture.
--Adults must be committed and competent, and take responsibility for effectively educating the whole child.

Motto: Committed to Excellence, No Excuses.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable achievements:

-- Sizable enrollment of 360 students

-- NCA Advance-Ed Accredited

-- Title I Distinguished Schools Nomination for 2015-2016

-- Administrator nominated for MAPSA Administrator of the Year award for 2014-2015

-- Administrator a finalist for MAPSA Administrator of the Year award for 2014-2015

-- Michigan Reward School 2014-2015

-- Michigan Reward School 2013-2014

-- Michigan Reward School 2012-2013

-- Met FSU contractual goals for 2013-2014

-- Met FSU contractual goals for 2012-2013

Future endeavors:

-- Become a National Honor Society school 2016-2017

-- Add Pre-K by 2016-2017

-- Add Grades 9-12 by 2016-2017

-- Become a STEAM (science, technology, engineering, arts, math) school by 2017-2018

-- Become an IB school by 2018

-- Become a Green school by 2018

Additional Information

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

Northridge has a dedicated core staff that strives to educate and meet all fundamental needs of our students and community.

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.

At Northridge, all stakeholders are included in the development of the institution's School Improvement plan. We invite teachers, support staff, parents, students, Title I Coordinator, as well as our Authorizer representative to our School Improvement meetings. Everyone's role and participation within our School Improvement process is voluntary and determined by each individual. However, our School Improvement plan and process is always communicated to all stakeholders through various forms of communication such as staff meetings, parent meetings, grade-level meetings, data meetings, and School Improvement meetings. School Improvement meetings are scheduled at various times of the day and on different days of the weeks. If a stakeholder can not be in attendance, the School Improvement Chair will provide meeting minutes. If a stakeholder has a question, comment, suggestion, or concern with the School Improvement plan they may always approach the school leader who has an "open door policy" for discussions.

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

The school leader, data coach, instructional coach, Title I Coordinator, instructional staff, Special Education teacher, along with input from parents,students,and other support staff played a role in developing our improvement plan. The data coach plays a critical role in providing information on growth and decline with subgroups and assessments. The various content area coaches monitor the implementation of the activities and strategies. Teachers offer suggestions for the use of the strategies and activities and discuss the effectiveness of the strategies, in relationship to student growth. The Title I Coordinator analyzes and aligns school programming with the School wide reform strategies and other activities within the School Improvement plan. Parents and students offer suggestions through a survey process or participation in the School Improvement meetings.The school leader represents the guidance piece of improvement and make decisions based from data. The school leader also monitors all implementation of strategies within the School Improvement plan.

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 School Improvement plan is a 'living document" in terms of making essential revisions to the academic program. We always communicate the revisions of each year's plan to all stakeholders in School Improvement meetings, staff meetings, board meetings, parent meetings, and the annual Title I parent meeting. Progress on the School Improvement plan is discussed frequently throughout our school year at staff meetings, School Improvement meetings, Student Council meetings, and parent meetings. The School Improvement chair will also keep records of meeting agendas and minutes.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	No	Student Performance Data was completed online.	

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The areas above the expected levels of performance for Northridge Academy would be Reading, Mathematics, Writing and Social Studies based on our 2012-2013 and 2013-2014 MEAP data. In addition, M-STEP data reflect that English Language Arts, Mathematics, Science and Social Studies are above the expected levels of performance.

Describe the area(s) that show a positive trend in performance.

According to the 2012-2013, 2013-2014 MEAP data, the Reading trend shows that students have shown a considerable amount of growth. The Mathematics trend shows that students have shown a considerable amount of growth in 3rd, 5th, 6th, 7th and 8th grades.

Which area(s) indicate the overall highest performance?

The overall highest performance areas are in Reading and Mathematics.

Which subgroup(s) show a trend toward increasing performance?

According to M-STEP data, the bottom 30% and Economically Disadvantaged students showed an increase in performance by meeting state proficiency targets in English Language Arts, Mathematics and Social Studies.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the economically disadvantaged and the male population.

Which of the above reported findings are consistent with findings from other data sources?

Reading, English Language Arts and Mathematics are consistent with Global Scholar performance.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

According to the MEAP 2012-2013, 2013-2014 data, Science is an area below the expected level of performance.

Describe the area(s) that show a negative trend in performance.

Although there has been a slight increase in performance, Science has shown a negative trend in performance.

Which area(s) indicate the overall lowest performance?

All areas of Science indicate a low level of performance (Life Science, Physical Science, Earth Science and Science Processes).

Which subgroup(s) show a trend toward decreasing performance?

The bottom 30% of students show a trend of decreasing performance.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater within the bottom 30%.

Which of the above reported findings are consistent with findings from other data sources?

According to the 2012-2013, 2013-2014, Science is a continued area of concern. In addition, 2014-2015 M-STEP data indicates, as well that the bottom 30% of students are performing below proficiency.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.75
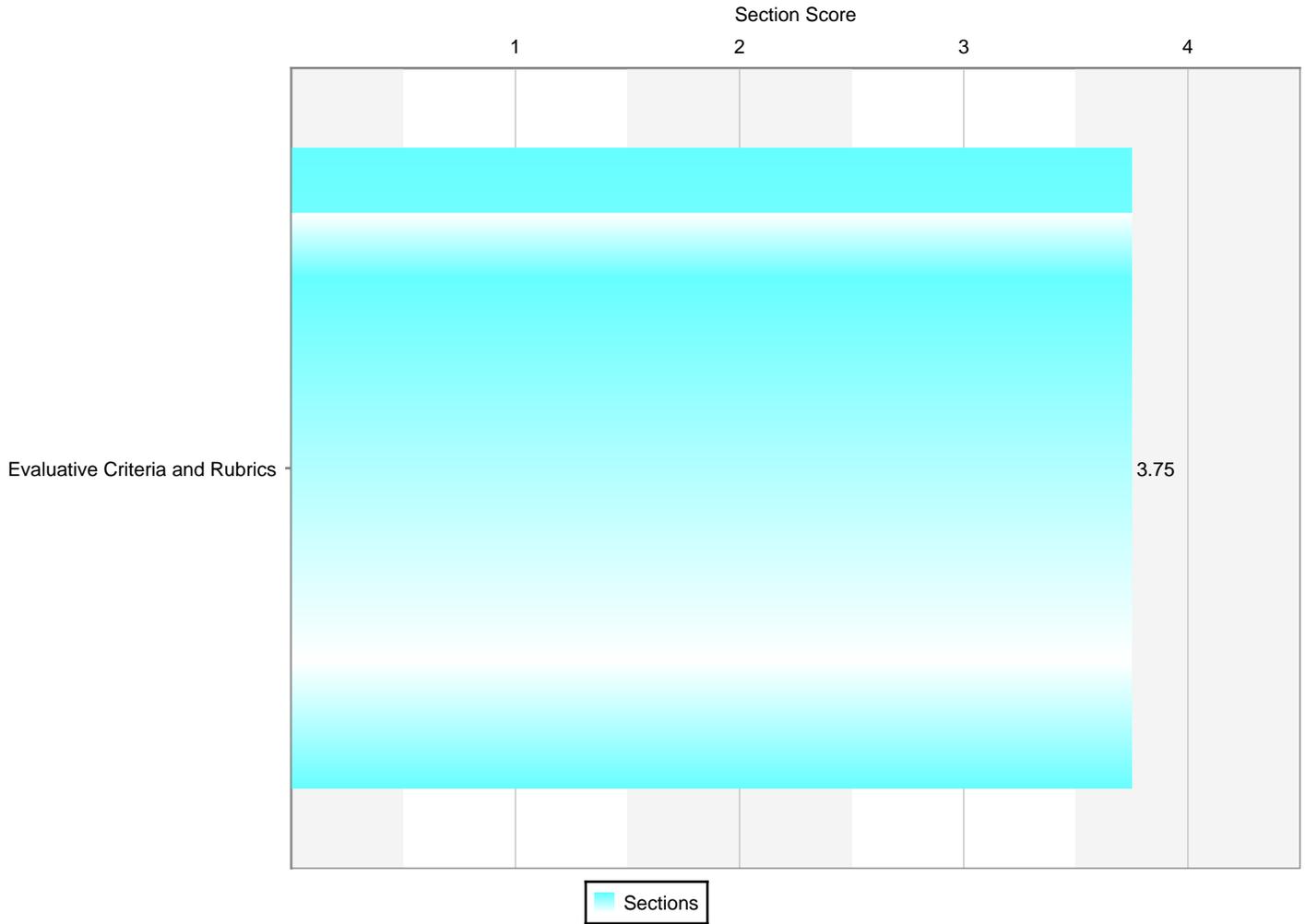
Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	The Feedback Document Data was completed online with the exception of the Parent Survey. The Parent Survey answer keys have been mailed via FedEx and copies of the surveys will be located in the office.	Stakeholder Feedback Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Northridge Academy's overall highest levels of satisfaction is that the principal, teachers and staff want every student to learn. The school has high expectations for all students and that the purpose statement is clearly focused on student success. For example, we have incorporated center based instruction and competitive learning goals. In addition, the teachers are fun, kind and energetic that inspire students to learn by using manipulatives, technology and preparing them for the next grade level.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Our school's purpose statement is clearly focused on student success. The trend indicates that student achievement has increased due to staff and student buy-in of the vision with the implementation of center-based learning and instruction, incorporated with an increased amount of technology and music and other learning engagement strategies, thus meeting the students at their ability level to encourage all students to succeed.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Findings from multiple feedback sources indicate that Northridge Academy sets high expectations for all stakeholders in general. Importantly, students are expected to exceed goals and standards in all subject areas. Northridge Academy consistently informs stakeholders regarding student achievement, and policies and procedures. In addition, we communicate by various means of student achievement to all stakeholders (staff, students, parents and board members). Further feedback indicates that our school is safe for all stakeholders and adequately clean and well-kept.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The lowest levels of satisfaction from all stakeholders in general indicates that our school is in desperate need of both a gymnasium and a library. In addition, teachers complain of needing more prep time for planning.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The trend shows that the lack of a larger facility which includes a gymnasium, library, playground, cafeteria and the inability to accommodate a pre-school and high school program.

What are the implications for these stakeholder perceptions?

The inability to accommodate all of our student needs result in declining enrollment due to the lack of more space and the ability to offer extra-curricular activities outside of academics.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Based on other feedback sources, Northridge Academy finds that the facility is instrumental in retaining our enrollment. It also shows that the transient population has a direct affect on our student achievement and learning.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
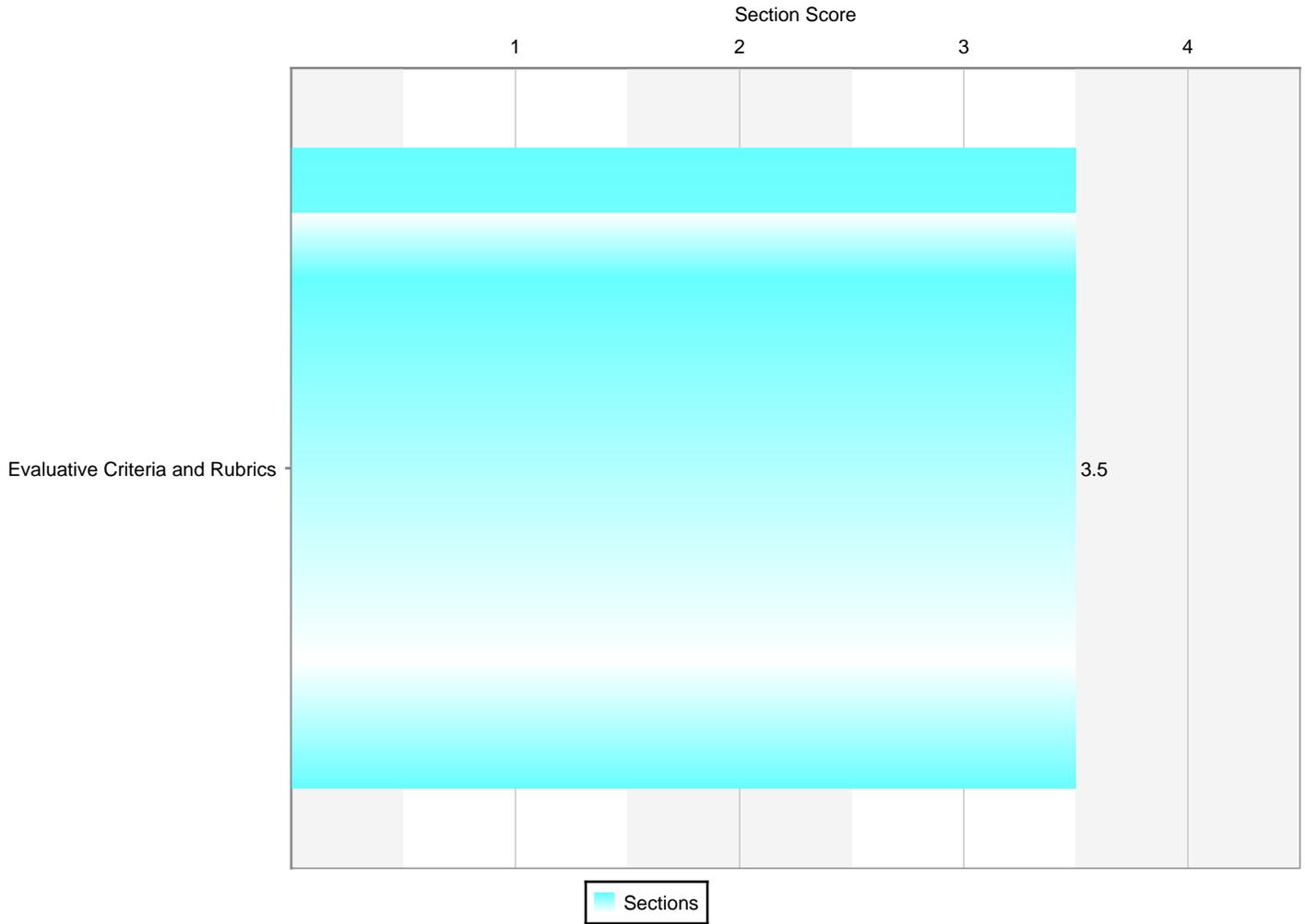
Sections

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

The number one and only serious challenge that our school as well as most urban schools face from year to year is a problem with transient student populations. Families move consistently from one city to another. Families move from Michigan to other states. Some only to return after only after having left a week!

Student Demographic Data

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

While most students are not absent for entire days, tardiness, and leaving school early has adverse effects on student attendance trend data.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

This years rate of ODR's is 18%, which is relatively consistent over the last three years. When compared to other schools with the same demographics, the rate of 18% is comparatively lower. To achieve the lower rate of 18%, systemic school-wide practices in place that are followed with fidelity. 1) We build relationships with our students. 2) Our school follows PBIS practices with reward systems with fidelity. 3) Open door policy for meeting with parents and students. 4) When issues arise with our students, we call parents into a parent/child/principal meeting immediately.

Student Demographic Data

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

The problems that urban areas face as a whole is much larger than that of truancy. Truancy is only a result of the global problem. The problem is the movement of our parents consistently from one city to another, from one state to another only to come back to the place they left in the first place. So honestly at this point I am unsure of how to address a problem that is much deeper than the result of the actual problem.

Some action that we have taken is as follows: 1) Free student transportation 2) Parenting classes 3) Resume writing and career readiness classes. Even with such measures in place we still yet have issues with truancy.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The school leader has over 25 years experience in the field of education. The impact that my experience has is earning the award…State of Michigan Reward School.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

9 teachers: 0-4

4 teachers: 5-9

3 teachers: 10-14

2 teachers: 15+

We believe that it does not take years of experience to make an excellent teacher. We have a diverse group of teachers with a range of experience. Each teacher impacts student achievement depending on their enthusiasm, energy, and passion for teaching and learning. The strengths of our teachers impact student achievement and growth in a positive way. Systems are put into place for all teachers to follow that influences teacher pedagogical style including classroom management and teacher engagement strategies for learning.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The total number of absences is relatively low. The school leader has one absence for 2014-2015. Even when ill, the school leader comes to work and gives 100 percent to the learning environment. Such low numbers of absences has a positive impact on student achievement. With consistent visibility of the school leader everyday, staff, students and parents realize that they need to come to work and school everyday. The mindset is shared that attendance everyday is of significance in the overall environment. Sustained student achievement is the result.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The number of days taken by teachers unfortunately has not been because of professional learning, but has been more for "Illness." Poor

attendance has an adverse impact on student achievement. Our student achievement would improve to greater degrees if teachers come to work everyday!

Teacher/School Leader(s) Demographic Data

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

The actions that the school will take to impact teacher/school leader demographics are as follows:1) Implement more policies and punitive actions regarding the teacher absences. 2) If teachers with an attendance problem are asked to return to our school, those teachers will be put on a strict attendance plan that teachers should follow with fidelity. The first time the attendance plan is broken, immediate consequences will be followed.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Our stakeholders rated us highly effective with scores of four in all five standards.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The indicator 3.7 concerning Teacher Mentoring program was rated a 3. We also scored lower, with a level 2, on the indicator 3.9 regarding a formal student mentoring program. On indicator 3.11 our stakeholders rated us with a Level 3 in the area of the professional learning program.

12. How might these challenges impact student achievement?

Colleges and universities do no adequately prepare teachers to teach in urban environments. Therefore it becomes the school's responsibility to develop, teach, and fine tune teacher's tier 1 instruction. This challenge adversely affects student achievement as we take time to develop the teachers' instruction.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We will discuss the Interim Self-Assessment results with the School. As a team, we can collectively determine activities and strategies that will address the teacher mentoring program, student mentoring program, as well as the professional learning plan.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities are not excluded from any Title I, 31a, IDEA, or extended learning opportunities. (We do not have Title III or credit recovery). Students with disabilities participate in after school tutoring and summer school programs. They may also receive interventions from grant funded staff.

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

We have many opportunities for extended learning. We offer K-8 after school tutoring and K-8 Summer School program. There is additional time built into our daily school schedule for additional intervention/tutoring time. In addition to these programs, we have staff that provide interventions to students by method of "push-in and pull-out" services.

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

The process for identifying the most at risk students begins with reviewing results of the state standards and then comparing those results to the local Global Scholars Scantron assessment. We have a large number of at-risk students and we service all three tiers of students. Parents are notified via meetings, phone, written communication, and parent teacher conferences when their students are not meeting state and local assessment standards. Parents are notified of the extended learning opportunities through newsletters, phone calls, parent teacher conferences, etc.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

We update our content area pacing guides and curriculum maps throughout the year. The lesson plans that teachers turn in weekly are compared to the content area pacing guides. This process is monitored by the Instructional Coach and other leadership members.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Students met the state proficiency targets for reading. Based on previous year's MEAP data, we identified student strengths in Word Study and Informational Text. In Scantron most grades are meeting or close to exceeding reading targets.

19b. Reading- Challenges

The bottom 30% of students did not meet the state proficiency targets in reading. A challenge identified is "Sentence and Context meanings", as well as "Narrative and Comprehensive texts, Phonics and Blends".

19c. Reading- Trends

Trend data indicates that all students have shown a considerable amount of growth.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We addressed the reading challenges in the School Improvement plan by creating a specific goal for reading and one of our activities in the School Improvement plan is Tiered reading instruction through the program Success for All. Next year our Success for All program will also include more intense interventions for students, embedded within the lesson to better reach all students' needs. Success for All also provides more ongoing and job embedded PD by including coaching services for all staff. We are also increasing time for vocabulary instruction and phonics instruction. We also have after school tutoring as well as summer school tutoring for students to increase proficiency in reading.

20a. Writing- Strengths

The majority of our students met the state proficiency targets in writing. Previous year's MEAP data indicates that writing genres and spelling were strengths in this content area.

20b. Writing- Challenges

The Bottom 30% of students did not meet the writing state proficiency targets. Our students' challenge is the writing process within informational and narrative personal style texts, along with editing peer writing.

20c. Writing- Trends

Trend data indicates that students in grades 4 and 7 have increased in writing, however there was not a steady growth pattern of achievement.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenge for writing will be address in our School Improvement plan outline in a specific goal with activities and strategies. Some of the

activities that will address our schools' challenges in writing are use of good writing traits, Marzano's Best practices, and the use of graphic organizers for organizing writing. We will also provide staff with professional development in the area of writing.

21a. Math- Strengths

The majority of our students met state proficiency targets for Math in 2013-2014 on the state assessment. MEAP data identified that "Connections and Problem Solving" as our students' strengths.

21b. Math- Challenges

The Bottom 30% of our students did not meet the state targets in math in 2013-2014 on the state assessment. The challenge the data indicated were our students' weaknesses were "Numbers and Operations, Geometry, and Algebra".

21c. Math- Trends

Trend data indicates that students in grades 3, 5, 6, and 8 show an increase in test scores. However, there has been a decrease of student achievement growth in grades 4 and 7 with male and female economically disadvantaged and all students.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

To address our challenges in math we've included a School Improvement goal along with activities and strategies. Some of the activities we will be using to reach our students in math are technology based lessons, hands on manipulatives, using more games to reinforce instruction, and differentiated instruction. Extended learning opportunities include after school tutoring, as well as summer school sessions. We also tiered our students to provide more targeted and intensive math instruction to students. We will also provide professional development opportunities to our teachers in math.

22a. Science- Strengths

MEAP data does not identify any subcategories as areas of strengths. This is the weak area for our school overall.

22b. Science- Challenges

All subcategories in Science are critical areas such as "Life, Earth, Physical, and Scientific Process".

22c. Science- Trends

Trend data has shown a very small increase of student achievement growth within all subcategories of all students, gender, and economically disadvantaged students.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our school leader is looking at many options to increase overall Science proficiency. In our School Improvement plan we have included extended learning opportunities for students which include off campus field trips, hands on learning and experiments, and utilizing the Scientific process daily. We will continue to provide Professional Development in this area for all teachers, but more specifically be looking for an outside consultant or expert to help guide us in Science.

23a. Social Studies- Strengths

Our school met state proficiency targets on the 2013-2014 state assessment. MEAP data indicates that knowledge of basic social studies was a strength.

23b. Social Studies- Challenges

The bottom 30% of our students did not meet state proficiency targets on the 2013-2014 state assessment. The challenge, based on previous state assessment data, indicate that history, geography, civics & government, and economics are weak areas.

23c. Social Studies- Trends

Trend data indicated that there has been a steady growth of achievement from all students.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We've addressed Social Studies within our School Improvement plan by including a specific goal along with activities and strategies. The activities included in our plan are hands on learning assignments, off campus field trips, Marzano's strategies, and academic vocabulary. We will continue providing professional development to our teachers in this subject area. We are also purchasing other materials to help students progress in this subject area, such as Atlases for all grades.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Early Elementary

The highest score with a 2.96, was #11 "My school has books for me to read". 97% said "Yes", their school has books to read.

Elementary

The highest score was 2.97 on question #5 "In my school my teachers want me to do my best work". 97.9% of students agreed that teachers want students to do their best work. Another high area was a score of 2.96 on question #20 "My principal and teachers help me get ready that teachers help me get ready for the next grade; 96.91 agreed.

Middle

The highest score was a 4.45 for question #8 "In my school the principal and teachers have high expectations of me; 87.75% strongly agree or agree with principals and teachers strongly agree or agreed. Another high area 4.2 on question #18 "All of my teachers explain their expectations for learning and behavior so I can be successful; 85.72% strongly agreed or agreed.

24b. Student Perception Data

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

Early Elementary Elementary

The lowest score was a 2.71 on question #8 that read "Other teachers know me".Only 76 % said "Yes" other teachers know them.

Elementary

The lowest score was a 1.52 on question #15 that read "My school has many places where I can learn such as the library. Only 16.49% of students agreed that the school has many places where they can learn. Another low score was a 2.11 on question #4 "In my school students treat adults with respect. Only 40.4% agreed that students treat adults with respect.

Middle

The lowest score was a 2.53 for question #24 "In my school students respect the property of others"; 18.37 strongly agreed or agreed with respect to the property of others. Another low area was a 2.54 for question #27 "In my school students help each other even if they are not friends"; 34.49% strongly agreed or agreed.

24c. Student Perception Data

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

The students scored us low in the area of having multiple learning spaces including a library.One action we will take is to hold a discussion with the board in regards to improving the facilities learning spaces.

To address the area of "Respect" in regards to adults and property we will work to strengthen our PBIS program. We will hold more assemblies discussing respect. We will also hold "Student Round Table" sessions for students to help problem solve within Student Council.

25a. Parent/Guardian Perception Data

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

Parent perception surveys scored the highest in the strand of Purpose and Direction and Teaching and Assessing for Learning. We scored a 5 under Purpose and Direction, "Our schools' purpose statement is clearly focused on student success" and "Our school has established goals and a plan for improving student learning".

25b. Parent/Guardian Perception Data

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

An area that scored lower was Governance and Leadership "Our schools' governing body operates responsibly and functions effectively with a score of 2. "Our schools' governing body does not interfere with the leadership of our school" scored a 3.

25c. Parent/Guardian Perception Data

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

We feel that going forward our school needs to do a better job of informing parents about the board, their policies, and how they interact with our school. We will encourage parents to attend our various meetings in which we will address this area of Governance and Leadership.

26a. Teacher/Staff Perception Data

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

Overall, our staff survey results were very positive. We noticed staff said they enjoyed coming to work, that there are high expectations for work, and they feel like they are appreciated and recognized for quality work.

26b. Teacher/Staff Perception Data

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

Even though there were not any low indicators in the staff surveys, we will continue to foster a positive work environment and promote a family oriented environment.

26c. Teacher/Staff Perception Data

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

Even though there were not any low indicators in the staff surveys, we will continue to foster a positive work environment and promote a family oriented environment.

27a. Stakeholder/Community Perception Data

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

At this time we do not have any community partnership surveys; we completed staff, students, and parent surveys.

27b. Stakeholder/Community Perception Data

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

At this time we do not have any community partnership surveys; we completed staff, students, and parent surveys.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

At this time we do not have any community partnership surveys; we completed staff, students, and parent surveys.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Demographic conclusion: In summary, Many factors such as transient students, tardiness, and parents picking up their children early from school have affected the learning environment. Such factors are external and occur because of lack of proper parental responsibility. We will offer more opportunities to educate parents and for parents to dialogue and to receive help.

Process data conclusion: We reviewed the Interim Self-Assessment from the 2014-2015 School year. Our stakeholders rated us highly in all five standards, with our lowest standard being scored 3.67 in the area of Teaching and Assessing Learning. The indicator 3.7 concerning Teacher Mentoring program was rated a 3. We also scored lower, with a level 2, on the indicator 3.9 regarding a formal student mentoring program. On indicator 3.11 our stakeholders rated us with a Level 3 in the area of the professional learning program.
Conclusions: To address our lower areas, we will be improving our Teacher Mentoring program by assigning mentors more formally, keeping more logs for the informal mentor meetings, and sending teachers to other classrooms for observations. While we have many opportunities for students to be mentored by adults informally, we are going to implement a formal student mentoring program. To increase our rating with the professional learning program we will begin a dialogue with our stakeholders concerning this data and define some solutions to gaining more productivity in this area.

Student perception data: By reviewing the student perception surveys we realized that "Respect" overall needs to be a focus of improvement in our building. We also realized that students feel very strongly that staff provide high expectations when it comes to learning and help prepare students for the next level.

Staff perception data: Overall, our staff survey results were very positive. We noticed staff said they enjoyed coming to work, that there are high expectations for work, and they feel like they are appreciated and recognized for quality work. Even though there were not any low indicators in the staff surveys, we will continue to foster a positive work environment and promote a family oriented environment.

Parent perception data: Parent perception surveys scored the highest in the strand of Purpose and Direction and Teaching and Assessing for Learning. We scored a 5 under Purpose and Direction, "Our schools' purpose statement is clearly focused on student success" and "Our school has established goals and a plan for improving student learning". An area that scored lower was Governance and Leadership "Our schools' governing body operates responsibly and functions effectively with a score of 2. "Our schools' governing body does not interfere with the leadership of our school" scored a 3. We feel that going forward our school needs to do a better job of informing parents about the board, their policies, and how they interact with our school. We will encourage parents to attend our various meetings in which we will address this area of Governance and Leadership.

Student achievement conclusions: The academy achieved AYP status for 2009-2012. In 2012-2013, the Academy was recognized as a Reward School with a Top to Bottom Ranking of 39 in the state. The 2013-2014 ranking was 53. The accountability scorecard indicated that Northridge Academy met the state objectives for all students in reading, math, science, writing and social studies. However, the state objectives were not met for the bottom 30% of students in all subjects. The economically disadvantaged students met the state objective in all subject areas: reading, mathematics, social studies and writing, but not Science.

28b. Summary

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

All challenges present a barrier to success. Such challenges that nobody outside of those of us in the building really understands, They have negative impacts on student achievement. Even for schools performing well, student achievement would be that much better if such challenges were void.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Challenges are already being addressed as already stated…We will continue to fight our challenges head-on as best we can. We have stated previously that our challenges are really only the effect. Meaning student transiency is a problem because of parents. They move from city to city, state to state, one side of the city to the next, they go to jail causing their children to be displaced and other negative actions. Parents move so much because they always end up not being able to pay rent where they reside, water gets shut off because they can't pay the bill so they move, lack of transportation is also a factor. The result of such issues is that children are forced to move. Even though we realize that really theres nothing that we a school can do, it does not prevent us from putting measures in place such as parenting classes, resume writing and career readiness workshops and other types of workshops and meetings to better equip our parents so that their lives are enhanced for the betterment of their children. We will continue to create goals, measurable objectives, strategies, and activities within our school improvement plan that will attempt to meet the complex needs of our student population.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	http://www.northridgeflint.com/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Latricia Brown-Coates, School leader, 530 W. Pierson Rd. Flint, MI 48505, (810) 785-8811	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parental Involvement Plan

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

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

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	We need additional computers and hardware for technology integration.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	We have created specific goals/activities/strategies within our school improvement plan to ensure effective integration of technology into the teaching and learning process.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	We provide professional learning opportunities for instructional staff to utilize technology within teaching and learning and give students the opportunities to enhance their literacy in technology. The school is provided resources for technology through the general budget, as well as grant budgeting.	

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

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Latricia Brown-Coates, School leader, 530 W. Pierson Rd. Flint, MI 48505, (810) 785-8811	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	No		

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs assessment was conducted including all stakeholders staff, parents, and students. We collect data from various sources the state assessment, NWEA, Scholastic Reading Inventory, Moby Max, Study Island, curricular assessments, and stakeholder surveys. We discuss the data collected in Data Team meetings, School Improvement Meetings, Grade Level Meetings, Staff meetings, Parent meetings, Annual Title I Meetings, and Board meetings.

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?

Demographic Information
Northridge Academy is a K-8 building with two teachers at each grade level. The middle school has one highly qualified/certified teacher for each core subject area. There is one Title I Interventionist, paraprofessionals, and two Special Education collaborative teachers with one LRE aide working in assistance. The teachers at Northridge Academy have been teaching an average of 6.5 years. There are approximately 322 students. This number has decline since 2014-2015 however, student teacher ratio has been maintained. Northridge Academy has the greatest percentage of economically disadvantaged students in the district. The school services 99% African American with 100% percent in the 2014-2015 school year qualifying for free and reduced lunch services. Our population of homeless students are 8.3%. Our student population is highly transient. Students are constantly moving in and out of the surrounding communities, as well as the state. Even though we offer transportation services, students still struggle to get to school. In spite of this high transient population our school continues to meet and exceed academic, social, and emotional goals and needs of its student population.
Conclusions: Many of these factors affected the learning environment are external and occur because of a parental responsibility. We will offer more opportunities to educate parents and for parents to dialogue and to receive help.

Student Achievement

The academy achieved AYP status for 2009-2012. In 2012-2013, 2013-2014, and 2015-2015 the Academy was recognized as a Reward School with a Top to Bottom Ranking of 39 in the state and in 2013-2014, 2014-2015 ranking was 53. The accountability scorecard indicated that Northridge Academy met the state objectives for all students in reading, math, science, writing and social studies. The state objectives were met for the bottom 30% of students in all subjects: ELA, Mathematics, Social Studies, but not Science. The economically disadvantaged students met the state objective in all subject areas: ELA, mathematics,
social studies and Science.
Analysis of the MEAP 2013-2014 data, the bottom 30 has shown that the need to examine school wide strategies is evident among the following subject areas and subgroups.

In Reading, the bottom 21% of female students needing intervention is and the male population of 36%, 32% of the economically disadvantaged students, and 40% of the students with disabilities and grades 5-8. In Math, the bottom 30%of female students needing intervention is 28.1% and the male population of 31%, 30.6%of the economically disadvantaged students, and 36.8% of the students with disabilities and grades 5-8. 30.8% of homeless students were in the bottom 30%. In Writing, the bottom 30% of female students needing intervention is 21.7%, but less than 10 students took the assessment. The male population of the bottom 30% is 35.5%, 29.6% of the

economically disadvantaged students are in the bottom 30%. This analysis identified that there were no students with disabilities and homeless applicable for the bottom 30% ranking (we have less than 10%) In Social Studies, the bottom 30% of female students needing intervention is 31.3% and the male population of 30%, 33.3% of the economically disadvantaged students, and 50% of the students with disabilities and grades 6th (17.7%) and 8th (42.1%). Less than 10% of homeless students took assessment.

In Science, the bottom 30% of female students needing intervention is 33.3% and the male population of 27.6%, 31.3% of the economically disadvantaged students, and 75% of the students with disabilities and grades 5th (20%) and 8th (40%). Also, further analysis of the data identified that grades 5th - 8th in reading and math showed a significant amount of students that need intensive intervention of school wide strategies to increase student achievement from the bottom 30% to the top 30%. In all subject areas students need intensive interventions.

Further analysis of the 2013-2014 MEAP and the 2014-2015 M-STEP data shows that:

3rd grade - MEAP Reading 73% females were proficient and 63.2% males were proficient. All students were African American or economically disadvantaged resulting in a proficiency of 69.1%. Students with disabilities were <10 but those students without disabilities tested. In M-STEP ELA (12.2%), data indicates that students making adequate progress towards the M-STEP claims were 43.0% in Reading, 53.7% in Writing, 70.7% in Listening and Research/Inquiry.

MEAP Mathematics (23.42) 64.9% females were proficient and 42.1% males were proficient. All students were African American or economically disadvantaged resulting in a proficiency of 56.4%. Students with disabilities were <10 but those students without disabilities tested with 57.1% proficiency.

In M-STEP Mathematics proficiency 7% of all students were proficient in Mathematics.

4th grade - MEAP Reading (39.19) 73.9% females were proficient and 36% males were proficient. All students were African American or economically disadvantaged resulting in a proficiency of 56.5%. Students with disabilities were <10 but those students without disabilities tested with 54.2% proficiency. In M-STEP ELA (17.1%), data indicates that students making adequate progress towards the M-STEP claims were 56.1.0% in Reading, 41.5% in Writing, 68.3% in Listening and 73.2% in Research/Inquiry.

MEAP Mathematics (23.42) 39.1% females were proficient and 34.6% males were proficient. All students were African American or economically disadvantaged resulting in a proficiency of 38.3%. Students with disabilities were <10 but those students without disabilities tested with 36.7% proficiency. M-STEP Mathematics data indicates that 17.1% of students were proficient.

M-STEP Science data indicates that 0% of students were proficient in Science.

5th grade - MEAP Reading (39.19) 94.4% females were proficient and 53.3% males were proficient. All students were African American or economically disadvantaged resulting in a proficiency of 67.4%. Students with disabilities were <10 but those students without disabilities tested with 68.8% proficiency. In M-STEP ELA (34.3%), data indicates that students making adequate progress towards the M-STEP claims were 68.6% in Reading, 51.4% in Writing, 71.4% in Listening and 74.3% in Research/Inquiry.

MEAP Mathematics (23.42) 38.9% females were proficient and 36.7% males were proficient. All students were African American or economically disadvantaged resulting in a proficiency of 34.8%. Students with disabilities were <10 but those students without disabilities tested with 37.5% proficiency. M-STEP Mathematics data indicates that 9% of students were proficient in Mathematics.

M-STEP Social Studies, data indicates that 0% were proficient in Social Studies

6th grade - MEAP Reading (39.19) 72.7% females were proficient and 55.6% males were proficient. All students were African American or economically disadvantaged resulting in a proficiency of 60.7%. Students with disabilities were 0 but those students without disabilities tested with 62.1% proficiency. M-STEP ELA (32.4%), data indicates that students making adequate progress towards the M-STEP claims were 70.6% in Reading, 76.5% in Writing, 91.2% in Listening and 88.2% in Research/Inquiry.

MEAP Mathematics (23.42) 36.4% females were proficient and 22.2% males were proficient. All students were African American or

economically disadvantaged resulting in a proficiency of 28.6%. Students with disabilities were 0 but those students without disabilities tested with 27.6% proficiency. M-STEP Mathematics data indicates that 20.6% of students were proficient.

7th grade - MEAP Reading (39.19) 16.7% females were proficient and 17.9% males were proficient. All students were African American or economically disadvantaged resulting in a proficiency of 16%. Students with disabilities were <10 but those students without disabilities tested with 17.3% proficiency. M-STEP ELA (29.0%), data indicates that students making adequate progress towards the M-STEP claims were 71.0% in Reading, 45.2% in Writing, 48.4% in Listening and 64.5% in Research/Inquiry.
MEAP Mathematics (23.42) <10% females were proficient and 10.7% males were proficient. All students were African American or economically disadvantaged resulting in a proficiency of <10%. Students with disabilities were <10 but those students without disabilities tested with 7.7% proficiency. M-STEP Mathematics, data indicates that 16.1% of students were proficient in Mathematics.

M-STEP Science, data indicates that 6% were proficient in Science.

8th grade - MEAP Reading (39.19) 77.8% females were proficient and 75% males were proficient. All students were African American or economically disadvantaged resulting in a proficiency of 76.7%. Students with disabilities were <10 but those students without disabilities tested with 76.7% proficiency. M-STEP ELA (11.4%), data indicates that students making adequate progress towards the M-STEP claims were 59.1% in Reading, 38.6% in Writing, 65.9% in Listening and 79.5% in Research/Inquiry.
MEAP Mathematics (23.42) <10% females were proficient and 16.7% males were proficient. All students were African American or economically disadvantaged resulting in a proficiency of <10%. Students with disabilities were <10 but those students without disabilities tested with 6.7% proficiency. M-STEP Mathematics, data indicates that 5% of students were proficient in Mathematics.

M-STEP Social Studies, data indicates that 5% of students were proficient in Social Studies.

The Academy generated the following goals to address the identified achievement gaps. All students at Northridge Academy will be proficient in reading, Writing, mathematics, science and social studies. The analysis of the MEAP and M-STEP data has shown that the instructional focus is to be for students to read closely and analytically to comprehend a range of increasing complex texts; produce effective writing for a range of purposes and audiences; employ effective listening skills for a range of purposes and audiences; engage in research/inquiry to investigate topics, analyze, integrate information; explain, apply mathematical concepts and carry out procedures with posed problems in pure and applied mathematics; analyze complex real world scenarios and construct and use models; and construct arguments to support reasoning and to critique the reasoning of others; science process, life, earth and physical sciences, history, geography, civics and government, economics and social studies knowledge
process. Students demonstrated minimal gains in these areas; however, all subgroups are at need for at-risk intervention. Using the school's recommended in-house assessment file, the data indicates that the current programs and processes utilized to address the student skill deficits and address a 50th percentile growth range appear to be slightly ineffective for 8% of our students in ELA (Reading). These data results indicate that 92% of our students are benefitting from the Math and ELA identified instructional strategies used to address the achievement gap. Further disaggregation of the data incorporated within the PA25 plan explains the various grade level performances across grade span and subgroup.

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.

School Improvement Goals

Goal 1: All students at Northridge Academy will become proficient readers and writers in ELA.

Goal 2: All students at Northridge Academy will become proficient in Math.

Goal 3: All students at Northridge Academy will become proficient in Science.

Goal 4: All students at Northridge Academy will become proficient in Social Studies.

The content area that we have not met state proficiency targets in is Science. We feel that our scores were low in this area partly because of the transient student population. We will focusing on Tier 1 instruction to improve Science scores and will be providing interventions through the RtI process. Our subgroup that was the lowest achieving was our Bottom 30%. We included a specific activities and strategies pertaining to the bottom 30% to address this area of need. Students in the bottom 30% will receive tiered interventions from general staff, Title funded, and other grant funded staff through the RtI process.

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?

Since we have a high number of disadvantaged students, we are continuously improving our instruction to meet the needs of all students.We utilize the RtI (Response to Intervention) model to address the needs of all tiers of students. Tier 1 instruction is the first level of instruction provided to all students. We are providing professional development for Tier 1 instruction in all content areas to improve overall teaching. Students that qualify for Tier 2, receive interventions within the classroom, as well as interventions outside of the classroom to improve their student achievement. The lowest performing students receive Tier 3 interventions in small groups or one-to-one settings outside of the classroom. We also offer after-school and summer school opportunities to students who are not meeting state standards.

Component 2: Schoolwide Reform Strategies

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

To address the achievement gap across all grades and among sub-groups, the Academy adopted the National Center Response to Intervention concept. According to the National Center on Response to Intervention (n.d.), the RtI concept is a rigorous system that responds to the needs of all students. Because the Academy's staff and school leader is committed to improving the climate and culture of the learning environment, the staff employs a meaningful system that identifies the learning and behavioral problems of the student, as well as, improve the quality of instruction, provide all students with the best learning opportunities, and assist staff with the identification of learning and other disabilities.The Academy has been a Title 1 school-wide institution since 1999. In 2010-2011, the Academy adopted the RtI concept to address the achievement gap of its at-risk student population. The Academy provides new and returning teachers with professional development to train teachers over the various components of RtI. Upon completion of the training, the teachers and instructional coach analyze and dis-aggregate the reading and math universal assessment data to determine the tier placement of each child. General education teachers' provide whole class instruction utilizing Marzano's research-based instructional strategies. Weekly, bi-weekly and monthly, teachers administer curriculum based formative assessments to monitor student success. Students attaining an 80% or higher in reading and math remain in tier 1. Students who are not maintaining or attaining a benchmark average score of 80% or higher are then placed in tier 2. This tier monitors students who are performing between 70%-79% on the core curriculum concepts. According to the RtI model, tier 2 students receive an additional 30 minutes of instruction each day with a highly-qualified instructional assistant. Each tier 2 cycle is on a six week monitoring schedule. The identified student(s) are monitored bi-weekly during the six weeks by the instructional assistant or general education teacher. If students reach the benchmark before the sixth week, the student is moved back into the tier 1 cycle and another student is substituted in the framework. Those who are not demonstrating progress by the sixth week, are continuously monitored and possibly recommended for tier 3 intensive interventions. The recommendation to the tier 3 cycle is based upon the child not reaching the assessment benchmark score or has a performance score of 69% or below in reading and/or math. Identified tier 3 student(s) in grades K-8 receive one-on-one intervention with an instructional assistant or Title 1 interventionist. The children are exposed to a mix of instructional interventions daily. The instructional assistant and interventionist monitors the child's academic progress weekly. Instructional assistants and interventionist work with tier 3 students to master a reading or

math skill or strategy before moving on. Weekly updates are given to the general education teacher indicating the child's progress. If tier 3 students continue to struggle after receiving intensive intervention, they are evaluated for possible special education services.

To enhance the academic instructional program, the Academy institutionalized the PBIS and 90 minute time block to address the achievement gap in 2005. The PBIS model is reviewed annually with the staff through professional development with training being provided for new staff members. The PBIS model is used in conjunction with the RtI concept to support the institutionalization of the 90 minute literacy block. The implementation of this 90 minute block has assisted the learning opportunity for at-risk tier 2 and 3 students providing teachers with additional time to support their learning

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).

Peer tutoring, 90 minutes of Reading, Response to Intervention programs and best practices along with educating at-risk youth (subgroups),professional development on DI, graphic organizers, Marzano's strategies, instructional coach (modeling/monitoring/feedback of quality and quantity of instruction), hands-on activities and meaningful content field trips, use of 31a, Title 1 and IIa funds will provide support staff to give targeted instruction and collaboration with teachers, and extended learning day.

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

We chose Response to Intervention (RTI) as our school wide reform strategy to align with our comprehensive needs assessment. While completing our needs assessment, we found that we have a high number of at-risk students. We also found that our bottom 30% of students were not meeting state standards across all subject areas. Response to Intervention allows us to service all students, on all levels, through all tiers. Our needs assessment also indicated that at-risk students need behavior support, therefore we've implemented and are currently monitoring our Positive Behavior Intervention Support (PBIS) program.

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.

Our students are serviced in reading through our tiered reading program, Success For All. Some of the interventions for students include phonics instruction, vocabulary instruction, skill based reading strategies, comprehension strategies, and high interest/low readability text strategies. In Math, students received push-in and pull-out services for small group or one-to-one instruction in math skills. We use our data for Tiers 2 and Tiers 3 to identify the skill deficit for those students in math. Science and Social Studies interventions are provided through reading of non-fiction texts. These interventions are provided within the classroom to all tiers. Technology based software and hardware are incorporated within the classroom to provide tiered instruction in Science and Social Studies

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

We determine if the needs of students are being met, in a variety of ways using multiple data sources. Without any current state assessment data, we must now focus on our local assessments, classroom assessments, and quarterly benchmark assessments to determine if our students' needs are being met. Teachers discuss this data during grade level meetings, data team meetings, staff meetings, and School Improvement meetings. We also survey students and parents to gain feedback about our schools' programs and curriculum. We utilize these surveys to determine if changes need to be made which impact student achievement and needs.

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 instructional paraprofessionals meet the NCLB requirements for being 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 instructional teachers meet the NCLB requirements for being highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The 2015-2016 turnover rate was 37% which is slightly higher than the previous year's turnover.

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

9 teachers: 0-4

3 teachers: 5-9

2 teachers: 10-14

2 teachers: 15+

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

The initiatives implemented at the school for attracting and keeping high-quality, highly qualified teachers are:

*competitive salaries and bonuses are offered and extended to teachers annually contingent upon performance appraisals with 50%   of the appraisal rating coming from students gains data on an Authorizer Mandated Assessment

*opportunities for professional development individually and collectively

*active participation in a site-based shared decision-making environment

*mentoring program for new teachers…Teachers are paired with high performing teachers who provide non evaluative peer observations offering suggestive feedback to novice teachers. Mentor teachers provide scaffolding to novice teachers for a minimum of 2 years or as long as needed for the success of the Academy's novice teachers.

*sensitive to the needs of the staff as it relates to their personal and professional commitments

*staff incentives for student achievement, perfect attendance and innovative ideas

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

The initiatives implemented at the district level and from the Leona corporate office for attracting and keeping high-quality, highly qualified Teachers are:

*District attends teacher recruitment fairs to find new professionals for our school

*provides low cost and competitive insurance for employees who elect insurance

*401K options and matching

*competitive salaries and merit bonuses for teachers who demonstrate an ability demonstrate academic growth and student learning.

*opportunities for professional development individually and collectively through New Teacher Academies and other training.

*efficient Human Resource Department

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?

We have implemented a teacher mentor program, as well as identifying experts in each content areas to become lead teachers to offer extra support,as well as the curriculum coach. These two initiatives will provide extra support to teachers that may be struggling in hopes of lowering the turnover rate.

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 receive PD in all core content areas, RTI, classroom management, working with at-risk students, working with parents and involving parents and community, and PBIS program which all align with the findings of our comprehensive needs assessment.

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

Once we have professional learning the implementation is monitored by various stakeholders depending on the type of professional learning. Usually implementation is monitored by the school leader and instructional coach. We discuss the implementation and monitoring of professional learning at staff meetings, grade level meetings, data meetings, and School Improvement meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The school's Professional Learning Plan is complete. The 2016-2017 PD calendar is added as an attachment.	2016-2017 PD Calendar

Component 6:   Strategies to Increase Parental Involvement

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

At Northridge Academy, we value the support of our parents. We encourage parents to be involved in all areas of their child's education by (1) volunteering in the classroom, (2) participating in parent groups (3) participating on the School Improvement team (4) curriculum nights and other education nights (5) interacting with school board. We also ask for input regarding the School wide plan through parent surveys.

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

We strive to promote parent involvement in all areas of our school including the schoolwide plan. We do have a parent group that is scheduled to meet once a month. Our parent group is made up of supportive parents and teachers. This group works together to aid the school in different areas where they see a need. When a need is identified the parents approach our school leader with an idea and together they work out the details. Parents are invited to attend School Improvement meetings. We also have curriculum nights, educational activities, and parent teacher conferences which encourage parent involvement. These events happen on a monthly basis and are advertised on the school marquee, as well as in weekly newsletters and monthly calendars.

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

Our parents are surveyed throughout the year and evaluative questions will be asked pertaining to the school wide plan. We will offer opportunities at parent meetings to provide comments and feedback pertaining to the school wide plan.

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	Northridge Academy does have a Title 1 parent involvement policy. Please see attachment.	2016 Parent involvement Policy

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

For families with limited English proficiency, the academy would provide interpreters for the purposes of such families. All correspondence would be written in both English and the native language that such parents could understand. 1118 (e) 1 - Parents receive reports on assessment data, written in language that is easy for them to understand. Title 1 programming is explained at the parent orientation at the beginning of the school year. Content standards are outlined and explained to parents at the Title 1 parent orientation, which occurs early in the school year. Progress reports go home quarterly, and parent teachers conferences given four times per year.

1118 (e) 2 - Informal training and materials are given to parents as dictated by the needs of the student.

1118 (e) 3 - Northridge Academy has two parents on the School Improvement Team which meets monthly to address any issues, needs, and changes within the Academy to improve systemic and procedural policies, increase sustained academic achievement and meet the needs of the children whom we serve. Parents are invited to monthly parent empowerment meetings in which they actively participates and are given

updates going on affecting our school community. Monthly curriculum meetings, informational meetings regarding information/updates assessments such as our quarterly benchmark assessments, and yearly MEAP/Smarter Balance, or whatever assessment the state finally decides on using is given to parent to keep them abreast of the status of our facilitation of assessments. In addition at our parent appreciations, Mom/son and Dad/daughter, and Parent Social Dances information is given. One other parent activity that involves our parents is our Math Fair with a Flair, Reading with a Purpose, Annual Talent showcase. Monthly news letters, parent letters are distributed for parent involvement/informational purposes. Finally, bring your family to school day is a success at Northridge Academy…For each event Northridge Academy has an attendance rate of at least 70% of its parents. Further the school leader accentuates the importance of parent contact and the maintenance of a weekly parent communication logs. Staff undergo a professional development on how to provide great customer service. Staff are taught how to deescalate parents who are agitated. Parents are weekly communicated with and staff will speak with parents informally as students are being released from school. Parent Compact forms are done every card marking. (e) 3 - BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part -- shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

1118 (e) 4 - Northridge Academy parents work in the school and promotes relationships with community organizations.

1118 (e) 5 - Assessment reports, newsletters, the website, the parent portal and school research are written in a language parents can understand.

1118 (f) For families with limited English proficiency, and who may be migratory, the academy will provide interpreters for the purposes of such families. Interpreters would be available to attend all school-wide functions for the purposes of interpreting information accurately. All correspondence including the school's website would be written in both English and the native language that such parents/could understand. Northridge Academy is ADA approved. If we had more than one floor and needed an elevator then we being a school and having knowledge of needing to be ADA required we would install elevators. Bathrooms are wheelchair accessible with handrails for such families. Parents that are unable to attend meetings or conferences in person, phone conferences can be established in its place.

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

The parental involvement component of the school wide plan will be evaluated through parent and community surveys, teacher, and student surveys. Parents and other stakeholders will also have the opportunity to comment or address concerns about parental involvement through a parent meeting forum. Parents and other stakeholders are also invited to the School Improvement meetings to provide feedback regarding parental involvement. We will also provide a formal evaluation to parents at the end of the school year to evaluate the parental involvement component.

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

The results of the evaluation of parental involvement will be documented and used to revise the parental involvement plan annually.

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

The School Improvement Team, working collaboratively with parents and other stakeholders, developed the current parental compact. The parental compact assures that all students, staff, and parents know the expectations of Northridge Academy.

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

The parent compact is introduced and explained to the parents during Open House, in which all parties sign the compact. Following this interaction, the compact is then reviewed during each Parent Teacher conference, which happens four times per year. During this time, the parents and teachers discuss and agree on the compact and each parties' responsibilities. The parents are welcome to add any additional comments or goals set forth for their child.

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

The parent compact is introduced and explained to the parents during Open House, in which all parties sign the compact. Following this interaction, the compact is then reviewed during each Parent Teacher conference, which happens four times per year. During this time, the parents and teachers discuss and agree on the compact and each parties' responsibilities. The parents are welcome to add any additional comments or goals set forth for their child.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Northridge Academy provides all parents with a School-Parent Compact which is added as an attachment.	2016-2017 Parent Compact

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

Northridge Academy uses both progress reports and report cards which are parent friendly. During conferences as well as open house the progress reports are given to the parents. MDE creates a parent friendly statement, that goes home with each student showing their state assessment results. NWEA (our new Authorizer Mandated Assessment) also has parent friendly reports in a language that parents can understand. NRA holds many parent workshops in which scoring and statements are explained for statewide and local assessments.

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?

Northridge Academy plans time for the pre-kindergarten students to visit the kindergarten classroom to aide in their transition. The time is planned two times a year, as well as, participating in activities with the kindergarten classes. Northridge also holds an annual Kindergarten Round Up, in which pre-k students can participate in educational and socialization activities.

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?

Northridge Academy offers:

Kindergarten Round-Up is held twice per year. This meeting is to identify and register students for our kindergarten program both from within our school as well as reaching out to the community during open enrollment. During this time the parents are made aware of the skills that are recommended for the students to have upon entering kindergarten as well as the skills that will be worked on during kindergarten.

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?

At Northridge Academy, decision making occurs through various levels within the building. All stakeholders, including teachers, are involved in the decision making process regarding results and assessments. Discussions regarding assessment decisions take place in School Improvement Meetings, Staff Meetings, Grade Level meeting, and other meeting forums. Most decisions are voted upon by staff regarding assessment decisions.

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

Teachers and other instructional staff are included in data analysis, and use that analysis to drive instruction. A data coach analyzes, discusses, and reviews student achievement data with instructional staff to identify students' academic strengths and deficiencies. Student Achievement Data is discussed at data team meetings, grade level meetings, collaborative team meetings, staff meetings, as well as School Improvement meetings. The analysis of data is an ongoing process that the teachers utilize to provide systematic and targeted skill instruction to all tiers of students.

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.

To identify students who experience difficulty mastering the State's academic achievement assessment standards, we first look at the state assessment results (when available). We then use a universal screener as a second measure of academic achievement. In 2015-2016 our authorizer mandated the use of NWEA assessment. During the summer of 2015-2016, all teachers received professional development on the NWEA assessment. After our professional development, we will work as a collective staff to determine entry and exit scores from NWEA for students who may be identified for extra support. We also accept teacher recommendations identifying students for extra academic support. With the help of our Data Coach, we analyze all of this data concerning student achievement to determine if a student needs extra academic supports.

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?

Each classroom receives additional support in the form of paraprofessionals, Title I teachers, 31 a teachers, or other academic tutors. The assistants work with students who are not mastering the State's academic achievement standards. This academic support is provided through small group instruction or one-one-instruction. Students receive interventions in the core subject areas during school, after school,and during summer school. The interventions may include:

ELA:
Reading
Grade Span K-8
-SFA (Success for All Reading)
-Study Island
-Title I Teacher
-Paraprofessional support
-Use of web based software for interventions
-VocabularyDevelopment
Writing
Grade Span K-8
-Note taking and graphic organizers
-Writing Across Curriculum
Math
Grade Span K-8
-Title I Math Interventionist
-Paraprofessional support
-Use of math manipulatives

-Use of web based software for interventions

-Academic Vocabulary Development

Science

Grade Span K-8

-Use of non-fiction and expository texts

-Use of web based software and technology

-Study Island

-Use of trade books, magazines, newspapers

-Extended Learning Opportunities (field trips)

-Academic Vocabulary Development

Social Studies

Grade Span K-8

-Use of non-fiction and expository texts

-Explicit teaching of text features i.e. charts, graphs, maps, captions, etc.

-Academic vocabulary development

All students are exposed to the core curriculum and monitored for weekly mastery of unit objectives. Students who are not demonstrating mastery of the core curriculum, after six weeks of exposure to differentiated instruction, may receive tier 2 interventions or additional academic support within the classroom.Students who are still not mastering objectives may be recommended for tier 3 services for a more intensive academic intervention.

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

The individual needs of students are addressed through differentiated instruction through a variety of means. Students are tiered and receive instruction in whole group, small group, and individual instruction. A variety of instructional strategies are used and students are engaged in various lesson types such as direct, indirect, collaborative/group activities, and centers. Marzano's strategies are incorporated into daily instruction. Student data is collected and analyzed by the data coach and instructional staff to determine targeted instruction for each student.

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.

Our resources from Title I, IIA, and 31a are combined into the Schoolwide Consolidated Grant and will support our Response to Intervention tiered instruction, PBIS (Positive Behavior Intervention System), and Success for All Reading Intervention Program, as well as the content areas of reading, math, science, and social studies.

Title I: Title I Teachers, Paraprofessionals, Summer School Program, After-School Program, Educational Field Trips, PBIS incentives/rewards, intervention materials, site licenses for online software and tools, technology, SFA materials, Instructional Coach, Data Coach,

Parent Liaison, Transportation for educational field trip

Title IIA: Professional Development

31a: Behavior Management Specialist, Security

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. Comprehensive needs assessment-General Fund School improvement committee and data entry team meeting to analyze student data. Also, Title I, 31 a staff participate in collaboration and planning process.
2. School-wide reform strategies-Title I, Title II-A, 31a Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS), additional in-class assistance, small group, "push-in" and "pull out" when needed to improve necessary skills during and after school tutoring program, (2) Title 1 Interventionist, Reading A-Z, Instructional Coach, Data Coach, Study Island, Parent Involvement Coordinator and Instructional Coach
3. Instruction by highly qualified professional staff-Title II-A, collaboration meetings, grade-level meetings, high yield strategies for reading and math, data team meetings, analysis of data, ongoing KC4 curriculum alignment training, SFA training, National Council for Teacher Mathematics resources, interactive whiteboard training, RtI training, school leader and instructional coach training, Building Academic Vocabulary training, Study Island training,
4. Strategies to attract high quality, highly qualified teachers- General Budget qualified to participate in teacher loan forgiveness program, opportunities for professional advancement,
5. High-quality and ongoing professional development-Title I, Title II-A
6. Parent involvement-Title I Participate with school improvement plan, Parent Liaison
7. Transition strategies-General Fund Kindergarten Roundup and Preschool transition,
8. Teacher participation in making assessment decisions-General Fund, Title I, 31 a
9. Timely additional assistance to students- General Fund, Title I and Section 31a At-Risk
10. Coordination and integration of federal, state and local programs and resources-Food and Drug Free Program, staff development

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.

The Academy partners with the local Genesee Intermediate School District (GISD) to provide educational services appropriate to all students. For instance, the Academy uses the Michigan Model program which discusses social and emotional health highlighting safety, alcohol and drug abuse along with safety and violence prevention. The GISD also partners with the Academy to teach K-6 EPEC, Exemplary Physical Education Curriculum. The Academy utilizes State funds to meet the middle school curriculum for fulfilling the Educational Development plan. The Academy uses federal and state funds to provide Free and Reduced lunch services to qualifying students. The Academy has a full time social worker on staff, who offers behavior modification, peer interaction, and independent and responsible student behavior for the at-risk students in the 31a program. We also offer information on access to community programs for assistance

Evaluation:

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

The school will evaluate the school wide program annually through the School Improvement process, as well as the MDE Program Evaluation Tool. All stakeholders continuously analyze data and monitor the use of the school wide strategies. The data concerning the implementation of the school wide program is discussed frequently at grade level meetings, staff meetings, and School Improvement meetings.

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.

In previous years, Northridge Academy evaluated the results achieved by the school wide program by disaggregating and analyzing the MEAP assessment to determine student growth and performance in all core subject areas. Going forward we will analyze the data from the M-step assessment as soon as it is available and then compare it to our local assessment.

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.

The school leader, with support of the Ferris State Partnership Offices and the Leona Group Quality School Initiative Program monitors the progress of the School Improvement Plan, professional development plan, and student progress. The ongoing systematic process of analyzing data from the state assessment, local assessment (NWEA), classroom data, and stakeholder surveys are used to determine the progress of the educational 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 continuous school improvement process is used at Northridge to revise the school wide plan as necessary. Once all forms of data are analyzed by all stakeholders (parents, staff, and students), the School Improvement team may revise and edit the school wide plan based on recommendations and data.

Single Building District Improvement Plan 2016-17

Overview

Plan Name

Single Building District Improvement Plan 2016-17

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 at Northridge Academy will become proficient readers and writers in ELA.	Objectives: 2 Strategies: 11 Activities: 28	Academic	$284200
2	All students at Northridge Academy will become proficient in Math.	Objectives: 2 Strategies: 7 Activities: 20	Academic	$328750
3	All students at Northridge Academy will become proficient in Science.	Objectives: 2 Strategies: 8 Activities: 18	Academic	$157500
4	All students at Northridge Academy will become proficient in Social Studies.	Objectives: 2 Strategies: 8 Activities: 18	Academic	$107000
5	All students at Northridge Academy will participate in a Positive Behavior Intervention Support (PBIS) program to improve behavior throughout school and content areas.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: All students at Northridge Academy will become proficient readers and writers in ELA.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 80% or higher in English Language Arts by 06/16/2017 as measured by State Assessment, Scholastic Reading Inventory,(SRI) Authorizer Mandated Assessment (NWEA) , Moby Max, Naiku (formative and summative assessment tool), Quarterly common assessment (Management Company) RtI Tiering..

Strategy 1:

Data-Driven Decision Making - Staff will review various sources of data to make decisions for instruction, lesson delivery and curriculum. Decisions will be made to monitor the implementation of reading strategies and best practices to ensure students are mastering grade level content at least 80% on standardized and curriculum based assessments.

Category: English/Language Arts

Research Cited: To be reviewed

Tier: Tier 1

Activity - Analyze Data in Various Meetings (Data team, Grade Level, SIP and Staff meetings)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State Assessment, Moby Max, Authorizer Mandated Assessment (NWEA), SRI, and Naiku formative and summative assessments will be the data discussed in grade level meetings, SIP meetings, content level meetings and data team meetings to determine best practices that need to be utilized in the classroom, summer school and afterschool tutoring,	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$0	No Funding Required	School leader, instructional coach, data coach, instructional staff, general and special staff

Activity - Data Resources to Guide Instruction And Measure Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State Assessment, Moby Max, Authorizer Mandated State Assessment(NWEA) , and SRI will be measures used to determine placement in Tiers for reading and writing.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$25000	Title I Schoolwide	School leader, data coach, instructional coach, general instructional staff, and special education team

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data coach gathers, evaluates, and analyzes essential data that documents the teaching and learning process to give feedback to teachers, parents and students on their progress and effectiveness of lesson delivery. The Data Coach also facilitates data driven meetings with staff, students, and parents.	Monitor	Tier 1	Monitor	08/17/2016	06/16/2017	$60000	Title I Schoolwide	School leader and data coach

Activity - Professional development on understanding and using data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff and school leadership will engage in professional development on understanding data and using results for instructional decisions and for decisions around school programming.	Professional Learning	Tier 1	Implement	08/17/2016	06/16/2017	$5400	Title I Schoolwide	School leader, instructional coach, instructional staff, data coach,general and special education staff

Strategy 2:

Explicit Comprehension Development - Teachers will utilize explicit and implicit comprehension strategies to teach oral and silent reading skills to improve student proficiency and critical reading skills while reading narrative and informational text.

Category: English/Language Arts

Research Cited: Reading Apprenticeship by Ruth Greenleaf and Critical Literacy Theory

Tier: Tier 1

Activity - Effective Lesson Planning and Delivery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will meet in grade level meetings to plan lessons that document phonics, vocabulary, modifications, tiered instructions, and interventions, resources, objectives, etc. that meet the needs of ALL learners.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$0	No Funding Required	School leader, instructional coach,data coach, instructional staff, and special education teacher.

Activity - Revision of Mapping and Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, teachers will monitor their instruction along with the coach to ensure that they cover all the essential material to prepare the students for career and college readiness. The coach and instructional teachers will update and monitor changes to pacing guides and instruction quarterly.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$0	No Funding Required	School leader, instructional coach, data coach, special ed. teacher, and general education instructional staff.

Activity - Professional development on Best Practices for Reading and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive information on best practices on Reading and Writing for ELA through Professional Development. PD will be planned for at least twice a year to help increase mastery and teachers' skill set.	Professional Learning	Tier 1	Implement	09/01/2016	06/16/2017	$1000	Title I Schoolwide	School leader, instructional coach, data coach, special education teacher, and general education instructional staff.

Strategy 3:

Strengthen the RTI program - An R.T.I. program has been implemented and is being monitored. Title I teachers and tutors are employed and assigned to implement an evidence-based program that is designed to address the achievement deficits of identified at-risk students in the core content areas.

Category: English/Language Arts

Research Cited: RTI Network

Tier: Tier 1

Activity - Tiered Instruction with Success For All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| SFA program will be used to tier reading and writing instruction for students. Instruction will occur for 90 minutes per day at their ability level to address the weaknesses in data. | Implementation | Tier 2 | Implement | 09/01/2016 | 06/16/2017 | $35000 | General Fund | School leader, instructional coach, data coach, special education teacher, and instructional staff. |

Activity - RTI and Data Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will be planned, both weekly (grade level) and monthly (data teams), to examine both local and state assessments to measure student growth and weaknesses in mastery/comprehension of skills/standards. Administration will attend with teachers, paraprofessionals, support and ancillary staff.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$0	No Funding Required	School leader, coach, data coach, special education teacher, and general education instructional staff.

Activity - Professional development on RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On site and off site PD opportunities will be given and offered to all staff to effectively implement tiered instruction and targeted instruction.	Professional Learning	Tier 1	Implement	09/01/2016	06/16/2017	$1000	Title I Schoolwide	School leader, data coach, instructional coach, special education teacher, and general education instructional staff.

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

| Targeted tutoring, designed and planned from use of data from Authorizer mandated assessement will be offered to at risk students during the school day, after-school tutoring and summer school who scored below grade level and proficiency. Tutors and teachers will implement meaningful and relevant lessons that address the weaknesses of all students. | Direct Instruction | Tier 2 | Implement | 09/01/2015 | 06/17/2016 | $35000 | Title I Schoolwide | School leader, teachers and support staff (paraprofessionals) |

Activity - Professional development on practices for effective leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	09/01/2015	06/17/2016	$3500	Title I Schoolwide	School leader, data coach, instructional coach.

Strategy 4:

Implementation of Success For All with Fidelty - An effective-research based reading program will be monitored and implemented throughout all grades with all teachers to address the areas of concern and for the students at Northridge Academy who are on target. Students will read on their grade level during 90 minutes with their peers, while focusing on all areas of reading such as fluency, decoding, vocabulary, comprehension, phonics. Some writing in response to reading occurs during this time. Assessments will be given to move students in groups according to their level with individual and whole group instruction.

Category: English/Language Arts

Research Cited: Success For All Literature and Professional Development

Tier: Tier 1

Activity - Professional development Success For All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On site and off site PD opportunities will be planned to ensure students receive effective instruction on reading and writing.	Professional Learning	Tier 1	Implement	09/01/2016	06/16/2017	$7500	Title I Schoolwide	School leader, instructional coach, data coach, general and special education teachers.

Activity - Leveled Readers and ELA Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide 90 minutes of instruction through means of guided, independent practice, and group work to students. Teachers will use Hi interest/Low Level Readers in all content areas to promote mastery. Supplemental materials will be used to support the common core as well.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$3300	Title I Schoolwide	School leader, instructional coach, data coach, and general and special education teachers

Strategy 5:

Reading and Writing Across the Curriculum - Teachers will incorporate research-based practiced for reading in ALL subjects across the curriculum to address fluency,

comprehension and test taking skills.

Category: English/Language Arts

Research Cited: To be reviewed

Tier: Tier 1

Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Graphic organizers will be used for each lesson to give all students a chance to represent their knowledge and understanding in various ways.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/16/2017	$0	No Funding Required	School leader, data coach, instructional coach, general and special education teachers.

Activity - Use of Marzano's Strategies and Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Marzano's strategies and best practices to drive instruction to receive optimal results from students. These strategies will be documented in both lesson planning and pacing and mapping guides.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/16/2017	$0	No Funding Required	School leader, instructional staff, special education teacher, and instructional coach.

Activity - Modeling of the Six Traits for Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model the six best practice traits of writing for students. Teachers will provide rubrics and checklists to enable students to create their own exemplar writing.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	No Funding Required	School leader, instructional coach, and general instructional staff, and special education teacher.

Strategy 6:

Vocabulary Development - District Staff will utilize and implement research-based vocabulary program to improve student vocabulary development in narrative and informational comprehension text.

Category: English/Language Arts

Research Cited: To be reviewed

Tier: Tier 1

Activity - Use of D.I. Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
D.I. will be the research based strategy that is the focus of curriculum, instruction and assessment to drive instruction and improve student understanding and Tier 1 instruction.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	No Funding Required	School leader, general and special education teacher, and coach.

Strategy 7:

Use of Instructional and Data Coach - Instructional Coach will plan, evaluate and monitor for student interventions and meeting to discuss progress monitoring to move instruction. The Data Coach will analyze data to provide assistance to teachers in planning targeted instruction and interventions.

Category: English/Language Arts

Research Cited: The Leona Group Model and Support

Tier: Tier 1

Activity - Monitoring Daily Use of Marzano's Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Instructional coach will monitor teachers' daily instruction of Marzano's Strategies.	Monitor	Tier 1	Monitor	09/01/2016	06/16/2017	$22000	Title I Schoolwide, No Funding Required	School leader, instructional coach, data coach, instructional staff, and special education teacher.

Activity - Give Timely Feedback to Instructional Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will provide timely feedback on instruction to instructional staff.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$0	No Funding Required	School leader, instructional coach and instructional staff

Strategy 8:

Increase Parental and Community Involvement - School will provide opportunities to instruct/inform parents on how to assist their children with homework and familiarize themselves with the daily operations and expectations for all students in all content areas. These opportunities may include curriculum nights, School Improvement meetings, Reading Nights, and other informational parent sessions.

Category: School Culture

Research Cited: Various websites and literature

Tier: Tier 1

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

| The School Leader, Instructional Coach, Data Coach, Instructional Staff, and Parental Involvement Coordinator will strategically plan reading nights throughout the year to inform parents of best practices, curriculum expectations, and materials used to increase academic student growth. | Parent Involvement | Tier 1 | Monitor | 09/01/2016 | 06/16/2017 | $1000 | General Fund | School Leader, Instructional Staff, Instructional Coach, Data Coach, Support Staff, Special Education Teacher, and Parent Involvement Coordinator. |

Activity - Parent Involvement Coordinator and Home School Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement Coordinator and Home School Liaison will assist in making connections between the school, parents, and families in communicating expectations to impact student achievement.	Parent Involvement	Tier 1	Monitor	09/01/2016	06/16/2017	$20000	Title I Schoolwide	School Leader and Parental Involvement Coordinator

Activity - Reading Mania Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Throughout the month of March parents and other community members are invited to volunteer within the classroom, read to students, participate in Reading/Game nights, and other reading classroom activities.	Parent Involvement	Tier 1	Monitor	03/01/2017	03/31/2017	$500	Title I Part A	School Leader, Instructional Coach, Data Coach, Instructional Staff, Support Staff, Special Education Teacher, parents, community, and Parent Involvement Coordinator.

Strategy 9:

Implement and Monitor PBIS System - The teachers will implement and the administration team will monitor the PBIS system to limit classroom disruption and maximize student learning. All teachers will adhere consistently to the PBIS policy to decrease behavior issues during instruction.

Category:

Research Cited: Various websites and literature

Tier: Tier 1

Activity - Use of PBIS to manage student behaviors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use the PBIS color system, monitor daily behaviors of students and increase student learning time in grades K-8. Teacher teams will meet to analyze the Power School data on referrals to guide and change scheduling or instructional delivery. Teacher and student incentives will reward positive student behaviors and encourage staff to implement with fidelity.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/16/2017	$3000	Title I Part A	School Leader, Instructional Staff, Instructional Coach, Data Coach, PBIS Team, Behavior Interventionist, Social Worker, support staff, and Special Education Teacher

Activity - PBIS Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team (Security Guard, Parent Involvement Coordinator, instructional staff, Social Worker, and Behavior Management Specialist) will be assembled to intervene, encourage, and monitor at-risk students.	Behavioral Support Program	Tier 2	Monitor	09/01/2016	06/16/2017	$30000	Title I Part A	School Leader, Security Guard, Parent Involvement Coordinator, Instructional Staff, Social Worker, Behavior Management Specialist, and Special Education Teacher.

Activity - Teacher to Student Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Begin training staff on how to effectively mentor at-risk students in preparation for a formalized teacher to student mentoring program.	Behavioral Support Program	Tier 2	Getting Ready	09/06/2016	06/16/2017	$1000	Title II Part A	School Leader, Instructional Staff, Data Coach, Instructional Coach, Support Staff, Parent Involvement Coordinator, Behavior Interventionist, Social Worker, and Special Education Teacher.

Strategy 10:

Utilization of Technology - Teachers will integrate technology in ELA to ensure mastery, address areas of weakness, engage learners, introduce lessons in common core, measure understanding and prepare students for career and college readiness.

Category:

Tier: Tier 1

Activity - Use of Hardware/Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will plan and budget for the consistent use of Promethean boards, laptops, desktops, Mobi boards, and document cameras, and other technology that can improve overall academic achievement. Technology will be an avenue as to stimulate, engage, and assess the students.	Technology	Tier 1	Implement	09/01/2016	06/16/2017	$30000	Title I Schoolwide	School Leader

Measurable Objective 2:

A 20% increase of Students with Disabilities students will demonstrate a proficiency in all standards in English Language Arts by 06/17/2016 as measured by the state assessment.

Strategy 1:

Modified Direct Instruction - Structured, concrete, and individualized instruction to support the acquisition of grade level content for students with disabilities.

Category: English/Language Arts

Research Cited: Journal of Applied Behavior Analysis

Tier: Tier 1

Activity - Collaborative Team Planning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly or bi-weekly planning sessions between general classroom teachers, the special education collaborative teacher, and the LRE aide (if applicable) in which all participants will discuss how grade level content should be modified or adjusted to support students with disabilities, while working towards IEP goals and mastering grade level content. Student achievement data, pre/post tests, and other classroom assessment data will be reviewed during these meetings to measure progress.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	General Fund	General education teachers, special education teachers, LRE aids (if applicable), social worker, school psychologist, speech therapist, support staff, data coach, Instructional Coach and School Leader

Goal 2: All students at Northridge Academy will become proficient in Math.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Male Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency of 80% mastery in the areas of number sense, Operations and Algebraic Thinking, Number and Operations in Base Ten,Measurement and Data,Geometry   in Mathematics by 06/16/2017 as measured by State Assessment, Scholastic Math Inventory,(SMI) Authorizer Mandated Assessment (NWEA), Moby Max, Naiku formative and summative assessments, Quarterly common assessments through management company, RtI Tiering, Progress in Math supplemental resources..

Strategy 1:

Differentiated Instruction - Instructional staff will implement effective researched-based and developmentally appropriate strategies that are designed to increase

student understanding of mathematical concepts and skills utilizing best practices.

Category: Mathematics

Research Cited: NA

Tier: Tier 1

Activity - Professional development on DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Instructional staff will participate in a series of professional development on math strategies that will incorporate the use of graphic organizers, math games, use of manipulatives, use of interactive hands-on experiments that will equip instructional staff to implement an array of activities.	Professional Learning	Tier 1	Implement	08/15/2016	06/16/2017	$1000	Title I Schoolwide	School leader, Instructional Coach, Data Coach, instructional staff, and special education teacher

Activity - Analyze Data to Monitor D.I./Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach along with administration will collect various sources of data such as grade books, lesson plans, and teacher created and curriculum assessments in grade level and content area meetings. Data team will regularly take place to guide instruction and planning for Tier 1, 2 and 3.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$22000	Title I Schoolwide	Data Coach, Teachers, School Leader, special education teacher, and Instructional Coach.

Activity - Monitor Implementation with Fidelity of D.I.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a daily and weekly basis, the instructional coach will give feedback to the teachers regarding the effective implementation of strategies that address and engage all learners to guide and inform instruction. Checklist will be utilized to document the process of recording and giving feedback to the staff regarding D.I.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/16/2017	$22000	Title I Schoolwide	Instructional Coach, School leader, Data Coach, Teachers, and Special education teachers.

Activity - Increase Use of Hands-On Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Instructional staff will plan activities using base ten blocks, activity playing cards, counters, graphing materials, rulers, protractors, dice and other manipulatives. | Direct Instruction | Tier 1 | Monitor | 09/01/2016 | 06/16/2017 | $3000 | Title I Schoolwide | School leader, data coach, instructional coach, general instructional staff, and special education teacher. |

Strategy 2:

Utilization of Technology - Teachers will integrate technology in mathematics to ensure mastery, address areas of weakness, engage learners, introduce lessons and common core, measure understanding and prepare students for career and college readiness.

Category:

Research Cited: n/a

Tier:

Activity - Use of Hardware/Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will plan and budget for the consistent use of promethean, laptops and desktops and constructive use of cell phones. Technology will be an avenue as to stimulate, engage and assess the students.	Technology	Tier 1	Implement	09/01/2016	06/16/2017	$47500	General Fund, Title I Schoolwide	School leader, instructional staff

Activity - Use of Software/Site Licenses/Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize Study Island, Authorizer Mandated Assessment (NWEA), and other adaptive software to gauge and measure mastery levels. Other software, such as Brain Pop, and including the above listed, will be utilized for specific math interventions.	Technology	Tier 1	Implement	09/01/2016	06/16/2017	$12000	Title I Schoolwide	School Leader, Instructional Coach, Teacher, Instructional Coach, and Special Education teacher

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

Instructional staff will engage in on-site and off-site PD that will prepare instructional staff to educate staff on technology and the impact of it on student success.	Professional Learning	Tier 1	Implement	08/15/2016	06/16/2017	$1000	Title I Schoolwide	School leader, instructional staff, data coach, instructional coach, special education teacher, and support staff.

Strategy 3:

Strenghten Response to Intervention Program - A Response to Intervention program (screeners, progress monitoring tools, assessments) has been effectively

implemented and is being monitored. 31a and Title 1 teachers and tutors are employed and assigned to implement an evidence-based program that is designed to

address the achievement deficits of identified at-risk students in the area of math.

Category:

Research Cited: RTI Network

Tier: Tier 1

Activity - Use of Academic Support Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data and instructional coach will drive the RTI process when analyzing data for universal screeners, diagnostic tools, progress monitoring tools and other form of data (behavioral and academic) to tier students and provide them the essential targeted tutoring by teachers and support staff with supplemental materials.	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$44000	Title I Schoolwide	School leader, data coach, instructional coach, instructional staff, special education teacher, and support staff.

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

Target tutoring, designed and planned from use of data (State Assessment and Authorizer Mandated Assessment (NWEA) will be offered to at risk students during the school day, after-school tutoring and summer school who scored below grade level and proficiency, Tutors and teachers will implement meaningful and relevant lessons that address the weaknesses of all students.	Direct Instruction	Tier 2	Implement	09/01/2016	06/16/2017	$35000	Title I Schoolwide	School leader, teachers, data coach, instructional coach, and support staff (paraprofessionals)

Activity - Evaluation of Academic Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration staff along with instructional staff will use MDE evaluation tool to access planning and evaluation of all programs related to academic achievement and growth.	Evaluation	Tier 1	Evaluate	09/01/2016	06/16/2017	$0	No Funding Required	School leader, instructional coach, data coach, instructional staff, special education teacher, and support staff.

Activity - Professional development on RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will engage in PD on the research based program RTI to promote increase in mastery, utilize best practices to target content areas of concern and use data to drive instruction.	Professional Learning	Tier 1	Implement	09/01/2016	06/16/2017	$750	Title I Schoolwide	School leader, Instructional staff, data coach, instructional coach, special education teacher, and support staff.

Activity - Use of Scholastic Math Inventory and Supplemental Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers and instructional support staff will use SMI as a progress monitoring tools to make decisions that guide instruction and delivery of instruction and tiered interventions. Results will be discussed during data teams meetings to develop a plan of action to address weak areas.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$19500	Title I Schoolwide	School leader, data coach, instructional coach, and instructional staff.

Strategy 4:

Increase Parent and Community Involvement - The school will provide opportunities to instruct/inform parents and community on how to assist their children with homework and familiarize themselves with the daily operations and expectations for all students for all content areas. These opportunities may include curriculum nights, Math Fair, Math Family Fun Night, School Improvement meetings and other information parent sessions.

Category:

Tier:

Activity - Monthly Curriulum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School leader, coaches and parent involvement coordinator will strategically plan math nights throughout the year to inform parents of best practices (Bloom's Taxonomy), curriculum expectations and materials used to increase academic student growth.	Parent Involvement	Tier 1	Implement	09/01/2016	06/16/2017	$5500	Title I Schoolwide	School leader, coaches, teachers, instructional staff and Parent Involvement Coordinator

Activity - Parent Involvement Coordinator and Home-School Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement Coordinator and Home-School Liaison will assist in making connections between the school, parents and families in communicating expectations to impact student achievement.	Community Engagement	Tier 1	Implement	09/01/2016	06/16/2017	$75000	Title I Schoolwide	School leader, Parent Involvement Coordinator, Home-School Liaison

Strategy 5:

Implement and Monitor PBIS System - The teachers will implement and the administration team will monitor the PBIS system to limit classroom disruption and maximize student learning. All teachers will adhere consistently to the PBIS policy to decrease behavior issues during instruction.

Category:

Research Cited: Various websites and literature

Tier: Tier 1

Activity - Use of PBIS to manage student behaviors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PBIS color system, monitor daily behaviors of students and increase student learning time in grades K-8. Teacher teams will meet to analyze the Power School Data on referrals to guide and change scheduling or instructional delivery. Teacher and student incentives will reward positive student behaviors and encourage staff to implement with fidelity.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/16/2017	$1000	Title I Part A	School Leader, Instructional Staff, Behavior Interventionist, Social Worker, Special Education teacher, Instructional Coach, and Data Coach.

Activity - PBIS Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team (Security Guard, Parent Involvement Coordinator, Behavior Management Interventionist, Instructional Staff, Social Worker) will be assembled to intervene, encourage, and monitor at-risk students.	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/17/2016	$30000	Title I Schoolwide	School Leader, Security Guard, Parent Involvement Coordinator, Behavior Management Specialist, Instructional Staff, Social Worker, support staff, and Special Education Teacher.

Activity - Teacher to Student Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Begin training staff on how to effectively mentor at-risk students in preparation for a formalized teacher to student mentoring program.	Behavioral Support Program	Tier 2	Getting Ready	08/15/2016	06/16/2017	$1000	Title II Part A	School Leader, Instructional Coach, Data Coach, Behavior Interventionist, Social Worker, Instructional Staff, Support Staff, and Special Education Teacher.

Strategy 6:

Professional Development in Best Practices - Teachers will be provided with Professional Development opportunities throughout the year on high-yield best practice math strategies to enhance math instruction. An Instructional Coach, Math Coach, and Data Coach will provide ongoing and job embedded professional development to instructional staff concerning math instruction.

Category:

Tier: Tier 1

Activity - Professional Development in Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on increasing critical thinking skills for students through math instruction.	Professional Learning	Tier 1	Implement	08/15/2016	06/16/2017	$5000	Title II Part A	School Leader, Instructional Coach/Math Coach, Data Coach, Instructional Staff, Support Staff, and Special Education Teacher.

Activity - Professional development on practices for effective leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1		08/03/2015	06/30/2016	$3500	Title II Part A	School leader, data coach, instructional coach or content area coaches

Measurable Objective 2:

A 20% increase of Students with Disabilities students will demonstrate a proficiency in all standards in Mathematics by 06/17/2016 as measured by the state assessment.

Strategy 1:

Modified Direct Instruction - Individualized, concrete, and structured instruction to support the acquisition of grade level content for students with disabilities.

Category: Mathematics

Research Cited: Journal of Applied Behavior Analysis

Tier: Tier 1

Activity - Collaborative Team Planning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly or bi-weekly planning sessions between general classroom teachers, the special education collaborative teacher, and the LRE aide (if applicable) in which all participants will discuss how grade level content should be modified or adjusted to support students with disabilities, while working towards IEP goals and mastering grade level content. Student achievement data, pre/post tests, and other classroom assessment data will be reviewed during these meetings to measure progress.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	General Fund	General classroom teachers, special education teachers, LRE aids, social worker, school psychologist, speech therapist, support staff, data coach,Instructional Coach and School Leader.

Goal 3: All students at Northridge Academy will become proficient in Science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 80% or higher in Science by 06/16/2017 as measured by State Assessment, Authorizer Mandated Assessment, Moby Max and Naiku formative and summative assessments, Quarterly, and progress monitoring tools.

Strategy 1:

Evidence-Based Science Instruction - Instructional Staff will implement effective, research-based science strategies to improve student proficiency in constructing scientific knowledge.

Category: Science

Research Cited: Classroom Instruction that Works by Robert Marzano

Tier: Tier 1

Activity - Use of Marzano's Strategies and Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A list of research and evidence based strategies will be implemented on a daily basis in all content areas to represent skills in different ways to meet the needs of learners.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	No Funding Required	School leader, coach, data coach, general instructional staff, support staff, and special education teacher

Activity - Explicit Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary and related content vocabulary into daily classroom instruction to increase comprehension of science knowledge.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	No Funding Required	School leader, coach and instructional staff, science interventionist, and support staff.

Activity - Hands-On Learning and Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide hands on activities and manipulatives to help students make connections to help increase mastery. Daily and weekly projects will be documented in lesson plans and mapping/pacing guides.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$5000	General Fund	School leader, coach and instructional staff, science interventionist, special education teacher, and support staff.

Activity - Daily Scientific Inquiry Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Bloom's Taxonomy when designing lessons. Teachers will utilize the scientific inquiry process on a daily basis to help students familiarize themselves with the steps needed to complete a successful experiment and process.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$3000	General Fund	School leader, coach, data coach, instructional staff, special education teacher, and support staff.

Strategy 2:

Extended and Additional Learning Opportunities - Multiple avenues will be used such as after school, summer school, RTI tiered program and processes to meet the needs of ALL learners. Data from these different avenues will be discussed during data team meetings, SIP meetings, and staff meetings to determine if strategies are effective and progressing students. 31A and title I teachers and paraprofessionals will be employed and assigned to implement an evidence based program that is designed to address the achievement deficits of identified students in the area of science.

Category:

Research Cited: RTI network

Tier:

Activity - Off Campus Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be exposed to different cultures, systems, exhibits to help make connections to everyday life to help with mastery of informational text that students' struggle with.	Field Trip	Tier 1	Implement	09/01/2016	06/16/2017	$2500	General Fund	School leader, coach, instructional staff, and support staff.

Activity - Staff Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A science consultant will perform needs assessments through observation of teaching staff. Feedback will be given immediately to teaching staff and administration to further guide instruction. Consultant will provide staff professional developments that incorporates scientific inquiry and science processes through use hands-on manipulatives.	Direct Instruction	Tier 1	Implement	08/15/2016	06/16/2017	$15000	Title I Schoolwide, General Fund	School leader, coach and instructional staff, science consultant.

Activity - After School Tutoring/Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted tutoring, designed and planned from use of data (State assessment and Authorizer Mandated Assessment will be offered to at-risk students during the school day, after-school tutoring and summer school who scored below grade level and proficiency. Tutors and teachers will implement meaningful and relevant lessons that address the weaknesses of all students.	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$35000	Title I Schoolwide	School leader, teachers, and support staff (paraprofessionals)

Strategy 3:

Strengthen the RTI Program - An RTI (Response to Intervention) program has been implemented and is being monitored. Title I teachers and tutors are employed and assigned to implement an evidence-based program that is designed to address the achievement deficits of identified at-risk students in the core content areas.

Category:

Research Cited: RTI Network

Tier: Tier 1

Activity - Using Non-fiction/High Interest Science Text Across Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will provide non-fiction reading materials to students such as newspapers, magazines, and trade books to reinforce knowledge in science curriculum	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$1500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Special Education Teacher, Instructional Coach, and Data Coach.

Activity - Utilize Web Based Software to Enhance Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide tiered interventions to students using web based software to enhance knowledge in science curriculum. i.e. Discovery Education, Brain Pop, Study Island, and Moby Max.	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$2000	Title I Part A	School Leader, Instructional Staff, Support Staff, Special Education Teacher, Instructional Coach, and Data Coach.

Strategy 4:

Implement and Monitor PBIS System - The teachers will implement and the administration team will monitor the PBIS system to limit classroom disruption and

maximize student learning. All teachers will adhere consistently to the PBIS policy to decrease behavior issues during instruction.

Category:

Research Cited: Various websites and literature

Tier: Tier 1

Activity - Use of PBIS to manage student behaviors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will use PBIS color system, monitor daily behaviors of students and increase student learning time in grades K-8. Teacher teams will meet to analyze Power School data on referrals to guide and change scheduling or instructional delivery. Teacher and student incentives will reward positive student behaviors and encourage staff to implement with fidelity. | Behavioral Support Program | Tier 1 | Monitor | 09/01/2016 | 06/16/2017 | $3000 | Title I Schoolwide | School Leader, Instructional Staff, Instructional Coach, Data Coach, Support Staff, Behavior Interventionist, Social Worker, and Special Education Teacher. |

Activity - PBIS Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team (Security Guard, Parent Involvement Coordinator, Instructional Staff, Behavior Management Interventionist, Social Worker) will be assembled to intervene, encourage, and monitor at-risk students.	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/17/2016	$30000	Title I Part A	School Leader, Instructional Coach, Data Coach, Security Guard, Parent Involvement Coordinator, Social Worker, Instructional Staff, Support Staff, and Special Education Teacher.

Activity - Teacher to Student Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Begin training staff on how to effectively mentor at-risk students in preparation for a formalized teacher to student mentoring program.	Behavioral Support Program	Tier 2	Getting Ready	09/01/2015	06/17/2016	$1000	Title II Part A	School Leader, Behavior Interventionist, Social Worker, Instructional Staff, Support Staff, Parent Involvement, Parent Involvement Coordinator, Instructional Coach, Data Coach, and Special Education Teacher.

Strategy 5:

Increase Parental and Community Involvement - The school will provide opportunities to instruct/inform parents and the community on how to assist their children with homework and familiarize themselves with the daily operations and expectations for all students in all content areas. These opportunities may include curriculum, School Improvement meetings, Science Fair, and other informational parent sessions.

Category:

Tier: Tier 1

Activity - Science and other curriculum nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The School Leader, Instructional Coach, Data Coach, Instructional staff, and Parent Involvement coordinator will strategically plan science fair nights and other curriculum nights throughout the year to inform parents of best practices, curriculum expectations, and materials used to increase academic student growth.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2015	06/17/2016	$1000	General Fund	School Leader, Instructional Staff, Support Staff, Instructional Coach, Data Coach, Parent Involvement Coordinator, and Special Education Teacher.

Activity - Parent Involvement Coordinator and Home School Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement Coordinator and Home School Liaison will assist in making connection between the schools, parents, and families in communicating expectations to impact student achievement.	Parent Involvement	Tier 1	Monitor	09/01/2016	06/16/2017	$20000	Title I Schoolwide	School Leader and Parent Involvement Coordinator

Strategy 6:

Utilization of Technology - Teachers will integrate technology in Science to ensure mastery, address areas of weaknesses, engage learners, introduce lessons in common core, measure understanding, and prepare students for Career and College Readiness.

Category: Technology

Tier: Tier 1

Activity - Use of Hardware/Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will plan and budget for the consistent use of Promethean boards, lap tops, desktops, document cameras, Mobi boards, and other technology that can improve overall academic achievement. Technology will be an avenue to stimulate, engage, and assess students.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/01/2015	06/17/2016	$30000	Title I Part A	School Leader

Strategy 7:

Professional Development in Best Practices for Science - Instructional Staff will be provided intense Professional Development opportunities for best practice and high

yield science instructional strategies.

Category:

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning opportunities to improve overall Science instruction in high yield best practices including but not limited to academic vocabulary, cross curricular learning, hands on science, critical thinking skills, non-fiction reading strategies, and the Scientific Process.	Professional Learning	Tier 1	Implement	08/15/2016	06/16/2017	$5000	Title II Part A	School Leader, Instructional Coach, Data Coach, Science Consultant, Instructional Staff, Support Staff, and Special Education Teacher.

Activity - Professional development on practices for effective leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/15/2016	07/01/2017	$3500	Title II Part A	School leader, data coach, instructional coach or content area coaches

Measurable Objective 2:

 A 20% increase of Students with Disabilities students will demonstrate a proficiency in all standards in Science by 06/16/2017 as measured by the state assessment.

Strategy 1:

Modified Direct Instruction - Individualized, concrete, and structured instruction to support the acquisition of grade level content for students with disabilities.

Category: Learning Support Systems

Research Cited: Journal of Applied Behavior Analysis

Tier: Tier 1

Activity - Collaborative Team Planning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly or bi-weekly planning sessions between general classroom teachers, the special education collaborative teacher, and the LRE aide (if applicable) in which all participants will discuss how grade level content should be modified or adjusted to support students with disabilities, while working towards IEP goals and mastering grade level content. Student achievement data, pre/post tests, and other classroom assessment data will be reviewed during these meetings to measure progress.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	General Fund	General education staff, special education teachers, LRE aids, social worker, school psychologist, speech therapist, support staff, Instructional coach, data coach, and School Leader.

Goal 4: All students at Northridge Academy will become proficient in Social Studies.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 80% in Social Studies by 06/16/2017 as measured by a State Assessment, Authorizer Mandated Assessment, Moby Max and Naiku formative and summative assessment..

Strategy 1:

Implement and Monitor PBIS System - The teachers will implement and the administration team will monitor the PBIS system to limit classroom disruption and

maximize student learning. All teachers will adhere consistently to the PBIS policy to decrease behavior issues during instruction.

Category: Learning Support Systems

Research Cited: Various websites and literature

Tier: Tier 1

Activity - Use of PBIS to manage student behaviors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Northridge Academy

| Teachers will use PBIS color system, monitor daily behaviors of students and increase student learning time in grades K-8. Teacher teams will meet to analyze the Power School data on referrals to guide and change scheduling or instructional delivery. Teacher and student incentives will reward positive student behaviors and encourage staff to implement with fidelity. | Behavioral Support Program | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | $5000 | Title I Schoolwide | School leader, coach, PBS team, Behavior Interventionist, Social Worker and instructional staff. |

Activity - PBIS Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team (Security Guard, Parent Involvement Coordinator, teachers, instructional staff, Social Worker, and Behavior Management Specialist) will be assembled to intervene, encourage and monitor at risk students.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$20000	Title I Schoolwide	School leader, coach and PBIS team, Behavior Interventionist, Social Worker, and instructional staff.

Activity - Professional Development on PBIS/Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will engage in PD on PBIS practices that will help maintain an orderly learning environment for students.	Professional Learning	Tier 1	Implement	09/01/2016	06/16/2017	$500	Title I Schoolwide	School leader, instructional staff, Data Coach, Instructional Coach, Behavior Interventionist, Social Worker, Special education teachers, support staff, and Parent Involvement Coordinator

Activity - Teacher to Student Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Begin training staff on how to effectively mentor at-risk students in preparation for a formalized teacher to student mentoring program.	Behavioral Support Program	Tier 2	Getting Ready	08/15/2016	06/16/2017	$1000	Title II Part A	Instructional Staff, Data Coach, Instructional Coach, Special Education teacher, support staff, Social Worker, Behavior Interventionist, Parent Involvement Coordinator, and School leader.

Strategy 2:

Extended and Additional Learning Opportunities - Multiples avenues will be used such as after school, summer school, RTI tiered program and processes to meet the needs of ALL learners. Data from these different avenues will be discussed during data team meetings, SIP meetings, and staff meetings to determine if strategies are effective and progressing students.

Category:

Research Cited: RTI Network

Tier: Tier 1

Activity - Off Campus Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to different cultures, systems, exhibits to help make connections to everyday life to help with mastery of informational text that students struggle with.	Field Trip	Tier 1	Implement	09/01/2016	06/16/2017	$3000	Title I Schoolwide , General Fund	School Leader, Instructional coach, Instructional Staff, Data Coach, and Special Education Teacher

Single Building District Improvement Plan

Northridge Academy

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four times per week, students will meet in small groups to receive interventions, in core subject areas, by teachers and support staff, as a result of analyzing State Assessment, Moby Max, Authorizer Mandated Assessment (NWEA), Naiku formative and summative assessments.	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$5000	Title I Schoolwide	School leader, instructional staff, support staff, Instructional coach, Data Coach, and Special Education Teacher

Activity - Targeted Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four weeks during the summer, students will receive small group instruction with supplemental support from teachers and paraprofessionals.	Academic Support Program	Tier 2	Implement	06/19/2017	07/14/2017	$3500	Title I Schoolwide	School leader, Data coach Instructional Coach, Instructional staff, and Special Education Teacher

Strategy 3:

Evidence-Based Instruction - Instructional Staff will implement effective, research-based social studies strategies to improve student proficiency in constructing knowledge.

Category:

Research Cited: To be determined

Tier: Tier 1

Activity - Use of Marzano's Strategies and Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A list of research and evidence based strategies will be implemented on a daily basis in all content areas to represent skills in different ways to meet the needs of learners. | Direct Instruction | Tier 1 | Implement | 08/15/2016 | 06/16/2017 | $0 | No Funding Required | School leader, instructional coach. Data Coach, instructional staff, and Special Education Teacher |

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize academic vocabulary and relate content knowledge to increase Social Studies comprehension for students.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	No Funding Required	School leader, instructional staff, Instructional coach, Data Coach, and Special Education Teacher

Activity - Hands-On Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide hands on activities and manipulatives through the Social Studies Alive and History Alive based curriculum to help students make connections and to increase mastery in the area of Social Studies. Daily and weekly projects will be documented in lesson plans and mapping/pacing guides.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$5000	General Fund	School leader, instructional staff, support staff, Instructional Coach, Data Coach, and Special Education Teacher

Strategy 4:

Strengthen the RTI Program - An RTI program will be implemented. Title I teachers and tutors will be employed and assigned to implement an evidence-based program that is designed to address the achievement deficits of identified in the core content areas.

Category:

Research Cited: RTI Network

Tier: Tier 1

Activity - Using Non-fiction/High Interest Social Studies Text Across Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide non-fiction reading materials to students such as newspapers, trade books, student based magazines to reinforce knowledge in Social Studies curriculum.	Implementation	Tier 1	Implement	09/01/2016	06/16/2017	$1500	Title I Schoolwide	Instructional Staff, Instructional Coach, Data Coach, Special Education Teacher, support staff, and School Leader

Activity - Utilize Web Based Software to Enhance Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide tiered interventions to students using web based software to enhance knowledge in Social Studies curriculum. i.e. Brain Pop, Moby Max	Implementation	Tier 1	Implement	09/01/2016	06/16/2017	$3000	Title I Part A	Instructional Staff, Special Education Teacher, support staff, Instructional Coach, Data Coach, and School Leader.

Strategy 5:

Increase Parental and Community Involvement - The school will provide monthly opportunities to instruct/inform parents and the community on how to assist their

children with homework and familiarize themselves with the daily operations and expectations for all students in all content areas. These opportunities may also include

curriculum nights, game nights, School Improvement meetings, and other informational parent meetings.

Category:

Tier: Tier 1

Activity - Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Leader, teachers, coaches and parent involvement coordinator will strategically plan social studies nights throughout the year to inform parents of best practices, curriculum expectations, and materials use to increase academic student growth.	Parent Involvement	Tier 1	Monitor	09/16/2016	06/16/2017	$1000	Title I Part A	School Leader, Instructional Coach, Data Coach, Instructional Staff, support staff, Special Education Teacher, and Parent Involvement Coordinator.

Activity - Parent Involvement Coordinator and Home School Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement Coordinator and Home School Liaison will assist in making connections between the school, parents, and families in communicating expectations to impact student achievement.	Parent Involvement	Tier 1	Monitor	09/01/2016	06/16/2017	$20000	Title I Part A	Parent Involvement Coordinator, Home School Liaison, and School Leader

Strategy 6:

Utilization of Technology - Teachers will integrate technology in Science to ensure mastery, address areas of weaknesses, engage learners, introduce lessons in

common core, measure understanding and prepare students for career and college readiness.

Category:

Tier: Tier 1

Activity - Use of Hardware/Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Administration will plan and budget for the consistent use of Promethean Boards, lap tops, desk tops, Mobi boards, document cameras, and other technology that can improve overall academic achievement. Technology will be an avenue to stimulate, engage, and assess the students. | Technology | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | $30000 | Title I Schoolwide | School Leader |

Strategy 7:

Professional Development in Best Practices for Social Studies - Instructional staff will receive opportunities throughout the school year on high yield best practice for teaching Social Studies.

Category: Learning Support Systems

Tier: Tier 1

Activity - Professional Development in Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning in high yield best practices for Social Studies Instruction. Areas of professional learning may include but are not limited to non-fiction reading strategies, cross curricular learning, engaging students in social studies content, critical thinking skills, and other best practice for social studies.	Professional Learning	Tier 1	Implement	08/15/2016	06/16/2017	$5000	Title II Part A	School Leader, Instructional Coach, Data Coach, Instructional Staff, Support Staff, and Special Education Teacher.

Activity - Professional development on practices for effective leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/15/2016	06/30/2017	$3500	Title II Part A	School leader, data coach, instructional coach or content area coaches

Measurable Objective 2:

A 20% increase of Students with Disabilities students will demonstrate a proficiency in all standards in Social Studies by 06/16/2017 as measured by the state assessment.

Strategy 1:

Modified Direct Instruction - Individualized, concrete, and structured instruction to support the acquisition of grade level content for students with disabilities.

Category: Learning Support Systems

Research Cited: Journal of Applied Behavior Analysis

Tier: Tier 1

Activity - Collaborative Team Planning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly or bi-weekly planning sessions between general classroom teachers, the special education collaborative teacher, and the LRE aide (if applicable) in which all participants will discuss how grade level content should be modified or adjusted to support students with disabilities, while working towards IEP goals and mastering grade level content. Student achievement data, pre/post tests, and other classroom assessment data will be reviewed during these meetings to measure progress.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	General Fund	General education teachers, special education teacher, LRE aid, school psychologist, social worker, speech therapist, support staff, Instructional coach, data coach, and School Leader.

Goal 5: All students at Northridge Academy will participate in a Positive Behavior Intervention Support (PBIS) program to improve behavior throughout school and content areas.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that is conducive to Northridge Academy's policies and procedures that enables the academy to create a safe and nurturing environment so that the whole child can be taught effectively. in Reading by 06/16/2017 as measured by the monitoring of referral data, the decrease in the number of suspensions and the increase of the number of students who are able to participate in the PBIS celebration..

Strategy 1:

Monitor PBIS System - The teachers will implement and the administration team will monitor the PBIS system to limit classroom disruption and maximize students

learning. All teachers will implement and follow the PBIS policies with fidelity as well as, the students and staff non-negotiables.

Category: Learning Support Systems

Research Cited: Various websites and literature

Tier: Tier 1

Activity - Behavioral Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PBIS color system to monitor daily behavior of students to increase students learning time in grades K-8. Teacher and student incentives will be rewarded for positive student behavior each month. Students and staff will be encourage to use this program with fidelity throughout the school year.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/16/2017	$0	Title I Schoolwide	School leader, PBIS team, Behavior Interventionist, Social worker,and instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Marzano's Strategies and Best Practices	A list of research and evidence based strategies will be implemented on a daily basis in all content areas to represent skills in different ways to meet the needs of learners.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	School leader, coach, data coach, general instructional staff, support staff, and special education teacher
Revision of Mapping and Pacing Guides	Throughout the school year, teachers will monitor their instruction along with the coach to ensure that they cover all the essential material to prepare the students for career and college readiness. The coach and instructional teachers will update and monitor changes to pacing guides and instruction quarterly.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$0	School leader, instructional coach, data coach, special ed. teacher, and general education instructional staff.
Use of Graphic Organizers	Graphic organizers will be used for each lesson to give all students a chance to represent their knowledge and understanding in various ways.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/16/2017	$0	School leader, data coach, instructional coach, general and special education teachers.

Modeling of the Six Traits for Students	Teachers will model the six best practice traits of writing for students. Teachers will provide rubrics and checklists to enable students to create their own exemplar writing.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	School leader, instructional coach, and general instructional staff, and special education teacher.
Evaluation of Academic Programs	The administration staff along with instructional staff will use MDE evaluation tool to access planning and evaluation of all programs related to academic achievement and growth.	Evaluation	Tier 1	Evaluate	09/01/2016	06/16/2017	$0	School leader, instructional coach, data coach, instructional staff, special education teacher, and support staff.
Use of Marzano's Strategies and Best Practices	A list of research and evidence based strategies will be implemented on a daily basis in all content areas to represent skills in different ways to meet the needs of learners.	Direct Instruction	Tier 1	Implement	08/15/2016	06/16/2017	$0	School leader, instructional coach. Data Coach, instructional staff, and Special Education Teacher
Use of Marzano's Strategies and Best Practices	Teachers will use Marzano's strategies and best practices to drive instruction to receive optimal results from students. These strategies will be documented in both lesson planning and pacing and mapping guides.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/16/2017	$0	School leader, instructional staff, special education teacher, and instructional coach.

Effective Lesson Planning and Delivery	Instructional staff will meet in grade level meetings to plan lessons that document phonics, vocabulary, modifications, tiered instructions, and interventions, resources, objectives, etc. that meet the needs of ALL learners.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$0	School leader, instructional coach,data coach, instructional staff, and special education teacher.
Monitoring Daily Use of Marzano's Strategies	Instructional coach will monitor teachers' daily instruction of Marzano's Strategies.	Monitor	Tier 1	Monitor	09/01/2016	06/16/2017	$0	School leader, instructional coach, data coach, instructional staff, and special education teacher.
Explicit Vocabulary Development	Teachers will incorporate academic vocabulary and related content vocabulary into daily classroom instruction to increase comprehension of science knowledge.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	School leader, coach and instructional staff, science interventionist, and support staff.
Use of D.I. Strategies	D.I. will be the research based strategy that is the focus of curriculum, instruction and assessment to drive instruction and improve student understanding and Tier 1 instruction.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	School leader, general and special education teacher, and coach.
Analyze Data in Various Meetings (Data team, Grade Level, SIP and Staff meetings)	State Assessment, Moby Max, Authorizer Mandated Assessment (NWEA), SRI, and Naiku formative and summative assessments will be the data discussed in grade level meetings, SIP meetings, content level meetings and data team meetings to determine best practices that need to be utilized in the classroom, summer school and afterschool tutoring,	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$0	School leader, instructional coach, data coach, instructional staff, general and special staff

Vocabulary Development	Teachers will utilize academic vocabulary and relate content knowledge to increase Social Studies comprehension for students.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	School leader, instructional staff, Instructional coach, Data Coach, and Special Education Teacher
RTI and Data Team Meetings	Meetings will be planned, both weekly (grade level) and monthly (data teams), to examine both local and state assessments to measure student growth and weaknesses in mastery/comprehension of skills/standards. Administration will attend with teachers, paraprofessionals, support and ancillary staff.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$0	School leader, coach, data coach, special education teacher, and general education instructional staff.
Give Timely Feedback to Instructional Staff	Instructional Coach will provide timely feedback on instruction to instructional staff.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$0	School leader, instructional coach and instructional staff

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional development on RTI	Instructional staff will engage in PD on the research based program RTI to promote increase in mastery, utilize best practices to target content areas of concern and use data to drive instruction.	Professional Learning	Tier 1	Implement	09/01/2016	06/16/2017	$750	School leader, Instructional staff, data coach, instructional coach, special education teacher, and support staff.

Staff Professional Development	A science consultant will perform needs assessments through observation of teaching staff. Feedback will be given immediately to teaching staff and administration to further guide instruction. Consultant will provide staff professional developments that incorporates scientific inquiry and science processes through use hands-on manipulatives.	Direct Instruction	Tier 1	Implement	08/15/2016	06/16/2017	$10000	School leader, coach and instructional staff, science consultant.
Professional Development on Technology Integration	Instructional staff will engage in on-site and off-site PD that will prepare instructional staff to educate staff on technology and the impact of it on student success.	Professional Learning	Tier 1	Implement	08/15/2016	06/16/2017	$1000	School leader, instructional staff, data coach, instructional coach, special education teacher, and support staff.
Professional development on DI	Instructional staff will participate in a series of professional development on math strategies that will incorporate the use of graphic organizers, math games, use of manipulatives, use of interactive hands-on experiments that will equip instructional staff to implement an array of activities.	Professional Learning	Tier 1	Implement	08/15/2016	06/16/2017	$1000	School leader, Instructional Coach, Data Coach, instructional staff, and special education teacher
Professional development Success For All	On site and off site PD opportunities will be planned to ensure students receive effective instruction on reading and writing.	Professional Learning	Tier 1	Implement	09/01/2016	06/16/2017	$7500	School leader, instructional coach, data coach, general and special education teachers.
Targeted Summer School	Four weeks during the summer, students will receive small group instruction with supplemental support from teachers and paraprofessionals.	Academic Support Program	Tier 2	Implement	06/19/2017	07/14/2017	$3500	School leader, Data coach Instructional Coach, Instructional staff, and Special Education Teacher

Using Non-fiction/High Interest Social Studies Text Across Curriculum	Teachers will provide non-fiction reading materials to students such as newspapers, trade books, student based magazines to reinforce knowledge in Social Studies curriculum.	Implementation	Tier 1	Implement	09/01/2016	06/16/2017	$1500	Instructional Staff, Instructional Coach, Data Coach, Special Education Teacher, support staff, and School Leader
Professional development on practices for effective leadership	Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	09/01/2015	06/17/2016	$3500	School leader, data coach, instructional coach.
Analyze Data to Monitor D.I./Assessments	The data coach along with administration will collect various sources of data such as grade books, lesson plans, and teacher created and curriculum assessments in grade level and content area meetings. Data team will regularly take place to guide instruction and planning for Tier 1, 2 and 3.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$22000	Data Coach, Teachers, School Leader, special education teacher, and Instructional Coach.
Use of PBIS to manage student behaviors	Teachers will use PBIS color system, monitor daily behaviors of students and increase student learning time in grades K-8. Teacher teams will meet to analyze the Power School data on referrals to guide and change scheduling or instructional delivery. Teacher and student incentives will reward positive student behaviors and encourage staff to implement with fidelity.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$5000	School leader, coach, PBS team, Behavior Interventionist, Social Worker and instructional staff.

Leveled Readers and ELA Materials	Teachers will provide 90 minutes of instruction through means of guided, independent practice, and group work to students. Teachers will use Hi interest/Low Level Readers in all content areas to promote mastery. Supplemental materials will be used to support the common core as well.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$3300	School leader, instructional coach, data coach, and general and special education teachers
Professional development on Best Practices for Reading and Writing	Instructional staff will receive information on best practices on Reading and Writing for ELA through Professional Development. PD will be planned for at least twice a year to help increase mastery and teachers' skill set.	Professional Learning	Tier 1	Implement	09/01/2016	06/16/2017	$1000	School leader, instructional coach, data coach, special education teacher, and general education instructional staff.
Off Campus Field Trips	Students will be exposed to different cultures, systems, exhibits to help make connections to everyday life to help with mastery of informational text that students struggle with.	Field Trip	Tier 1	Implement	09/01/2016	06/16/2017	$1000	School Leader, Instructional coach, Instructional Staff, Data Coach, and Special Education Teacher
Use of Scholastic Math Inventory and Supplemental Programs	Teachers and instructional support staff will use SMI as a progress monitoring tools to make decisions that guide instruction and delivery of instruction and tiered interventions. Results will be discussed during data teams meetings to develop a plan of action to address weak areas.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$19500	School leader, data coach, instructional coach, and instructional staff.
Monitor Implementation with Fidelity of D.I.	On a daily and weekly basis, the instructional coach will give feedback to the teachers regarding the effective implementation of strategies that address and engage all learners to guide and inform instruction. Checklist will be utilized to document the process of recording and giving feedback to the staff regarding D.I.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/16/2017	$22000	Instructional Coach, School leader, Data Coach, Teachers, and Special education teachers.

Use of Hardware/Technology	Administration will plan and budget for the consistent use of Promethean boards, laptops, desktops, Mobi boards, and document cameras, and other technology that can improve overall academic achievement. Technology will be an avenue as to stimulate, engage, and assess the students.	Technology	Tier 1	Implement	09/01/2016	06/16/2017	$30000	School Leader
Professional development on understanding and using data	Our staff and school leadership will engage in professional development on understanding data and using results for instructional decisions and for decisions around school programming.	Professional Learning	Tier 1	Implement	08/17/2016	06/16/2017	$5400	School leader, instructional coach, instructional staff, data coach,general and special education staff
Parent Involvement Coordinator and Home-School Liaison	Parent Involvement Coordinator and Home-School Liaison will assist in making connections between the school, parents and families in communicating expectations to impact student achievement.	Community Engagement	Tier 1	Implement	09/01/2016	06/16/2017	$75000	School leader, Parent Involvement Coordinator, Home-School Liaison
Use of Hardware/Technology	Administration will plan and budget for the consistent use of Promethean Boards, lap tops, desk tops, Mobi boards, document cameras, and other technology that can improve overall academic achievement. Technology will be an avenue to stimulate, engage, and assess the students.	Technology	Tier 1	Implement	09/01/2016	06/16/2017	$30000	School Leader
After School Tutoring/Summer School Program	Targeted tutoring, designed and planned from use of data (State assessment and Authorizer Mandated Assessment will be offered to at-risk students during the school day, after-school tutoring and summer school who scored below grade level and proficiency. Tutors and teachers will implement meaningful and relevant lessons that address the weaknesses of all students.	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$35000	School leader, teachers, and support staff (paraprofessionals)

Data Resources to Guide Instruction And Measure Growth	State Assessment, Moby Max, Authorizer Mandated State Assessment(NWEA) , and SRI will be measures used to determine placement in Tiers for reading and writing.	Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$25000	School leader, data coach, instructional coach, general instructional staff, and special education team
Parent Involvement Coordinator and Home School Liaison	Parent Involvement Coordinator and Home School Liaison will assist in making connections between the school, parents, and families in communicating expectations to impact student achievement.	Parent Involvement	Tier 1	Monitor	09/01/2016	06/16/2017	$20000	School Leader and Parental Involvement Coordinator
Monitoring Daily Use of Marzano's Strategies	Instructional coach will monitor teachers' daily instruction of Marzano's Strategies.	Monitor	Tier 1	Monitor	09/01/2016	06/16/2017	$22000	School leader, instructional coach, data coach, instructional staff, and special education teacher.
Increase Use of Hands-On Manipulatives	Instructional staff will plan activities using base ten blocks, activity playing cards, counters, graphing materials, rulers, protractors, dice and other manipulatives.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/16/2017	$3000	School leader, data coach, instructional coach, general instructional staff, and special education teacher.
PBIS Team	A team (Security Guard, Parent Involvement Coordinator, teachers, instructional staff, Social Worker, and Behavior Management Specialist) will be assembled to intervene, encourage and monitor at risk students.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$20000	School leader, coach and PBIS team, Behavior Interventionist, Social Worker, and instructional staff.

Using Non-fiction/High Interest Science Text Across Curriculum	Teachers will provide non-fiction reading materials to students such as newspapers, magazines, and trade books to reinforce knowledge in science curriculum	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$1500	School Leader, Instructional Staff, Support Staff, Special Education Teacher, Instructional Coach, and Data Coach.
PBIS Team	A team (Security Guard, Parent Involvement Coordinator, Behavior Management Interventionist, Instructional Staff, Social Worker) will be assembled to intervene, encourage, and monitor at-risk students.	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/17/2016	$30000	School Leader, Security Guard, Parent Involvement Coordinator, Behavior Management Specialist, Instructional Staff, Social Worker, support staff, and Special Education Teacher.
Parent Involvement Coordinator and Home School Liaison	Parent Involvement Coordinator and Home School Liaison will assist in making connection between the schools, parents, and families in communicating expectations to impact student achievement.	Parent Involvement	Tier 1	Monitor	09/01/2016	06/16/2017	$20000	School Leader and Parent Involvement Coordinator

Use of PBIS to manage student behaviors	Teachers will use PBIS color system, monitor daily behaviors of students and increase student learning time in grades K-8. Teacher teams will meet to analyze Power School data on referrals to guide and change scheduling or instructional delivery. Teacher and student incentives will reward positive student behaviors and encourage staff to implement with fidelity.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/16/2017	$3000	School Leader, Instructional Staff, Instructional Coach, Data Coach, Support Staff, Behavior Interventionist, Social Worker, and Special Education Teacher.
After School Tutoring	Four times per week, students will meet in small groups to receive interventions, in core subject areas, by teachers and support staff, as a result of analyzing State Assessment, Moby Max, Authorizer Mandated Assessment (NWEA), Naiku formative and summative assessments.	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$5000	School leader, instructional staff, support staff, Instructional coach, Data Coach, and Special Education Teacher
Professional development on RTI	On site and off site PD opportunities will be given and offered to all staff to effectively implement tiered instruction and targeted instruction.	Professional Learning	Tier 1	Implement	09/01/2016	06/16/2017	$1000	School leader, data coach, instructional coach, special education teacher, and general education instructional staff.
Extended Learning Opportunities	Targeted tutoring, designed and planned from use of data from Authorizer mandated assessement will be offered to at risk students during the school day, after-school tutoring and summer school who scored below grade level and proficiency. Tutors and teachers will implement meaningful and relevant lessons that address the weaknesses of all students.	Direct Instruction	Tier 2	Implement	09/01/2015	06/17/2016	$35000	School leader, teachers and support staff (paraprofessionals)

Data Coach	Data coach gathers, evaluates, and analyzes essential data that documents the teaching and learning process to give feedback to teachers, parents and students on their progress and effectiveness of lesson delivery. The Data Coach also facilitates data driven meetings with staff, students, and parents.	Monitor	Tier 1	Monitor	08/17/2016	06/16/2017	$60000	School leader and data coach
Use of Hardware/Technology	Administration will plan and budget for the consistent use of promethean, laptops and desktops and constructive use of cell phones. Technology will be an avenue as to stimulate, engage and assess the students.	Technology	Tier 1	Implement	09/01/2016	06/16/2017	$22500	School leader, instructional staff
Use of Academic Support Personnel	The data and instructional coach will drive the RTI process when analyzing data for universal screeners, diagnostic tools, progress monitoring tools and other form of data (behavioral and academic) to tier students and provide them the essential targeted tutoring by teachers and support staff with supplemental materials.	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$44000	School leader, data coach, instructional coach, instructional staff, special education teacher, and support staff.
Behavioral Support Program	Teachers will use PBIS color system to monitor daily behavior of students to increase students learning time in grades K-8. Teacher and student incentives will be rewarded for positive student behavior each month. Students and staff will be encourage to use this program with fidelity throughout the school year.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/16/2017	$0	School leader, PBIS team, Behavior Interventionist, Social worker,and instructional staff

Professional Development on PBIS/Classroom Management	Instructional staff will engage in PD on PBIS practices that will help maintain an orderly learning environment for students.	Professional Learning	Tier 1	Implement	09/01/2016	06/16/2017	$500	School leader, instructional staff, Data Coach, Instructional Coach, Behavior Interventionist, Social Worker, Special education teachers, support staff, and Parent Involvement Coordinator
Extended Learning Opportunities	Target tutoring, designed and planned from use of data (State Assessment and Authorizer Mandated Assessment (NWEA) will be offered to at risk students during the school day, after-school tutoring and summer school who scored below grade level and proficiency, Tutors and teachers will implement meaningful and relevant lessons that address the weaknesses of all students.	Direct Instruction	Tier 2	Implement	09/01/2016	06/16/2017	$35000	School leader, teachers, data coach, instructional coach, and support staff (paraprofessionals)
Monthly Curriulum Night	The School leader, coaches and parent involvement coordinator will strategically plan math nights throughout the year to inform parents of best practices (Bloom's Taxonomy), curriculum expectations and materials used to increase academic student growth.	Parent Involvement	Tier 1	Implement	09/01/2016	06/16/2017	$5500	School leader, coaches, teachers, instructional staff and Parent Involvement Coordinator
Use of Software/Site Licenses/Technology	Instructional staff will utilize Study Island, Authorizer Mandated Assessment (NWEA), and other adaptive software to gauge and measure mastery levels. Other software, such as Brain Pop, and including the above listed, will be utilized for specific math interventions.	Technology	Tier 1	Implement	09/01/2016	06/16/2017	$12000	School Leader, Instructional Coach, Teacher, Instructional Coach, and Special Education teacher

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Hardware/Technology	Administration will plan and budget for the consistent use of promethean, laptops and desktops and constructive use of cell phones. Technology will be an avenue as to stimulate, engage and assess the students.	Technology	Tier 1	Implement	09/01/2016	06/16/2017	$25000	School leader, instructional staff
Curriculum Night	The School Leader, Instructional Coach, Data Coach, Instructional Staff, and Parental Involvement Coordinator will strategically plan reading nights throughout the year to inform parents of best practices, curriculum expectations, and materials used to increase academic student growth.	Parent Involvement	Tier 1	Monitor	09/01/2016	06/16/2017	$1000	School Leader, Instructional Staff, Instructional Coach, Data Coach, Support Staff, Special Education Teacher, and Parent Involvement Coordinator.
Off Campus Field Trips	Students will be exposed to different cultures, systems, exhibits to help make connections to everyday life to help with mastery of informational text that students' struggle with.	Field Trip	Tier 1	Implement	09/01/2016	06/16/2017	$2500	School leader, coach, instructional staff, and support staff.
Hands-On Learning	Teachers will provide hands on activities and manipulatives through the Social Studies Alive and History Alive based curriculum to help students make connections and to increase mastery in the area of Social Studies. Daily and weekly projects will be documented in lesson plans and mapping/pacing guides.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$5000	School leader, instructional staff, support staff, Instructional Coach, Data Coach, and Special Education Teacher

Collaborative Team Planning Meetings	Weekly or bi-weekly planning sessions between general classroom teachers, the special education collaborative teacher, and the LRE aide (if applicable) in which all participants will discuss how grade level content should be modified or adjusted to support students with disabilities, while working towards IEP goals and mastering grade level content. Student achievement data, pre/post tests, and other classroom assessment data will be reviewed during these meetings to measure progress.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	General education staff, special education teachers, LRE aids, social worker, school psychologist, speech therapist, support staff, Instructional coach, data coach, and School Leader.
Collaborative Team Planning Meetings	Weekly or bi-weekly planning sessions between general classroom teachers, the special education collaborative teacher, and the LRE aide (if applicable) in which all participants will discuss how grade level content should be modified or adjusted to support students with disabilities, while working towards IEP goals and mastering grade level content. Student achievement data, pre/post tests, and other classroom assessment data will be reviewed during these meetings to measure progress.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	General education teachers, special education teacher, LRE aid, school psychologist, social worker, speech therapist, support staff, Instructional coach, data coach, and School Leader.

Science and other curriculum nights	The School Leader, Instructional Coach, Data Coach, Instructional staff, and Parent Involvement coordinator will strategically plan science fair nights and other curriculum nights throughout the year to inform parents of best practices, curriculum expectations, and materials used to increase academic student growth.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2015	06/17/2016	$1000	School Leader, Instructional Staff, Support Staff, Instructional Coach, Data Coach, Parent Involvement Coordinator, and Special Education Teacher.
Tiered Instruction with Success For All	SFA program will be used to tier reading and writing instruction for students. Instruction will occur for 90 minutes per day at their ability level to address the weaknesses in data.	Implementation	Tier 2	Implement	09/01/2016	06/16/2017	$35000	School leader, instructional coach, data coach, special education teacher, and instructional staff.
Staff Professional Development	A science consultant will perform needs assessments through observation of teaching staff. Feedback will be given immediately to teaching staff and administration to further guide instruction. Consultant will provide staff professional developments that incorporates scientific inquiry and science processes through use hands-on manipulatives.	Direct Instruction	Tier 1	Implement	08/15/2016	06/16/2017	$5000	School leader, coach and instructional staff, science consultant.
Hands-On Learning and Experiments	Teachers will provide hands on activities and manipulatives to help students make connections to help increase mastery. Daily and weekly projects will be documented in lesson plans and mapping/pacing guides.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$5000	School leader, coach and instructional staff, science interventionist, special education teacher, and support staff.

Daily Scientific Inquiry Process	Teachers will use Bloom's Taxonomy when designing lessons. Teachers will utilize the scientific inquiry process on a daily basis to help students familiarize themselves with the steps needed to complete a successful experiment and process.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$3000	School leader, coach, data coach, instructional staff, special education teacher, and support staff.
Collaborative Team Planning Meetings	Weekly or bi-weekly planning sessions between general classroom teachers, the special education collaborative teacher, and the LRE aide (if applicable) in which all participants will discuss how grade level content should be modified or adjusted to support students with disabilities, while working towards IEP goals and mastering grade level content. Student achievement data, pre/post tests, and other classroom assessment data will be reviewed during these meetings to measure progress.	Direct Instruction	Tier 1	Implement	09/01/2016	06/16/2017	$0	General classroom teachers, special education teachers, LRE aids, social worker, school psychologist, speech therapist, support staff, data coach,Instructional Coach and School Leader.
Off Campus Field Trips	Students will be exposed to different cultures, systems, exhibits to help make connections to everyday life to help with mastery of informational text that students struggle with.	Field Trip	Tier 1	Implement	09/01/2016	06/16/2017	$2000	School Leader, Instructional coach, Instructional Staff, Data Coach, and Special Education Teacher

| Collaborative Team Planning Meetings | Weekly or bi-weekly planning sessions between general classroom teachers, the special education collaborative teacher, and the LRE aide (if applicable) in which all participants will discuss how grade level content should be modified or adjusted to support students with disabilities, while working towards IEP goals and mastering grade level content. Student achievement data, pre/post tests, and other classroom assessment data will be reviewed during these meetings to measure progress. | Direct Instruction | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | $0 | General education teachers, special education teachers, LRE aids (if applicable), social worker, school psychologist, speech therapist, support staff, data coach, Instructional Coach and School Leader |

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional learning opportunities to improve overall Science instruction in high yield best practices including but not limited to academic vocabulary, cross curricular learning, hands on science, critical thinking skills, non-fiction reading strategies, and the Scientific Process.	Professional Learning	Tier 1	Implement	08/15/2016	06/16/2017	$5000	School Leader, Instructional Coach, Data Coach, Science Consultant, Instructional Staff, Support Staff, and Special Education Teacher.

Professional development on practices for effective leadership	Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/15/2016	06/30/2017	$3500	School leader, data coach, instructional coach or content area coaches
Teacher to Student Mentoring	Begin training staff on how to effectively mentor at-risk students in preparation for a formalized teacher to student mentoring program.	Behavioral Support Program	Tier 2	Getting Ready	08/15/2016	06/16/2017	$1000	Instructional Staff, Data Coach, Instructional Coach, Special Education teacher, support staff, Social Worker, Behavior Interventionist, Parent Involvement Coordinator, and School leader.
Professional Development in Best Practices	Professional learning in high yield best practices for Social Studies Instruction. Areas of professional learning may include but are not limited to non-fiction reading strategies, cross curricular learning, engaging students in social studies content, critical thinking skills, and other best practice for social studies.	Professional Learning	Tier 1	Implement	08/15/2016	06/16/2017	$5000	School Leader, Instructional Coach, Data Coach, Instructional Staff, Support Staff, and Special Education Teacher.

Teacher to Student Mentoring	Begin training staff on how to effectively mentor at-risk students in preparation for a formalized teacher to student mentoring program.	Behavioral Support Program	Tier 2	Getting Ready	09/01/2015	06/17/2016	$1000	School Leader, Behavior Interventionist, Social Worker, Instructional Staff, Support Staff, Parent Involvement, Parent Involvement Coordinator, Instructional Coach, Data Coach, and Special Education Teacher.
Professional Development in Best Practices	Professional Development on increasing critical thinking skills for students through math instruction.	Professional Learning	Tier 1	Implement	08/15/2016	06/16/2017	$5000	School Leader, Instructional Coach/Math Coach, Data Coach, Instructional Staff, Support Staff, and Special Education Teacher.
Professional development on practices for effective leadership	Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1		08/03/2015	06/30/2016	$3500	School leader, data coach, instructional coach or content area coaches

Professional development on practices for effective leadership	Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/15/2016	07/01/2017	$3500	School leader, data coach, instructional coach or content area coaches
Teacher to Student Mentoring	Begin training staff on how to effectively mentor at-risk students in preparation for a formalized teacher to student mentoring program.	Behavioral Support Program	Tier 2	Getting Ready	08/15/2016	06/16/2017	$1000	School Leader, Instructional Coach, Data Coach, Behavior Interventionist, Social Worker, Instructional Staff, Support Staff, and Special Education Teacher.
Teacher to Student Mentoring	Begin training staff on how to effectively mentor at-risk students in preparation for a formalized teacher to student mentoring program.	Behavioral Support Program	Tier 2	Getting Ready	09/06/2016	06/16/2017	$1000	School Leader, Instructional Staff, Data Coach, Instructional Coach, Support Staff, Parent Involvement Coordinator, Behavior Interventionist, Social Worker, and Special Education Teacher.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of PBIS to manage student behaviors	Teachers will use PBIS color system, monitor daily behaviors of students and increase student learning time in grades K-8. Teacher teams will meet to analyze the Power School Data on referrals to guide and change scheduling or instructional delivery. Teacher and student incentives will reward positive student behaviors and encourage staff to implement with fidelity.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/16/2017	$1000	School Leader, Instructional Staff, Behavior Interventionist, Social Worker, Special Education teacher, Instructional Coach, and Data Coach.
Utilize Web Based Software to Enhance Instruction	Teachers will provide tiered interventions to students using web based software to enhance knowledge in Social Studies curriculum. i.e. Brain Pop, Moby Max	Implementation	Tier 1	Implement	09/01/2016	06/16/2017	$3000	Instructional Staff, Special Education Teacher, support staff, Instructional Coach, Data Coach, and School Leader.

PBIS Team	A team (Security Guard, Parent Involvement Coordinator, Instructional Staff, Behavior Management Interventionist, Social Worker) will be assembled to intervene, encourage, and monitor at-risk students.	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/17/2016	$30000	School Leader, Instructional Coach, Data Coach, Security Guard, Parent Involvement Coordinator, Social Worker, Instructional Staff, Support Staff, and Special Education Teacher.
Use of Hardware/Technology	Administration will plan and budget for the consistent use of Promethean boards, lap tops, desktops, document cameras, Mobi boards, and other technology that can improve overall academic achievement. Technology will be an avenue to stimulate, engage, and assess students.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/01/2015	06/17/2016	$30000	School Leader
Reading Mania Month	Throughout the month of March parents and other community members are invited to volunteer within the classroom, read to students, participate in Reading/Game nights, and other reading classroom activities.	Parent Involvement	Tier 1	Monitor	03/01/2017	03/31/2017	$500	School Leader, Instructional Coach, Data Coach, Instructional Staff, Support Staff, Special Education Teacher, parents, community, and Parent Involvement Coordinator.

Use of PBIS to manage student behaviors	Teachers will use the PBIS color system, monitor daily behaviors of students and increase student learning time in grades K-8. Teacher teams will meet to analyze the Power School data on referrals to guide and change scheduling or instructional delivery. Teacher and student incentives will reward positive student behaviors and encourage staff to implement with fidelity.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/16/2017	$3000	School Leader, Instructional Staff, Instructional Coach, Data Coach, PBIS Team, Behavior Interventionist, Social Worker, support staff, and Special Education Teacher
Utilize Web Based Software to Enhance Instruction	Teachers will provide tiered interventions to students using web based software to enhance knowledge in science curriculum. i.e. Discovery Education, Brain Pop, Study Island, and Moby Max.	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$2000	School Leader, Instructional Staff, Support Staff, Special Education Teacher, Instructional Coach, and Data Coach.
Parent Involvement Coordinator and Home School Liaison	Parent Involvement Coordinator and Home School Liaison will assist in making connections between the school, parents, and families in communicating expectations to impact student achievement.	Parent Involvement	Tier 1	Monitor	09/01/2016	06/16/2017	$20000	Parent Involvement Coordinator, Home School Liaison, and School Leader

PBIS Team	A team (Security Guard, Parent Involvement Coordinator, instructional staff, Social Worker, and Behavior Management Specialist) will be assembled to intervene, encourage, and monitor at-risk students.	Behavioral Support Program	Tier 2	Monitor	09/01/2016	06/16/2017	$30000	School Leader, Security Guard, Parent Involvement Coordinator, Instructional Staff, Social Worker, Behavior Management Specialist, and Special Education Teacher.
Curriculum Night	The School Leader, teachers, coaches and parent involvement coordinator will strategically plan social studies nights throughout the year to inform parents of best practices, curriculum expectations, and materials use to increase academic student growth.	Parent Involvement	Tier 1	Monitor	09/16/2016	06/16/2017	$1000	School Leader, Instructional Coach, Data Coach, Instructional Staff, support staff, Special Education Teacher, and Parent Involvement Coordinator.