School Improvement Plan

ACTech High School

Ypsilanti Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	ACTech will continue to use the Goals and Plans in ASSIST.	

2018-19 ACTech SIP

Overview

Plan Name

2018-19 ACTech SIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improve Mathematics Proficiency	Objectives: 1 Strategies: 4 Activities: 17	Academic	$905000
2	Improve Reading Proficiency	Objectives: 1 Strategies: 4 Activities: 17	Academic	$0
3	Improve School Culture and Climate	Objectives: 1 Strategies: 5 Activities: 11	Organizational	$29700

Goal 1: Improve Mathematics Proficiency

Measurable Objective 1:

A 3% increase of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency reaching a college and career ready score of 530 on the SAT Math and/or reaching a proficiency performance increase equivalent to one full academic year on the NWEA district assessment in Mathematics by 06/29/2018 as measured by the SAT and NWEA RIT scores.

Strategy 1:

Data Management and Use - All students performing below grade level who meet Title I / 31 A eligibility and/or students who are identified for intervention based on standardized test scores will receive differentiated supplemental instruction provided by the classroom teachers and special education staff or Title I/31a staff .

Supplemental support will be outcome-specific predicated on the students' needs and provided by Title I staff and/or the Instructional Advocate, or the special education staff in cooperation with the classroom teacher. Building level data teams will monitor the progress made by all students receiving supplemental support. All supplemental programs will be evaluated for efficacy using the MDE suggested program evaluation tool.

Category: Mathematics

Research Cited: Hill, H.C., Rowen, B., & Ball, D. (2005). Effects of teachers' mathematic knowledge for teaching on student achievement. American Educational Research Journal, 42 (2) 371-406.

Reeves, D. (2007). Responding to changing demographics: Closing the Achievement Gap. Educational Leadership, 64(6), 85-86.

Ainsworth, L., & Viegut, D. (2006). Common formative Assessments: How to connect standards-based instruction and assessment. Corwin Press. Thousand Oaks, CA.

White, S. H. (2005). Beyond the numbers: Making data work for teachers and school leaders. Lead ad Learn Press, Englewood. CO.

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Marzano,R., Pickering, D., Pollaock, J., (2001). Classroom Instruction that works: research based strategies for Increasing student achievement. ASCD, Alexandria, VA.

Fielding, L., Kerr, N., & Rosier,P. (2007). Annual growth for students; catch up growth for those who are behind. New Foundation Press, New York, NY.

Goodwin, B., (2011). Simply Better. Doing What Matters Most to change the odds for student success. Aurora, CO

Danielson, C. (2007) Enhancing professional practice: a framework for teaching, ASCD, Alexandria, VA.

Moss, C,; Brookhart, S. (2007). Advancing formative assessment in every classroom, ASCD, Alexandria, VA.

Tier: Tier 1

Activity - Data Analysis to Support 9th Grade Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Data Team Meetings - Instructional and support staff along with building and district administrators and school counselors will meet regularly to review updated achievement data collected by middle school staff (NWEA, state standardized assessments, etc) to collaborate around the effective placement of students into mathematics courses specifically for at risk students not demonstrating unit concept mastery. Professional development on numeracy is provided each summer to staff to support students in remedial courses. | Academic Support Program | Tier 1 | Monitor | 08/28/2017 | 06/30/2020 | $75000 | Other | Building Administrators, Teachers, Instructional Coaches, School Counselors |

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These assessments will be created collaboratively by a team of instructional staff responsible for the same course, core, or content. The assessments will be developed to ensure continuity of instructional targets across and within SLCs to better address the specific learning challenges of YCHS (as evidenced by performance assessments).	Academic Support Program	Tier 1	Implement	08/28/2017	06/30/2020	$0	Other	building administrators, classroom teachers, instructional coaches, department head

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

Grade level and content level instructional staff will collaboratively create formative assessments, which are ongoing, repetitive measures designed to provide information to both the teacher and students concerning the students' understanding of small segments of course material (or instructional unit). As an integrated approach to assessment and instruction, formative assessments, emphasize mastery of course material (outcomes) as opposed to evaluation of performance or assignment of grades. Formative assessments are administered throughout the instructional process to monitor student progress and provide feedback on strengths and weaknesses. The key to formative assessments is the role of feedback; this feedback allows students to correct conceptual errors and encourages instructors to modify instructional activities to inform effective lesson design/ instruction practice. Formative assessments are designed to guide learning and are not typically used as an outcome measure, they are generally considered a low stakes assessment. Formative assessment are very often reflective of mastery teaching. Formative assessment can be developed by small or larger groups of teachers as a collaborative agreement amongst colleagues focused on improving aspects of instruction and student learning. Key building teacher leaders will participate in the WISD Assessment Literacy training teams and become leaders in the transition to more informative assessment writing. Teachers will receive stipends for participating in after-school and Saturday formative assessment training sessions.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/30/2020	$0	Other	building administrators, classroom teachers, Title I/ 31 A Instructions, ESL teacher(s), special education teacher(s)

Activity - Math Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student performance data, teacher recommendation, and NWEA scores, students are selected to be enrolled into an additional hour of math support with their current math teacher.	Academic Support Program	Tier 2	Monitor	09/11/2017	08/20/2020	$0	General Fund	high school counselors, instructional coach, teaching staff, department head, and administration

Strategy 2:

Professional Development/Training - The professional staff and administrators will participate in professional development in order to improve their ability to effectively teach mathematics to at risk groups defined by current achievement scores and other sub groups (i.e., African-American, Hispanic, Economically Disadvantaged, English Language Learners, Students with Disabilities, Students qualified as homeless, etc.). Staff and administrators will reflect professional development training in school routines/ organizational practices, instructional framework, assessment protocol, climate/ culture, and professional evaluation practices at each school. Staff and

administrators will monitor that professional development training is in fact embedded in the school's culture resulting in increased student achievement for each disaggregated groups.

Category:

Research Cited: Hill, H.C., Blunk, M, Charalamboues, C, Lewis, J., Phelps, G., SleepL., & Ball, D.L (2008). Mathematical knowledge for teaching and mathematical quality of instruction: An exploratory study, Cognition and Instruction. 26(4), 430-511.

Marzano, R. (2004). What Works in Schools: Translating Research into Action. ASCD Alexandria, VA. Reeves, D. (2006). How to Focus School Improvement, ASCD. Alexandria, VA.

Tier: Tier 1

Activity - NWEA Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administrators will receive training in how to access, analyze, interpret and apply NWEA data and other data sets for purposes of setting measurable objectives for students; it should be evident that this data continues to guide lesson planning and targeted supplemental support for at-risk learners.	Professional Learning	Tier 1	Monitor	08/28/2017	06/30/2020	$0	General Fund	building administration, instructional coach, and teaching staff

Activity - District Mathematics Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to fund a math instructional coach for the high school SLCs. Instructional coach will word with the math department head to ensure proper training, pacing, and implementation of district math curriculum. Every summer math staff will receive professional development on numeracy strategies in order to scaffold curriculum to meet all student needs.	Curriculum Development	Tier 1	Monitor	08/28/2017	06/30/2020	$40000	Other	building administrators, instructional coach, teaching staff, department head

Activity - Sheltered Instruction Observational Protocol (SIOP) and other strategies for ELL's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Instructional staff will receive training and coaching inthe SIOP Model, a research-based instructional model foreffectively teaching English Language Learners. Teachers at all levels will reflect an understanding of language development in their lesson planning in order to allow ELL (English Language Learners) to acquire academic knowledge as they develop English language proficiency. The district will employ a SIOP consultant to further support teachers in the Focus school and its feeder schools. | Professional Learning | Tier 1 | Implement | 08/28/2017 | 06/30/2020 | $200000 | Title II Part A | ESL staff, District and building administrator, classroom teachers, SE staff, Title I/31a support teachers, SIOP consultant |

Activity - Instructional Rounds Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in peer-to-peer observations and debriefing sessions around mathematics instruction. Substitutes will be provided to the buildings to allow for teachers to observe each other in mathematics instructional practices and then allow for time to debrief what what was observed.	Teacher Collaboration	Tier 1	Implement	08/28/2017	06/30/2020	$0	Title II Part A	District and building administrators, mathematics instructional coaches, classroom teachers

Activity - Numeracy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teaching staff attend summer professional development on numeracy strategies and number strings to meet the needs of all students. Summer 2018 math leadership staff will attend Train the Trainer professional development in order to sustain the work.	Professional Learning	Tier 1	Monitor	08/08/2016	08/20/2020	$100000	Other	building administration, instructional coaches, teaching staff, select special education staff, department head

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

With the support of a math instructional coach, teachers will design and implement no less than one project or problem-based unit for each math course taught. Teacher and instructional coach will meet to debrief the process and to make any revisions necessary.	Curriculum Development	Tier 1	Implement	09/05/2018	08/20/2020	$40000	Other	math instructional coach, math teachers, and building administration

Strategy 3:

Supplemental Instruction/Certified Math Teachers - Instructional staff will provide supplemental instruction to students who meet Title I/ 31 A eligibility criteria and/ or as selected for intervention based on standardized test scores. Teachers will provide evidenced-based interventions that improve math fact recall, understanding of mathematical concepts, math fluency, computational skills, reasoning and problem solving, math applications during project based learning (real world applications), the ability to explain mathematic thinking while problem solving, pre-algebra and algebra foundations, etc.

Category:

Research Cited: Fielding, L., Kerr, N. & Rosier, P. (2007). Annual growth for all students; catch up growth for those who are behind. New Foundation Press, New York. NY.

Reeves, D. (2000). Accountability in action. Advanced Learning Systems. League City, TX.

Goodwin, B. (2011). Simply Better: doing what matters most to change the odds for student success. Aurora, CO: Mid-continent research for education and learning.

Tier: Tier 1

Activity - Title I Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teacher will provide intervention to improve number sense (fluency), computation skills, reasoning and problem solving, pre-algebra and algebra concepts, etc.	Academic Support Program	Tier 2	Implement	08/28/2017	06/30/2020	$400000	Section 31a	building level administrators, counselors, Title 1 math teacher, and math instructional staff

Activity - ESL Teachers and Para-Educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| ESL teachers and para educators will use common supplemental math vocabulary, manipulatives, and curriculum based strategies when working with ELL students based strategies when working with ELL students. | Academic Support Program | Tier 1 | | 08/28/2017 | 06/30/2020 | $0 | Section 31a | ESL Director, district and building level administrators, ESL teachers and para educators, classroom and support staff |

Activity - Bright Futures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bright Futures offers high quality after school programs develop self-efficacy and to prepared all students 2nd-12th grade to prepare for the next level of school.	Extra Curricular	Tier 1	Implement	08/28/2017	06/30/2020	$0	Other	District staff, building principals, Bright Futures organization

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach will specialize in math instruction for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach will work with staff throughout the district, at the secondary level, to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with the math department heads and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike.	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2020	$40000	Other	District and building administration, WISD administration and consultants, Instructional coaches, Instructional Advocates, math Department heads Title I, special education and ESL staff.

Strategy 4:

Supplemental Math Materials and Learning Opportunities - Instructional staff will use supplemental materials to facilitate research and evidence based instruction (and interventions) during the day and during after school, summer school, and intercessions.

Category:

Research Cited: Fielding, Kerr, rosier. (2007) Annual Growth for All Children, Catch-Up for For Those Who Are Behind, The New Foundation Press, Kennewick, WA.

Marzano, R. (2004) What Works In Schools: Translating Research into Action. ASCD, Alexandria. VA

Reeves, D. (2006). How to Focus School Improvement. ASCD. Alexandria, VA.

Reeves, D. (2000). Accountability in Action. Advanced Learning Systems, League City, TX.

Reeves, D. (2004). Accountability for learning: how teachers and school leaders can take charge. ASCD. Alexandria VA.

Tier: Tier 1

Activity - Math Journals and Math Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use math journals/interactive notebooks to explain their thinking about how they arrived at solutions. Data that are compiled in math journals may be used as do now activities and exit slips. Math Word Walls reflect math vocabulary to ensure a common use and understanding from class to class, grade to grade.	Direct Instruction	Tier 1	Implement	08/28/2017	06/30/2020	$0	No Funding Required	math teachers, math department head, building principals, math instructional coach

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summer school. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction.	Academic Support Program	Tier 3	Monitor	08/28/2017	06/30/2020	$10000	Section 31a	District and building level administrators, credit recovery assigned teachers

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

Students access Kahn Academy to pre-teach and/or reteach and practice course content and SAT prep.	Academic Support Program, Technology	Tier 2	Implement	09/05/2018	08/20/2020	$0	No Funding Required	math teachers, math department chair, instructional coach, special education staff, and Title 1 teacher

Goal 2: Improve Reading Proficiency

Measurable Objective 1:

A 3% increase of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency reaching a college and career ready score of 24 on the SAT Reading and/or reaching a proficiency performance increase equivalent to 1 full academic year on the NWEA district assessment in Reading by 06/29/2019 as measured by the SAT and NWEA RIT scores.

Strategy 1:

Disciplinary Literacy - According to the Institute for Learning at the University of Pittsburg, students need to develop along two dimensions to become literate in a content area or discipline. First, they most develop growth in knowledge of core concepts, big ideas, and driving questions in a discipline. Simultaneously, students must also develop growth in the habits of mind in a discipline. They must develop ways of investigating, reasoning, reading, writing, talking, and problem-solving in a discipline. Students develop disciplinary literacy by the simultaneous growth that takes place during this process. In our building, all content areas will create an environment that fosters disciplinary literacy.

Category: Learning Support Systems

Research Cited: Elish-Piper, Laurie, et al. Collaborative Coaching for Disciplinary Literacy: Strategies to Support Teachers in Grades 6-12. The Guilford Press, a Division of Guilford Publications, Inc., 2016.

Lent, ReLeah Cossett. This Is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area. Corwin, a SAGE Company, 2016.

Manderino, Michael, et al. Content Area Learning: Bridges to Disciplinary Literacy. Kendall Hunt Publishing Company, 2014.

McConachie, Stephanie M., and Anthony Petrosky. Content Matters a Disciplinary Literacy Approach to Improving Student Learning. Jossey-Bass, 2010.

Moje, E. B. "Chapter 1: Developing Socially Just Subject-Matter Instruction: A Review of the Literature on Disciplinary Literacy Teaching." Review of Research in Education, vol. 31, no. 1, Jan. 2007, pp. 1–44., doi:10.3102/0091732x07300046.

Shanahan, Timothy, and Cynthia Shanahan. "Teaching Disciplinary Literacy to Adolescents: Rethinking Content- Area Literacy." Harvard Educational Review, vol. 78, no. 1, 2008, pp. 40–59., doi:10.17763/haer.78.1.v62444321p602101.

Shanahan, Timothy, and Cynthia Shanahan. "What Is Disciplinary Literacy and Why Does It Matter?" Topics in Language Disorders, vol. 32, no. 1, 2012, pp. 7–18., doi:10.1097/tld.0b013e318244557a.

Strickland, Dorothy. "Linking Early Literacy Research and the Common Core State Standards." Quality Reading Instruction in the Age of Common Core Standards,

Dec. 2013, pp. 13–25., doi:10.1598/0496.02.

Wolsey, Thomas DeVere, and Diane Lapp. Literacy in the Disciplines: a Teacher's Guide for Grades 5-12. Guilford Press, a Division of Guilford Publications, Inc., 2017.

Tier: Tier 1

Activity - Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive thoughtful writing instruction in order to learn and demonstrate grade level skills articulated in grade level content expectations and common core standards. Students will respond to content specific prompts agreed to by department teachers/instructional coaches. Students will demonstrate mechanics, organization and writer's voice according to grade level expectations. Students will write according to a variety of narrative and expository prompts across all content areas. Teachers will receive support in writing instruction from the district literacy specialist/instructional coach.	Direct Instruction	Tier 1	Implement	08/28/2018	06/30/2020	$0	General Fund	Building administrators, classroom teachers, supplemental support teachers, district literacy specialist/instructional coach

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers will participate in RA (Reading Apprenticeship) training and embed "literacy" practices in their instruction. RA trained teachers systematically integrate "literacy" strategies into content area instruction. Students continue to refine their reading skills while learning mathematics, science, social studies and other elective applications. For example, the practice of close reading enables students to read repeatedly for a level of detail not used in everyday reading. Close reading develops the habits of readers as they engage in the complexity of the text discipline to build their stamina and skill toward independent reading. Close reading is accompanied by purposeful, scaffolded instruction and is guided by the discussion of text-dependent questions. Teachers "teach" students how to read textbook and other informational text using effective expository strategies. Teachers "teach" students how to write persuasively and appropriately in response to a variety of narrative and non-narrative purposes.	Academic Support Program, Professional Learning	Tier 1	Implement	08/28/2017	06/30/2020	$0	Title II Part A	WISD literacy consultants, building administrators, all classroom and support staff, literacy coach

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Activity - MAISA Instructional Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructional coach and department chair will guide MAISA PD. Along with utilizing the units, teachers will receive professional development in the use of culturally relevant materials in the units. Teachers will also receive workshop model (mini-lessons, goal-setting, and conferencing) instruction. MAISA units will be the foundation of this professional development for ELA teachers.	Curriculum Development	Tier 1	Implement	08/28/2017	06/30/2020	$0	Title II Part A	building administration, ELA instructional coach, ELA department chair, ELA teachers

Activity - Ambitious Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ambitious teaching requires that teachers teach in response to what students do as they engage in problem solving performances, all while holding students accountable to learning goals that include procedural fluency, strategic competence, adaptive reasoning, and productive dispositions. High school staff will utilize the high quality data collection tool (DTN tool) to record and monitor the implementation of the ambitious teaching strategies.	Academic Support Program, Behavioral Support Program, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	08/28/2018	06/30/2020	$0	General Fund	Building administration,SLC leaders, department chairs, instructional coaches,teaching staff, and counselors.

Strategy 2:

Performance Management - As the district begins to move forward at a rapid pace, it is important that everyone within the organization have a specific process for facilitating effective data conversations that establishes a spirit of inquiry and positions the analysis of multiple measures of data at the heart of the exploration and action plan development. The Problem-Solving Driver System is the first of three district drivers systems that will support rapid improvement in student and teacher performance in a short amount of time. The Performance Management tool is utilized in this Driver System.

Category: Learning Support Systems

Research Cited: Bernhardt, V.L.,(2013). Data analysis for continuous school improvement, 3d edition. Larchmont, NY: Eye on Education.

Sharratt, L. & Fullan, M. (2012). Putting faces on the data: What great leaders do. Thousand Oaks, CA: Corwin Press.

Sharratt, L. & Fullan, M. (2009). Realization: The change imperative for deepening districtwide reform. Thousand Oaks, CA: Corwin Press.

Welman, B. & Lipton, L., (2012). Got data? Now what? Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

Patterson,K., Grenny, J., McMillan, R., & Switzler, A.(2012). Crucial conversations: Tools for talking when stakes are high .New York: McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Crucial accountability: Tools for resolving violated expectations, broken commitments, and bad behavior (2nd ed.). McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Influencer: The New Science of Leading Change (2nd ed.). New York: McGraw-Hill.

Tier: Tier 1

Activity - Illuminate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Illuminate to monitor Annual Performance Goals and local assessment data. Teachers will use illuminate for common quarterly assessments.	Evaluation, Technology	Tier 1	Implement	08/28/2018	06/30/2020	$0	Title II Part A	Building administration, classroom teachers, department heads, SLC leaders, instructional coaches

Activity - Collaborative Learning Cycle (CLC)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ICT teams will continue to include classroom and supplemental teachers, special education staff as consultants, administrators, and others who will meet to create individualized instructional interventions plans intended to proactively intervene before students become eligible for special education services. ICT teaming will collaboratively work to prevent over identification of students for special education. The teams will meet before and after school twice a month with six team members to work with classroom teachers to train them on utilizing different instructional strategies based on students needs.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/28/2017	06/30/2020	$0	Title II Part A	Building administration, classroom teachers, special education and ELL teachers, department heads, instructional coaches

Activity - Performance Management Template (DTN tool)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Utilize the performance management template (DTN tool) to record and use multiple sources of data to problem solve. Data sources should include the following: Demographic, Performance Goals, Non-Instructional Indicators, Achievement Data.	Evaluation, Monitor, Policy and Process	Tier 1	Implement	08/28/2018	06/30/2020	$0	Other	District and building level administration, teaching staff, department chairs, SLC leaders, instructional coaches, counselors

Activity - College Readiness Data Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Evaluation - instructional staff and administrators will receive additional training in how to access, analyze, interpret and apply NWEA data, Pre-SAT, SAT, and Work Keys data sets for purposes of setting measurable objectives for students; it should be evident that this data continues to guide lesson planning and targeted supplemental support for all students to show growth.	Curriculum Development, Professional Learning	Tier 1	Implement	08/28/2018	06/30/2020	$0	General Fund	Building administration, SLC leaders, department chairs, instructional coaches, teaching staff, and counselors.

Strategy 3:

Instructional Infrastructure - The Instructional Infrastructure is the second district system that the District Turnaround Network (DTN) begins to develop. The first phase of the development of this system involved describing and communicating explicit high quality subject-specific instructional practices for all core content areas. This was done in 2016-17 and the visions were adopted by the DTN. The district will measure the extent to which the current classroom instruction across the entire district is aligned to the visions.

We will strengthen the implementation of high quality instruction as measured by increased student achievement. ACTech will focus on the following high quality instructional models: Ambitious Teaching Strategies, SIOP instruction for ELL students, Disciplinary Literacy, MTSS, Reading Apprenticeship, Assessment Literacy, and Growth Mindset.

Category: Learning Support Systems

Research Cited: Barnes, C., Camburn, E., Kim, J., & Rowan, B. (2004, April). School leadership and instructional improvement in CSR schools Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Camburn, E., Rowan, B., & Taylor, J. (2003). Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models.

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Cobb, P., & Jackson, K. (2011). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. Mathematics Teacher Education and Development, 13(1), 6-33.

Cobb, P.,Jackson, K. , Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems:Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H.Cheng (Eds.), Design based implementation research: Theories, methods, and exemplars. National Society for the Study of Education Yearbook (Vol.112, Issue 2, pp. 320-349). New York: Teachers College.

Tier: Tier 1

Activity - Multiple Tiered System of Supports (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming. In our building, this will include Differentiation to Supplement Learning - Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of NWEA and M-Step assessment results to improve reading proficiency of all students, including students with disabilities, as evidenced by targeted, tiered interventions. Also, Informational Reading Instruction - Instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through training, PLC classroom experiences and other professional development. This will be monitored by classroom observations and improvement in student achievement on informational reading assessments.	Academic Support Program, Teacher Collaboration, Policy and Process		Implement	08/28/2018	06/30/2020	$0	General Fund	Building administration,SLC leaders, department chairs, instructional coaches,teaching staff, and counselors.

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

As guided by the District, building curriculum and assessments will continue moving toward an ultimate goal of direct alignment as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/28/2018	06/30/2020	$0	General Fund	district administration, building administration,SLC leaders, department chairs, instructional coaches,teaching staff, and counselors.

Activity - Sheltered Instruction Observational Protocol (SIOP) and other strategies for ELL's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. Instructional staff will receive training and coaching in the SIOP Model. Teacher at all levels will reflect an understanding of language development in their planning and teaching in order to allow ELL (English Language Learners) to acquire academic knowledge as they develop English language proficiency.	Academic Support Program, Professional Learning	Tier 2		08/28/2018	06/30/2020	$0	General Fund	ELL teachers, classroom teachers, building, SE teachers, SIOP consultant

Activity - Cultural Competency/ Cultural Relevancy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cultural Proficiency in education is the level of knowledge-based skills and understanding that are required to successfully teach and interact with students and to work effectively with colleagues from a variety of cultures by holding all forms of cultural difference in high esteem; a continuing self-assessment of one's values, beliefs and biases grounded in cultural humility; an ongoing vigilance toward the dynamics of diversity, difference and power; and the expansion of knowledge of cultural practices that recognize cultural bridges as going both ways. Culturally responsive reading instruction bridges the gap between the school and the world of the student. Teachers will select supplementary texts which engage all students in culturally responsive literacy instruction.	Supplemental Materials, Curriculum Development, Professional Learning	Tier 1	Implement	08/28/2018	06/30/2020	$0	Other	Building administration, SLC leaders, department chairs, instructional coaches, teaching staff, and counselors.

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

Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summer school. Highly qualified teachers will monitor and provide instructional support to students using online programs and facilitate instruction.	Academic Support Program	Tier 1	Monitor	08/29/2017	06/30/2020	$0	Section 31a	building level administrators, Instructional Advocates, credit recovery teachers, SE teachers, counselors

Activity - Specially Designed Cources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will identify 9th and 10th grade students who may require special attention in regards to reading and place them in specially designed courses, i.e. Read 180, Kahn Academy, and Intensive Reading (Tier III intervention).	Supplemental Materials, Academic Support Program, Curriculum Development	Tier 3	Implement	08/28/2018	06/30/2020	$0	General Fund	Building administration, SLC leaders, department chairs, instructional coaches, teaching staff, instructional advocates, and counselors.

Activity - Graduation Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The position of Graduation Intervention Specialist will be utilized to close achievement gaps, raise the graduation rate and help students to be better prepared to complete a post-secondary program. The Specialists, one pre grade level, will provide students with the learning experiences students need to prepare for continuing education ranging from general college awareness and career exploration to applying for college/trade school/certification program, enlisting into the military, securing college funding, and scholarship applications. In addition, this position will provide data-driven, differentiated, explicit and systematic instruction to students with priority given to those performing significantly below grade level that includes working with community members, parents/guardians, teachers, and other stakeholders.	Career Preparation /Orientation , Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/28/2018	06/30/2020	$0	Other	building administration, College Adviser	Michigan College Advising Corps with the U of M, Graduation Intervention Specialists, teaching staff, and counselors

Strategy 4:

Assessment Literacy - Assessment literacy is the set of beliefs, knowledge and practices about assessment that lead a teacher, administrator, policymaker or student to use assessment to improve student learning and achievement. Professional development will assist teachers in furthering their knowledge in the basic principles of sound assessment practice, including its terminology, the development and us of assessment methodologies and techniques, and familiarity with standards of quality assessment in the context of our SLC, building, and district. Teachers will gain immediately applicable skills and strategies in the creation and evaluation of quality assessments. Our building will focus on grading tools and Growth Mindset to facilitate assessment literacy.

Category: Learning Support Systems

Research Cited: "Assessment Literacy - NWEA." Teach. Learn. Grow., www.nwea.org/assessment-literacy/.

Cooper, J. David, and Nancy D. Kiger. Literacy Assessment: Helping Teachers Plan Instruction. Houghton Mifflin Co., 2008.

Malone, Margaret E. "The Essentials of Assessment Literacy: Contrasts between Testers and Users." Language Testing, vol. 30, no. 3, Feb. 2013, pp. 329–344., doi:10.1177/0265532213480129.

Popham, James, and Michael W. Kirst. "Interview on Assessment Issues with James Popham." Educational Researcher, vol. 20, no. 2, 1991, p. 24., doi:10.2307/1176831.

Popham, W. James. "Assessment Literacy for Teachers: Faddish or Fundamental?" Theory Into Practice, vol. 48, no. 1, 2009, pp. 4–11., doi:10.1080/00405840802577536.

Price, Margaret. Assessment Literacy: the Foundation for Improving Student Learning. Oxford Brookes University, 2012.

"Recent Postings | Michigan Assessment Consortium." Recent Postings | Michigan Assessment Consortium, michiganassessmentconsortium.org/.

Thorstensen, Beata I., et al. "HOME." Advancing Assessment Education, 31 May 2018, www.assessmenteducation.org/.

Tier: Tier 1

Activity - Grading Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grading is a powerful tool which teachers will use to collaborate with colleagues and communicate with students, and stakeholders to attach meaning to grades that affect learning. Teachers will utilize district, SLC specific and department specific grading tools which may include but are not limited to: common rubrics, common assessments, PowerTeacher Pro grade book, Illuminate, Blackboard Configuration (BBC), formative assessment, summative assessment, quarterly assessments, project based assessments, place based assessments, cross-curricular assessments, comprehensive exams, and testing out.	Evaluation, Communication, Parent Involvement, Career Preparation/Orientation, Academic Support Program, Teacher Collaboration, Technology, Policy and Process, Professional Learning	Tier 1	Implement	08/28/2018	06/30/2020	$0	Other	Building administration, SLC leaders, department chairs, instructional coaches, instructional advocates, teaching staff, and counselors.

Activity - Growth Mindset	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In a growth mindset, people believe that basic abilities can be developed through dedication and hard work. This view creates a love of learning and a resilience that is essential for accomplishment. Teachers will facilitate their classroom procedures and practices with a growth mindset. Teachers will receive professional trainings, through SLC, building, department and district level sources.	Academic Support Program, Behavioral Support Program	Tier 1		08/28/2018	06/30/2020	$0	Other	Building administration, SLC leaders, department chairs, instructional coaches, teaching staff, counselors and support staff.

Goal 3: Improve School Culture and Climate

Measurable Objective 1:

achieve college and career readiness demonstrating behaviors that will decrease the number of suspensions by 3% and increase student attendance by 2% or maintain, until the goal of 95% daily attendance rate by 06/29/2018 as measured by attendance data, discipline data, climate surveys, other perception data..

Strategy 1:

Restorative Justice/Restorative Practices - 5 guiding principles support this: 1) High Expectations for ALL learners 2) Evidence-based "best" practices while allowing for innovations and creativity 3) Family and community partnerships 4) Student voice and empowerment 5) Efficiency and financial viability. We believes that developing character and social-emotional skills are as important as academic achievement. Character education creates and supports a safe and healthy learning environment that promotes positive self-advocacy and citizenship, while building a kind, caring and just community. Restorative Practices provide an underpinning ethos and philosophy for building, maintaining, and repairing relationships and for fostering a sense of social responsibility and shared accountability. Restorative practices promotes inclusiveness, relationship-building, and problem solving through such methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair them. ALL staff will be trained in this framework and use of strategies. ALL volunteers and support agencies will also be trained in these strategies to include security and truancy personnel.

Category: School Culture

Research Cited: International Institute for Restorative Practices: http//www.iirp.edu/what is restorative-practicess. php, Safter/ Saner Schools: http//www.iirp.edu/pdf/WSC-Overview.pdf, The Dispute Resolution Center: http://www.thedisputeresolutioncenter.org/, Michigan Model for Health--evaluation and student results: http//www.emc.cmich.edu/mm/defalt.htm

Tier: Tier 1

Activity - Student Restorative Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Restorative Justice is a framework that focuses on students "making amends and repairing" damage done rather than traditional disciplinary responses such as suspension and isolation. Staff will be trained and participate in the use of restorative circles in the classroom and buildings. Students will also engage in restorative sessions in the Restorative "Grizzly" Center.	Behavioral Support Program	Tier 1	Implement	08/28/2017	06/30/2020	$2700	Title I Part A	District and building administration, WISD consultants, all teachers, counselors, support staff, community agencies, restorative center staff.

Strategy 2:

Small Learning Communities (SLC's) - Small Learning Communities emphasize small structure and curricular specialization as well as focus on the learner and learning and in particular, the active and collaborative nature of students' and teachers' work. In a small learning community, interdisciplinary teams of teachers assume responsibility for student educational progress across years of school and maximize flexibility to act on the knowledge of students' needs. Successful SLC's reflect the following attributes: 1) self determination 2) identity 3) personalization 4) support for teaching 5) functional accountability. These attributes embrace the 5 Guiding Principles upon which the consolidated and redesigned district is built. These attributes (and the associated guiding principles) will result in improved school- student-family connection and result in enhanced teaching /learning.

Category: School Culture

Research Cited: Marzano, R., The Art and Science of Teaching (2007). Classroom Instruction that Works. (2001). Goodwin, B: Simply Better (2007), ASCD McREL. Seely-Brown, J., A new Culture of Learning: Cultivating the Imagination for World of Constant Change, (2011). Seely-Brown, J., New Learning Environments for the 21st Century, (2011). Marzano, R., Pickering, D. & Pollock, J (2001) Classroom Instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA. ASCD.

Tier: Tier 1

Activity - Cultural Competency/Cultural Relevancy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

It is imperative that the teachers (used inclusively) and teaching methodology (pedagogy and instructional strategies) and the materials used (written and referenced) meet the unique needs of this school community. Culturally competent teachers and support staff will engage in professional development training regarding research and best-practices that will provide a critical understanding and knowledge of skills/ experiences and affirming attitude necessary for those teaching in a culturally and economically diverse community. A culturally relevant and competent instructional experience will increase relevancy and opportunities for engagement for students resulting in improvement academic proficiency.	Behavioral Support Program, Professional Learning	Tier 1	Implement	08/28/2017	06/30/2020	$2700	Title I Part A	All district and building administration and staff, all support staff, and community volunteers and participating agencies.

Strategy 3:

Alternative Education Support - Slots will be protected for secondary students who would benefit from an intensive, smaller learning unit characterized by interdisciplinary instruction, personalized goal setting and wrap around counseling and social work support. Other students may participate in a continuum of alternative education supports. Students may or may not also be eligible for special education services. The alternative education program will prioritize problem solving, peer relationships, personal responsibility and focused project based learning. Instructional and support staff will be trained in the Every Student Succeeds Act (specifically, Michigan's approved ESSA Plan) and MTSS.

Category: Learning Support Systems

Research Cited: Allen, L.C. & Steinberg, A., (2004) Big buildings, small school: Using a small schools strategy for high school reform. Boston, MA. Jobs for the Future. Darling-Hammond, L., (2001). The right to learn: A blueprint for creating schoolsthat work. San Francisco, CA: Jossey-Bass.Gravois & Rosenfield (2002). A multi-dimensional framework for evaluation of instructional consultation teams. Journal of Applied School Psychology, 19 (1) 5-29Knotek, S., Rosenfield, S, Babinski, L. & Gravois, T.A. (2003). The process of fostering consultee development during instructional consultation. Journal of Educational and Psychological Consultation. 14, 303-328Levinsohn&Rosenfield(2005).Evaluating instructional consultation teams for student reading achievement and special education outcomes. Unpublished manuscript. Ray, M. L. (2005). The instructional consultation team model: An analysis of student achievement in reading. Unpublished doctoral dissertation, East Carolina University, Greenville.Rosenfield (2007) Best practices in instructional consultation and instructional consultation teams. In A. Thomas & J. Grimes (Eds. Best practices in school psychology V. Bethesda, MD: NASP.Rosenfield (1987) Instructional consultation. NJ: Erlbaum.Rosenfield&Gravois(1996).Instructional Consultation Teams: Collaborating for change. New York: Guilford.

Tier: Tier 1

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

The Neural Zone will be one of many partners providing training to staff and direct engagement with teens enrolled in YCS. YCS will secure a number of wrap around support services to meet the needs of students utilizing Neutral Zone.	Other - Wraparound services	Tier 2	Implement	08/28/2017	06/30/2020	$2700	Title I Part A	District and building administration, counselors, classroom teachers, department chairs, Instructional Advocates, instructional coaches, special education teachers.

Activity - Alternative Secondary Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary students will be placed in a "best fit" environment to meet their educational needs. Students may have opportunity to participate in WAY alternative high school, ACCE, ECA early college, WIHI IB school, WCC dual enrollment, or the YCS middle college.	Direct Instruction	Tier 1	Implement	08/28/2018	06/30/2020	$2700	Title I Part A	District and building staff, counselors, SLC leaders

Activity - Communities in Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive supplemental academic and socio-emotional supports to improve graduation rates, credit earning, and dropout prevention. The on-site coordinator will support a specific caseload of students. Students will also be tracked for attendance and academic progress.	Academic Support Program	Tier 2	Implement	08/28/2017	06/30/2020	$2700	Title I Part A	District and Building Administration, Communities in Schools Coordinator, counselors

Strategy 4:

Intense Student Support Network - Intense Student Support Network - Intense Student Support - Ypsilanti Community Schools believe that every student has the right to a safe, supportive school in

which we respect each student's values, beliefs, individual backgrounds, and identity. We believe that every student has the right to an equitable educational

experience and that it is the district's responsibility to provide a system of delivery from which each student has the potential for high levels of success. We believe that

each student reaches his/her potential as result of an equitable but not equal system of delivery, i.e., a system that responds to the unique and individual academic and

non-academic needs of each student within its charge.

As a result of these beliefs, the district embraces the opportunity to engage with every student to maximize both his/her academic and social learning. The student support network establishes a delivery system that responds to the unique and individual academic and non-academic needs of each student.

The district recognizes that the key person in the learning equation is the student (Murphy, 2014) and further recognizes that it is critical to develop a meaningful, positive relationship with each student in order to exercise academic press and influence. Using Joseph Murphy's work with pastoral care as a guide, the district's Intense Student Support Network ensures that the norms of pastoral care positively impact every student for whom we as a district have the privilege of serving. Those norms and identifying characteristics are: Care/Relationships, Support, Safely, Membership

Category: School Culture

Research Cited: Anchorage School District. (2005). Social and Emotional Learning Standards and Benchmarks for the Anchorage School District. Retrieved from http://smhp.psych.ucla.edu/pdfdocs/sel%20standards%20and%20benchmarks%20_anch orage%20school%20dist_.pdf.

Campbell Jones,F. L., Campbell Jones, B., and Lindsey,R.B. (2010). The culturally proficient journey. Thousand Oaks, CA: Corwin Press.

Lindsey, R.B., Roberts, L. M., & Campbell Jones,F.L. (2013). The culturally proficient school. Thousand Oaks, CA: Corwin Press.

Murphy, J. & Torre, D. (2014). Creating productive cultures in schools. Thousand Oaks, CA: Corwin Press.

Murphy, J.(2010). The educator's handbook for understanding and closing the achievement gap. Thousand Oaks, CA: Corwin

Parrett, W H., & Budge, K. M. (2012). How high poverty schools become high performing schools. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Membership, Ownership, Involvement, Accomplishment, Belonging	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build a sense of ownership, belonging, and membership while offering opportunities for involvement and accomplishment by meeting with teachers, students, and their parent(s)/guardian(s), counselor and/or social worker to troubleshoot issues related to truancy, alternative education programs, McKinney Vito eligible student support, SLC membership, co-curriculars, extracurriculars, and student organizations	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/28/2018	07/30/2020	$2700	Title I Part A	building administration, SLC leaders, department chairs, instructional coaches, teaching staff, counselors, social workers, and truancy officer

Activity - Safety, Personalization, Prevention, Systematic Action, Climate of Positivity, Shared Development and Ownership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

ACTech High School

We will create a safe school environment through identifying and using Restorative Practices, Structures and Routines (Teach Like a Champion, Consistent Discipline), Non-Violent Crisis Intervention, and Crisis Response Team.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2018	06/30/2020	$2700	Title I Part A	building administration, SLC leaders, department chairs, instructional coaches, teaching staff, social workers, and counselors

Activity - Care/Relationships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students, providing recognition. To accomplish these goals we will utilize: Conscious Discipline, Cultural Proficiency, and Coordinated School Health & partnerships.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2018	06/30/2020	$2700	Title I Part A	building administration, SLC leaders, department chairs, instructional coaches, teaching staff, counselors, and support staff

Activity - Support, Providing Assistance, Offering Encouragement, Providing Safety Nets, Mentoring Socially, Culturally, Academically, Physically, and Advocating	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming: behavior Supports, Social Work, and YCS@Work.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2018	06/30/2020	$2700	Title I Part A	Building administration, SLC leaders, department chairs, instructional coaches, teaching staff, support staff, and counselors.

Strategy 5:

Trama Informed Teaching - "The aim of a trauma-informed classroom is to infuse an understanding of the impact of trauma and adverse life experiences on students

into the classroom culture and promote a physically and psychologically safe environment to foster student growth. More specifically, psychological safety refers to individuals' inner sense that they are safe because of their ability to feel capable of managing stressors or connecting with someone else who can help the individual manage stressors that make her feel unsafe" (Pickens 2). From an organizational perspective, implementing a trauma-informed approach, "realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in [individuals] involved in the system; responds by integrating knowledge about trauma into policies, procedures, and practices; and seeks to actively resist re-traumatization" (Substance Abuse Mental Health Services Administration [SAMHSA], 2016).

Category: School Culture

Research Cited: Willis, A. S., & Nagel, M. C. (2015). The role that teachers play in overcoming the effects of stress and trauma on children's social psychological development: Evidence from Northern Uganda. Social Psychology of Education, 18(1), 37-54. doi:10.1007/s11218-014-9282-6.

Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., ... & Layne, C. M. (2008). Creating trauma informed systems: Child welfare, education, first responders, health care, juvenile justice. Professional Psychology: Research and Practice, 39(4), 396-404.

Saunders, B. E., & Adams, Z. W. (2014). Epidemiology of traumatic experiences in childhood. Child and Adolescent Psychiatric Clinics of North America, 23(2), 167-184. doi: 10.1016/j.chc.2013.12.003.

Cohen, J. A., & Mannarino, A. P. (2011). Supporting children with traumatic grief: What educators need to know. School Psychology International, 32(2), 117-131. doi:10.1177/0143034311400827.

Meichenbaum, D. (2006). Resilience and posttraumatic growth: A constructive narrative perspective. In Calhoun, L. G., & Tedeschi, R. G. (Eds.), Handbook of Posttraumatic Growth: Research and Practice. Mahwah, NJ: Erlbaum. Substance Abuse Mental Health Services Administration (August, 2016). Trauma-informed care and trauma-specific interventions. Retrieved from http://www.samhsa.gov/nctic/ trauma-interventions.

Ford, J. D., Elhai, J. D., Connor, D. F., & Frueh, B. C. (2010). Poly-victimization and risk of post traumatic, depressive, and substance use disorders and involvement in delinquency in a national sample of adolescents. Journal of Adolescent Health, 46(6), 545-552. doi: 10.1016/j.jadohealth.2009.11.212.27

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. Journal of Personality and Social Psychology, 92(6), 1087-1101.

Bradshaw, C. P., Pas, E. T., Debnam, K. J., & Johnson, S. L. (2015). A focus on implementation of Positive Behavioral Interventions and Supports (PBIS) in high schools: Associations with bullying and other indicators of school disorder. School Psychology Review, 44(4), 480-498.

Gray, L., & Taie, S. (2015). Public school teacher attrition and mobility in the first five years: Results from the first through fifth waves of the 2007-08 Beginning Teacher Longitudinal Study. First Look. NCES 2015-337. National Center for Education Statistics.

National Child Traumatic Stress Network (n.d.). Trauma Informed

screening and assessment. Retrieved from http://www.nctsn.org/resources/topics/trauma-informed-screeningassessment/trauma-screening.

National Child Traumatic Stress Network (n.d.). Measures Review Database. Retrieved from http://www.nctsn.org/resources/online-research/measures-review.

Saltzman, A. (2011). Mindfulness: A guide for teachers. The Center for Contemplative Mind in Society. Retrieved from: http:// www.contemplativemind.org/Mindfulness-A_Teachers_Guide.pdf.

Pickens, I. B., Siegfried, C. B., Surko, M. S., & Dierkhising, C. B. (2016). Victimization and juvenile offending (http://www.nctsn.
org/sites/default/files/assets/pdfs/victimization_juvenile_offending.pdf). National Child Traumatic Stress Network. Los Angeles, CA.

The New Orleans Trauma Informed Schools Learning Collaborative (2016). The New Orleans Trauma Informed Schools Learning Collaborative: Discipline checklist.
New Orleans, LA.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in Trauma Informed Teaching.	Academic Support Program, Behavioral Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/28/2018	06/30/2020	$2700	Title I Part A	Building administration, WISD consultants, SLC leaders, department chairs, instructional coaches, teaching staff, support staff, and counselors.

Activity - Trauma-Informed Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will implement a trauma-informed approach, realizing "the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in [individuals] involved in the system; responds by integrating knowledge about trauma into policies, procedures, and practices; and seeks to actively resist re-traumatization" (Substance Abuse Mental Health Services Administration [SAMHSA], 2016).	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2018	06/30/2020	$2700	Title I Part A	building administration, WISD consultants, SLC leaders, department chairs, instructional coaches, teaching staff, support staff, and counselors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Trauma-Informed Instruction	Teachers will implement a trauma-informed approach, realizing "the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in [individuals] involved in the system; responds by integrating knowledge about trauma into policies, procedures, and practices; and seeks to actively resist re-traumatization" (Substance Abuse Mental Health Services Administration [SAMHSA], 2016).	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2018	06/30/2020	$2700	building administration, WISD consultants, SLC leaders, department chairs, instructional coaches, teaching staff, support staff, and counselors
Neutral Zone	The Neural Zone will be one of many partners providing training to staff and direct engagement with teens enrolled in YCS. YCS will secure a number of wrap around support services to meet the needs of students utilizing Neutral Zone.	Other - Wraparound services	Tier 2	Implement	08/28/2017	06/30/2020	$2700	District and building administration, counselors, classroom teachers, department chairs, Instructional Advocates, instructional coaches, special education teachers.

Communities in Schools	Students will receive supplemental academic and socio-emotional supports to improve graduation rates, credit earning, and dropout prevention. The on-site coordinator will support a specific caseload of students. Students will also be tracked for attendance and academic progress.	Academic Support Program	Tier 2	Implement	08/28/2017	06/30/2020	$2700	District and Building Administration, Communities in Schools Coordinator, counselors
Support, Providing Assistance, Offering Encouragement, Providing Safety Nets, Mentoring Socially, Culturally, Academically, Physically, and Advocating	Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming: behavior Supports, Social Work, and YCS@Work.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2018	06/30/2020	$2700	Building administration, SLC leaders, department chairs, instructional coaches, teaching staff, support staff, and counselors.
Alternative Secondary Programs	Secondary students will be placed in a "best fit" environment to meet their educational needs. Students may have opportunity to participate in WAY alternative high school, ACCE, ECA early college, WIHI IB school, WCC dual enrollment, or the YCS middle college.	Direct Instruction	Tier 1	Implement	08/28/2018	06/30/2020	$2700	District and building staff, counselors, SLC leaders
Student Restorative Center	Restorative Justice is a framework that focuses on students "making amends and repairing" damage done rather than traditional disciplinary responses such as suspension and isolation. Staff will be trained and participate in the use of restorative circles in the classroom and buildings. Students will also engage in restorative sessions in the Restorative "Grizzly" Center.	Behavioral Support Program	Tier 1	Implement	08/28/2017	06/30/2020	$2700	District and building administration, WISD consultants, all teachers, counselors, support staff, community agencies, restorative center staff.

Safety, Personalization, Prevention, Systematic Action, Climate of Positivity, Shared Development and Ownership	We will create a safe school environment through identifying and using Restorative Practices, Structures and Routines (Teach Like a Champion, Consistent Discipline), Non-Violent Crisis Intervention, and Crisis Response Team.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2018	06/30/2020	$2700	building administration, SLC leaders, department chairs, instructional coaches, teaching staff, social workers, and counselors
Membership, Ownership, Involvement, Accomplishment, Belonging	Build a sense of ownership, belonging, and membership while offering opportunities for involvement and accomplishment by meeting with teachers, students, and their parent(s)/guardian(s), counselor and/or social worker to troubleshoot issues related to truancy, alternative education programs, McKinney Vito eligible student support, SLC membership, co-curriculars, extracurriculars, and student organizations	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/28/2018	07/30/2020	$2700	building administration, SLC leaders, department chairs, instructional coaches, teaching staff, counselors, social workers, and truancy officer
Cultural Competency/Cultural Relevancy	It is imperative that the teachers (used inclusively) and teaching methodology (pedagogy and instructional strategies) and the materials used (written and referenced) meet the unique needs of this school community. Culturally competent teachers and support staff will engage in professional development training regarding research and best-practices that will provide a critical understanding and knowledge of skills/ experiences and affirming attitude necessary for those teaching in a culturally and economically diverse community. A culturally relevant and competent instructional experience will increase relevancy and opportunities for engagement for students resulting in improvement academic proficiency.	Behavioral Support Program, Professional Learning	Tier 1	Implement	08/28/2017	06/30/2020	$2700	All district and building administration and staff, all support staff, and community volunteers and participating agencies.

Professional Development	Staff will receive training in Trauma Informed Teaching.	Academic Support Program, Behavioral Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/28/2018	06/30/2020	$2700	Building administration, WISD consultants, SLC leaders, department chairs, instructional coaches, teaching staff, support staff, and counselors.
Care/Relationships	Establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students, providing recognition. To accomplish these goals we will utilize: Conscious Discipline, Cultural Proficiency, and Coordinated School Health & partnerships.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2018	06/30/2020	$2700	building administration, SLC leaders, department chairs, instructional coaches, teaching staff, counselors, and support staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MAISA Instructional Units	ELA instructional coach and department chair will guide MAISA PD. Along with utilizing the units, teachers will receive professional development in the use of culturally relevant materials in the units. Teachers will also receive workshop model (mini-lessons, goal-setting, and conferencing) instruction. MAISA units will be the foundation of this professional development for ELA teachers.	Curriculum Development	Tier 1	Implement	08/28/2017	06/30/2020	$0	building administration, ELA instructional coach, ELA department chair, ELA teachers

Illuminate	Utilize Illuminate to monitor Annual Performance Goals and local assessment data. Teachers will use illuminate for common quarterly assessments.	Evaluation, Technology	Tier 1	Implement	08/28/2018	06/30/2020	$0	Building administration, classroom teachers, department heads, SLC leaders, instructional coaches
Reading Apprenticeship	All content area teachers will participate in RA (Reading Apprenticeship) training and embed "literacy" practices in their instruction. RA trained teachers systematically integrate "literacy" strategies into content area instruction. Students continue to refine their reading skills while learning mathematics, science, social studies and other elective applications. For example, the practice of close reading enables students to read repeatedly for a level of detail not used in everyday reading. Close reading develops the habits of readers as they engage in the complexity of the text discipline to build their stamina and skill toward independent reading. Close reading is accompanied by purposeful, scaffolded instruction and is guided by the discussion of text-dependent questions. Teachers "teach" students how to read textbook and other informational text using effective expository strategies. Teachers "teach" students how to write persuasively and appropriately in response to a variety of narrative and non-narrative purposes.	Academic Support Program, Professional Learning	Tier 1	Implement	08/28/2017	06/30/2020	$0	WISD literacy consultants, building administrators, all classroom and support staff, literacy coach
Collaborative Learning Cycle (CLC)	ICT teams will continue to include classroom and supplemental teachers, special education staff as consultants, administrators, and others who will meet to create individualized instructional interventions plans intended to proactively intervene before students become eligible for special education services. ICT teaming will collaboratively work to prevent over identification of students for special education. The teams will meet before and after school twice a month with six team members to work with classroom teachers to train them on utilizing different instructional strategies based on students needs.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/28/2017	06/30/2020	$0	Building administration, classroom teachers, special education and ELL teachers, department heads, instructional coaches

Sheltered Instruction Observational Protocol (SIOP) and other strategies for ELL's	Instructional staff will receive training and coaching inthe SIOP Model, a research-based instructional model foreffectively teaching English Language Learners. Teachers at all levels will reflect an understanding of language development in their lesson planning in order to allow ELL (English Language Learners) to acquire academic knowledge as they develop English language proficiency. The district will employ a SIOP consultant to further support teachers in the Focus school and its feeder schools.	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2020	$200000	ESL staff, District and building administrator, classroom teachers, SE staff, Title I/31a support teachers, SIOP consultant
Instructional Rounds Peer Observations	Teachers will participate in peer-to-peer observations and debriefing sessions around mathematics instruction. Substitutes will be provided to the buildings to allow for teachers to observe each other in mathematics instructional practices and then allow for time to debrief what what was observed.	Teacher Collaboration	Tier 1	Implement	08/28/2017	06/30/2020	$0	District and building administrators, mathematics instructional coaches, classroom teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Support Staff	Title I teacher will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teacher will provide intervention to improve number sense (fluency), computation skills, reasoning and problem solving, pre-algebra and algebra concepts, etc.	Academic Support Program	Tier 2	Implement	08/28/2017	06/30/2020	$400000	building level administrators, counselors, Title 1 math teacher, and math instructional staff

ESL Teachers and Para-Educators	ESL teachers and para educators will use common supplemental math vocabulary, manipulatives, and curriculum based strategies when working with ELL students based strategies when working with ELL students.	Academic Support Program	Tier 1		08/28/2017	06/30/2020	$0	ESL Director, district and building level administrators, ESL teachers and para educators, classroom and support staff
Credit Recovery	Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summer school. Highly qualified teachers will monitor and provide instructional support to students using online programs and facilitate instruction.	Academic Support Program	Tier 1	Monitor	08/29/2017	06/30/2020	$0	building level administrators, Instructional Advocates, credit recovery teachers, SE teachers, counselors
Credit Recovery	Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summer school. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction.	Academic Support Program	Tier 3	Monitor	08/28/2017	06/30/2020	$10000	District and building level administrators, credit recovery assigned teachers

General Fund

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

Sheltered Instruction Observational Protocol (SIOP) and other strategies for ELL's	The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. Instructional staff will receive training and coaching in the SIOP Model. Teacher at all levels will reflect an understanding of language development in their planning and teaching in order to allow ELL (English Language Learners) to acquire academic knowledge as they develop English language proficiency.	Academic Support Program, Professional Learning	Tier 2		08/28/2018	06/30/2020	$0	ELL teachers, classroom teachers, building, SE teachers, SIOP consultant
Specially Designed Cources	Reading Specialist will identify 9th and 10th grade students who may require special attention in regards to reading and place them in specially designed courses, i.e. Read 180, Kahn Academy, and Intensive Reading (Tier III intervention).	Supplemental Materials, Academic Support Program, Curriculum Development	Tier 3	Implement	08/28/2018	06/30/2020	$0	Building administration, SLC leaders, department chairs, instructional coaches, teaching staff, instructional advocates, and counselors.
College Readiness Data Evaluation	Data Evaluation - instructional staff and administrators will receive additional training in how to access, analyze, interpret and apply NWEA data, Pre-SAT, SAT, and Work Keys data sets for purposes of setting measurable objectives for students; it should be evident that this data continues to guide lesson planning and targeted supplemental support for all students to show growth.	Curriculum Development, Professional Learning	Tier 1	Implement	08/28/2018	06/30/2020	$0	Building administration, SLC leaders, department chairs, instructional coaches, teaching staff, and counselors.
NWEA Data Analysis	Instructional staff and administrators will receive training in how to access, analyze, interpret and apply NWEA data and other data sets for purposes of setting measurable objectives for students; it should be evident that this data continues to guide lesson planning and targeted supplemental support for at-risk learners.	Professional Learning	Tier 1	Monitor	08/28/2017	06/30/2020	$0	building administration, instructional coach, and teaching staff

Curriculum Allignment	As guided by the District, building curriculum and assessments will continue moving toward an ultimate goal of direct alignment as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/28/2018	06/30/2020	$0	district administration, building administration,SLC leaders, department chairs, instructional coaches,teaching staff, and counselors.
Ambitious Teaching	Ambitious teaching requires that teachers teach in response to what students do as they engage in problem solving performances, all while holding students accountable to learning goals that include procedural fluency, strategic competence, adaptive reasoning, and productive dispositions. High school staff will utilize the high quality data collection tool (DTN tool) to record and monitor the implementation of the ambitious teaching strategies.	Academic Support Program, Behavioral Support Program, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	08/28/2018	06/30/2020	$0	Building administration,SLC leaders, department chairs, instructional coaches,teaching staff, and counselors.
Math Support Class	Based on student performance data, teacher recommendation, and NWEA scores, students are selected to be enrolled into an additional hour of math support with their current math teacher.	Academic Support Program	Tier 2	Monitor	09/11/2017	08/20/2020	$0	high school counselors, instructional coach, teaching staff, department head, and administration

Multiple Tiered System of Supports (MTSS)	Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming. In our building, this will include Differentiation to Supplement Learning - Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of NWEA and M-Step assessment results to improve reading proficiency of all students, including students with disabilities, as evidenced by targeted, tiered interventions. Also, Informational Reading Instruction - Instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through training, PLC classroom experiences and other professional development. This will be monitored by classroom observations and improvement in student achievement on informational reading assessments.	Academic Support Program, Teacher Collaboration, Policy and Process		Implement	08/28/2018	06/30/2020	$0	Building administration,SLC leaders, department chairs, instructional coaches,teaching staff, and counselors.
Writing Instruction	All students will receive thoughtful writing instruction in order to learn and demonstrate grade level skills articulated in grade level content expectations and common core standards. Students will respond to content specific prompts agreed to by department teachers/instructional coaches. Students will demonstrate mechanics, organization and writer's voice according to grade level expectations. Students will write according to a variety of narrative and expository prompts across all content areas. Teachers will receive support in writing instruction from the district literacy specialist/instructional coach.	Direct Instruction	Tier 1	Implement	08/28/2018	06/30/2020	$0	Building administrators, classroom teachers, supplemental support teachers, district literacy specialist/instructional coach

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Journals and Math Word Walls	Students will use math journals/interactive notebooks to explain their thinking about how they arrived at solutions. Data that are compiled in math journals may be used as do now activities and exit slips. Math Word Walls reflect math vocabulary to ensure a common use and understanding from class to class, grade to grade.	Direct Instruction	Tier 1	Implement	08/28/2017	06/30/2020	$0	math teachers, math department head, building principals, math instructional coach

Kahn Academy	Students access Kahn Academy to pre-teach and/or reteach and practice course content and SAT prep.	Academic Support Program, Technology	Tier 2	Implement	09/05/2018	08/20/2020	$0	math teachers, math department chair, instructional coach, special education staff, and Title 1 teacher

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
District Mathematics Curriculum	The district will continue to fund a math instructional coach for the high school SLCs. Instructional coach will word with the math department head to ensure proper training, pacing, and implementation of district math curriculum. Every summer math staff will receive professional development on numeracy strategies in order to scaffold curriculum to meet all student needs.	Curriculum Development	Tier 1	Monitor	08/28/2017	06/30/2020	$40000	building administrators, instructional coach, teaching staff, department head
Growth Mindset	In a growth mindset, people believe that basic abilities can be developed through dedication and hard work. This view creates a love of learning and a resilience that is essential for accomplishment. Teachers will facilitate their classroom procedures and practices with a growth mindset. Teachers will receive professional trainings, through SLC, building, department and district level sources.	Academic Support Program, Behavioral Support Program	Tier 1		08/28/2018	06/30/2020	$0	Building administration, SLC leaders, department chairs, instructional coaches, teaching staff, counselors and support staff.

School Improvement Plan

ACTech High School

Grading Tools	Grading is a powerful tool which teachers will use to collaborate with colleagues and communicate with students, and stakeholders to attach meaning to grades that affect learning. Teachers will utilize district, SLC specific and department specific grading tools which may include but are not limited to: common rubrics, common assessments, PowerTeacher Pro grade book, Illuminate, Blackboard Configuration (BBC), formative assessment, summative assessment, quarterly assessments, project based assessments, place based assessments, cross-curricular assessments, comprehensive exams, and testing out.	Evaluation, Communication, Parent Involvement, Career Preparation/Orientation, Academic Support Program, Teacher Collaboration, Technology, Policy and Process, Professional Learning	Tier 1	Implement	08/28/2018	06/30/2020	$0	Building administration, SLC leaders, department chairs, instructional coaches, instructional advocates, teaching staff, and counselors.
Instructional Coach	Instructional coach will specialize in math instruction for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach will work with staff throughout the district, at the secondary level, to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with the math department heads and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike.	Professional Learning	Tier 1	Implement	08/28/2017	06/30/2020	$40000	District and building administration, WISD administration and consultants, Instructional coaches, Instructional Advocates, math Department heads Title I, special education and ESL staff.
Common Assessments	These assessments will be created collaboratively by a team of instructional staff responsible for the same course, core, or content. The assessments will be developed to ensure continuity of instructional targets across and within SLCs to better address the specific learning challenges of YCHS (as evidenced by performance assessments).	Academic Support Program	Tier 1	Implement	08/28/2017	06/30/2020	$0	building administrators, classroom teachers, instructional coaches, department head

Bright Futures	Bright Futures offers high quality after school programs develop self-efficacy and to prepared all students 2nd-12th grade to prepare for the next level of school.	Extra Curricular	Tier 1	Implement	08/28/2017	06/30/2020	$0	District staff, building principals, Bright Futures organizatio n
Numeracy Training	All math teaching staff attend summer professional development on numeracy strategies and number strings to meet the needs of all students. Summer 2018 math leadership staff will attend Train the Trainer professional development in order to sustain the work.	Professiona l Learning	Tier 1	Monitor	08/08/2016	08/20/2020	$100000	building administrati on, instructiona l coaches, teaching staff, select special education staff, department head

Formative Assessments	Grade level and content level instructional staff will collaboratively create formative assessments, which are ongoing, repetitive measures designed to provide information to both the teacher and students concerning the students' understanding of small segments of course material (or instructional unit). As an integrated approach to assessment and instruction, formative assessments, emphasize mastery of course material (outcomes) as opposed to evaluation of performance or assignment of grades. Formative assessments are administered throughout the instructional process to monitor student progress and provide feedback on strengths and weaknesses. The key to formative assessments is the role of feedback; this feedback allows students to correct conceptual errors and encourages instructors to modify instructional activities to inform effective lesson design/ instruction practice. Formative assessments are designed to guide learning and are not typically used as an outcome measure, they are generally considered a low stakes assessment. Formative assessment are very often reflective of mastery teaching. Formative assessment can be developed by small or larger groups of teachers as a collaborative agreement amongst colleagues focused on improving aspects of instruction and student learning. Key building teacher leaders will participate in the WISD Assessment Literacy training teams and become leaders in the transition to more informative assessment writing. Teachers will receive stipends for participating in after-school and Saturday formative assessment training sessions.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/30/2020	$0	building administrators, classroom teachers, Title I/ 31 A Instructions, ESL teacher(s), special education teacher(s)
Performance Management Template (DTN tool)	Utilize the performance management template (DTN tool) to record and use multiple sources of data to problem solve. Data sources should include the following: Demographic, Performance Goals, Non-Instructional Indicators, Achievement Data.	Evaluation, Monitor, Policy and Process	Tier 1	Implement	08/28/2018	06/30/2020	$0	District and building level administration, teaching staff, department chairs, SLC leaders, instructional coaches, counselors

Graduation Intervention Specialist	The position of Graduation Intervention Specialist will be utilized to close achievement gaps, raise the graduation rate and help students to be better prepared to complete a post-secondary program. The Specialists, one pre grade level, will provide students with the learning experiences students need to prepare for continuing education ranging from general college awareness and career exploration to applying for college/trade school/certification program, enlisting into the military, securing college funding, and scholarship applications. In addition, this position will provide data-driven, differentiated, explicit and systematic instruction to students with priority given to those performing significantly below grade level that includes working with community members, parents/guardians, teachers, and other stakeholders.	Career Preparation /Orientation , Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/28/2018	06/30/2020	$0	building administration, College Adviser	Michigan College Advising Corps with the U of M, Graduation Intervention Specialists, teaching staff, and counselors
Project-Based Learning	With the support of a math instructional coach, teachers will design and implement no less than one project or problem-based unit for each math course taught. Teacher and instructional coach will meet to debrief the process and to make any revisions necessary.	Curriculum Developme nt	Tier 1	Implement	09/05/2018	08/20/2020	$40000	math instructiona l coach, math teachers, and building administrati on
Data Analysis to Support 9th Grade Proficiency	Data Team Meetings - Instructional and support staff along with building and district administrators and school counselors will meet regularly to review updated achievement data collected by middle school staff (NWEA, state standardized assessments, etc) to collaborate around the effective placement of students into mathematics courses specifically for at risk students not demonstrating unit concept mastery. Professional development on numeracy is provided each summer to staff to support students in remedial courses.	Academic Support Program	Tier 1	Monitor	08/28/2017	06/30/2020	$75000	Building Administrat ors, Teachers, Instructiona l Coaches, School Counselors

Cultural Competency/ Cultural Relevancy	Cultural Proficiency in education is the level of knowledge-based skills and understanding that are required to successfully teach and interact with students and to work effectively with colleagues from a variety of cultures by holding all forms of cultural difference in high esteem; a continuing self-assessment of one's values, beliefs and biases grounded in cultural humility; an ongoing vigilance toward the dynamics of diversity, difference and power; and the expansion of knowledge of cultural practices that recognize cultural bridges as going both ways. Culturally responsive reading instruction bridges the gap between the school and the world of the student. Teachers will select supplementary texts which engage all students in culturally responsive literacy instruction.	Supplemental Materials, Curriculum Development, Professional Learning	Tier 1	Implement	08/28/2018	06/30/2020	$0	Building administration, SLC leaders, department chairs, instructional coaches, teaching staff, and counselors.