



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	The district chose goals and plans in ASSIST for all buildings.	

ACTech School Improvement Plan 2017-18

Overview

Plan Name

ACTech School Improvement Plan 2017-18

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: 2 Strategies: 5 Activities: 22	Academic	\$1218000
2	Improve Reading Proficiency	Objectives: 2 Strategies: 6 Activities: 20	Academic	\$100000
3	Improve School Culture and Climate	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$100000

Goal 1: Improve Mathematics Proficiency

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in grade level outcomes by 15 percentage points particularly in problem solving, reasoning, automaticity, number sense representation, and communicating reasoning and proof in Mathematics by 06/10/2016 as measured by a combination of state standardized assessments, NWEA (MAP) EXPLORE, PLAN, ACT, SAT, and grade level specific common assessments as applicable.

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:

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.

Ball, D., Boerst, University of Michigan in the Elementary Mathematics--Collaborative Assessment of Teacher (EM-CAT) project (completed, 2013).

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 Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Data Team Meetings - Instructional and support staff along with building and district administrators will meet regularly to review updated achievement data collected by building level data teams (NWEA/ Des Cartes, state standardized assessments, etc). and to collaborate around the effective instruction of mathematics instruction specifically for at risk students not demonstrating unit concept mastery; professional development, pacing guides, supplemental materials will be exchanged to enhance the efficacy of instruction and to demonstrate improved student performance on discreet instructional objectives. Data teams will receive monthly training for two hours.	Academic Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$50000	Title II Part A	Building Administrators, Data Team Members, Teachers
Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will create and administer math benchmark assessments, which are assessments that fall on the continuum between formative and summative assessments. Benchmark assessments will: 1) evaluate students' knowledge and skills relative to specific goals, typically within a limited time frame and 2) inform decisions at the classroom, school, or district level. Benchmark assessments will be administered no less than 3 times during the year and at the beginning / end of summer intercessions (school school).	Academic Support Program	Tier 1	Monitor	09/07/2015	06/10/2016	\$0	Other	Building administrators, classroom teachers
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 grade level, core, or content. The assessments will be developed across a grade level to ensure continuity of instructional targets, within small learning communities to guide the unique nature of the SLC, and within a school to better address the specific learning challenges of that school (as evidenced by performance assessments).	Academic Support Program	Tier 1	Monitor	09/14/2015	06/10/2016	\$0	Other	Building administrators, classroom teachers
Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	09/07/2015	06/01/2016	\$0	Other	Building and District administrators, classroom teachers, Title I/ 31 A Instructional Advocates, ESL teachers.
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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

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Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will receive on-site job imbedded training regarding effective co-teaching instruction. Co-teaching strategies consist of efforts of the instructional staff to respond to variance among learners in the classroom an supplemental program. Instructional staff will learn and implement effective ways to plan for diverse instructional needs in order to provide the most effective learning experience possible.	Professional Learning	Tier 1	Implement	09/07/2015	06/10/2016	\$0	Other	District and WISD administrative staff, building administrators, classroom and support staff
Activity - Data Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administrators will receive additional 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	Implement	09/07/2015	06/10/2016	\$0	Title II Part A	District Leadership, building principals, WISD consultants , Data trainers
Activity - District Mathematics Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will secure math consultants able to work with staff and building administrators to effectively implement the district selected math curriculum K-12 with fidelity to increase student achievement in numbers and operations, basic computation, problem solving, pre-algebra and algebra concepts. The instructional staff will learn how to effectively use manipulatives, promote higher order thinking skills, project based applications, technology review for additional practice, and to facilitate the development of these skills. Progress will be monitored and shared during Data team meetings. Classroom teachers will be able to develop lessons that engage all students for total math engagement. Teachers will receive professional development for effective implementation of district math curriculum. This may include stipends, substitutes, and trainers.	Curriculum Development	Tier 1	Monitor	09/07/2015	06/10/2016	\$150000	Title II Part A	District and building administrators, WISD consultants , small learning community teacher leaders, classroom teachers, SE staff, Title I/31a support teachers
Activity - Common Core State Standards (CCSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional staff and administrators will continue to receive training about the Common Core Standards to provide a clear and consistent framework to prepare YCS students for college and workforce readiness. Classroom and support teachers will be expected to reflect the appropriate level of instructional rigor, use of CCSS vocabulary and aligned curricular material when developing lessons. Teachers will use NWEA and other benchmark measures to address student achievement relative to state and national targets	Professional Learning	Tier 1	Implement	09/07/2015	06/10/2016	\$0	Title II Part A	District and building level administrators, WISD consultants, classroom teachers, SE staff
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 in the SIOP Model, a research-based instructional model for effectively 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	08/31/2015	06/10/2016	\$200000	Title II Part A	ESL staff, District and building administrator, classroom teachers, SE staff, Title I/31a support teachers, SIOP consultant
Activity - Mathematics Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will participate in the math labs provided by Teach Works during which university faculty model exemplary instructional strategies, demonstrating how to enhance mathematical reasoning, explanations, analyzing errors, metacognition, representing ideas, and applying problem solving techniques during project based learning. Staff attending these lab sessions will be expected to share their experience and effective practices with grade level colleagues.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Title II Part A	District administrators. WISD curriculum consultants, district instructional staff, University of Michigan.
Activity - MAISA Instructional Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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MAISA units will be utilized for this professional development. Teachers will operate under the trainer-of-trainers model to provide professional development in the units and in workshop instruction. Along with utilizing the units, teachers will receive professional development in the use of culturally relevant materials in the units.	Curriculum Development	Tier 1	Implement	08/31/2015	06/10/2016	\$50000	Title II Part A	District and building administrators, teacher leaders
Activity - Intel Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the Intel Math Grant Professional Development series. Teachers participating will develop a deeper understanding of mathematics content, build collaborative learning communities and meet throughout the school year, and improve student outcomes in math in both the short and long terms. Teachers will meet for ongoing after-school and Saturday sessions to further improve their craft in mathematics instruction.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Title II Part A	District and Building Administrators, WISD Curriculum Staff, District Instructional Coaches
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 onto observe each other in mathematics instructional practices and then allow for time to debrief what was observed.	Teacher Collaboration	Tier 1	Implement	09/14/2015	06/10/2016	\$0	Title II Part A	District and building administrators, mathematics instructional coaches, classroom teachers

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

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Activity - Title I and Instructional Advocates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers, instructional advocates, and school improvement funded tutors will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teachers 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	09/07/2015	06/10/2016	\$400000	Section 31a	District and building level administrators
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.	Academic Support Program	Tier 1		09/07/2015	06/10/2016	\$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. The focus of this program is to improve math academic achievement, develop self-efficacy and to prepared all students 2nd-12th grade to prepare for the next level of school.	Extra Curricular	Tier 1	Implement	09/07/2015	06/10/2016	\$0	Other	District staff, building principals, Bright Futures organization
Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional coaches 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 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 Instructional Advocates, Teacher Leaders, 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	09/07/2015	06/10/2016	\$250000	Title II Part A	District and building administration, WISD administration and consultants, Instructional coaches, Instructional Advocates, Teacher leaders, Title I, special education and ESL staff.
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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
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Students will use math journals to explain their thinking about how they arrived at solutions. Math journals allow teachers and students to conduct error analysis when solving problems and to develop math vocabulary. Data that are compiled in math journals may be used as warm up activities and exit slips. Math Word Walls reflect math vocabulary to ensure a common use and understanding from class to class, grade to grade. Vocabulary is color coded for easy reference.	Direct Instruction	Tier 2	Implement	09/07/2015	06/10/2016	\$0	No Funding Required	All highly qualified staff working with student to advance mathematic learning, building principals.
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Activity - Interactive Games and Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These are objectives and games designed so that learners can perceive some mathematical concepts by manipulating them(hands on learning). The use of manipulatives and math games provide a way for children to learn concepts in a developmentally appropriate, hands-on manner. This increases relevancy and promotes higher order thinking skills for many students and reinforces learning through tactile (touch) modality. Concrete representation is the first step in conceptual learning. The second and third steps are representational and abstract, respectively. Base Ten, Geometric shapes, Unifix cubes, Fraction pieces, Counters, Logic puzzles, Pattern Blocks, Everyday Counts Calendars are examples (not an exhaustive list).	Supplemental Materials	Tier 1	Implement	09/07/2015	06/10/2016	\$3000	Section 31a	Highly qualified classroom and support staff, building principals, academic tutors.

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, summerschool/ summer bridge, and/or intercessions. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction.	Academic Support Program	Tier 1	Implement	09/07/2015	08/26/2016	\$10000	Section 31a	District and building level administrators, classroom and credit recovery assigned teachers, supplemental teachers.

Measurable Objective 2:

100% of Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth by 15% in grade level outcomes particularly in problem solving, reasoning, problem solving, reasoning, automaticity, number sense representation, and communicating reasoning and proof in Mathematics by 08/01/2016 as measured by state standardized assessment, NWEA, grade level (content area) performance assessments and other common assessments..

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Strategy 1:

Extra Mathematics Support - Students will receive supplement instructional support. The highest priority will be to provide additional instructional in the area of mathematics. Instructional Advocates will work with small learning community faculty to remediate skills necessary to demonstrate competencies in mathematics. This supplemental support may be pull out, extended day, intercession classes, and/or take the form of an additional math class depending on the needs of the students. Student progress will be closely monitored through the use of formative assessments.

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.

Marzano, R. Pickering, D., Pollock., J., (2001). Classroom instruction that works: research based strategies for increasing student achievement, ASCD, Alexandria, VA.

Reeves, D.B. (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 and Learn Press, Englewood, 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 2

Activity - Summer School/Summer Bridge/Smmer Intercession	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program.	Academic Support Program	Tier 2	Implement	06/01/2016	08/31/2016	\$100000	Section 31a	District and building administrators, federal and state program director, classroom teachers, ESL teachers, Title I and Instructional Advocates.

Activity - After School Enhancement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional staff will provide supplemental math support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students.	Academic Support Program	Tier 2	Implement	09/07/2015	06/10/2016	\$5000	Section 31a	District and building administrators, classroom teachers, Title I teachers, ESL teachers, Instructional Advocates.
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Goal 2: Improve Reading Proficiency

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in grade level outcomes by 15 percentage points while reading a broad range of literacy genres and informational texts in all content areas and in Reading by 08/31/2016 as measured by a combination of state standardized assessments, NWEA (MAP) EXPLORE, PLAN, ACT, SAT, and grade level specific common assessments as applicable..

Strategy 1:

Balanced Literacy Instruction - Teachers will conduct guided reading instructional sessions with whole groups, small guided reading groups, and individual learners. Teachers will ensure students are appropriately matched with leveled text. Teachers will demonstrate effective strategies while facilitating literacy instruction through higher order thinking and questioning skills and through engaged discussion of informational and narrative text. Teachers will assign progressively more challenging text as students demonstrate improved fluency and comprehension proficiency. Teachers will learn how to create classroom cultures that prioritize and enhance balanced literacy to include 1) use of classroom libraries, rotation/participation in centers 3) small group instruction with teacher/ independent reading 4) application of reading strategies 5) take home book for practice.

Category: English/Language Arts

Research Cited: Frey, B. Lee, S, Tollefson, N., Pass, L. and Massengill, D. (2005, May/June). Balanced Literacy in an urban school district. Journal of Educational Research, 98 (5), 272-280.

Heydon, R. and Hebbert, K. (2004, December). Strategies to support balanced literacy approaches in teacher education. Journal of Adolescent and Adult Literacy, 48 (4). 312-319.

Hinchman, K., and Sheridan-Thomas, H. (2008). Best practices in adolescent literacy instruction, Guilford Press, New York, New York

Jenson, E. (2009). Teach with poverty in mind: What being poor does to kids' brains and what schools can do about it. ASCD, Alexandria, VA

Pressley, M. (2006). Reading Instruction that works: the case for balance teaching, Guilford Press. New York, NY.

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Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will appropriately organize students into small group reading groups according to reading levels as determined by performance assessments and running records. Students will receive appropriate/ effective guided reading instruction from the teacher no less than 4 days a week. Supplemental instructional teachers will provide additional guided reading to maximize reading proficiency progress. Guided Reading small group instruction will be complemented by phonics instruction, word work, reading journals and writing instruction per the balanced literacy framework. Balanced Literacy instruction must be consistent and implemented with fidelity to achieve the intended instructional targets.	Direct Instruction	Tier 1	Implement	09/06/2016	06/23/2017	\$0	Other	District and building administrators, classroom teachers, Title I/ 31 A teachers, ESL teachers and SE staff
Activity - Phonics and Word Work Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Phonics instruction (phonemic awareness) and intentional word work (vocabulary development) are essential components of a balanced literacy instruction framework. Every lesson, every day should include whole and small group instruction specific to these components.	Direct Instruction	Tier 1	Implement	09/07/2015	06/10/2016	\$0	General Fund	District and building level administrators and instructional staff, supplemental teachers such as Title I and Instructional Advocates, ESL and other reading mentors.
Activity - Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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 grade level prompts agreed to by grade level teachers. Students will demonstrate mechanics, organization and writer's voice according to grade level expectations. Students will maintain a writing journal. 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 writing specialist.	Direct Instruction	Tier 1	Implement	09/07/2015	06/10/2016	\$0	General Fund	District and building administrators, classroom teachers, supplemental support teachers, district writing specialist
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Activity - Uninterrupted Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading instruction will include comprehension strategies, fluency, word work, vocabulary and writing. Teachers will work with students in whole, small and individual groups. Instruction during this period will be based on student achievement data and grade level team collaboration. Students will be appropriately matched with leveled text. This time will be used for direct and guided literacy instruction. Title I and 31 A Instructional Advocates will supplement the reading instruction using common strategies, instructional vocabulary, and reading routines (such as Daily Five/Cafe). Students/ Teacher may incorporate Reading A-Z and Accelerated Reader during the instructional period.	Direct Instruction	Tier 1	Implement	09/07/2015	06/10/2016	\$0	General Fund	District and building administrators, supplemental support teachers such as Title I and 31 A funded positions, ESL teachers and other academic mentors.

Activity - MAISA Instructional Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAISA units will be utilized for this professional development. Teachers will operate under the trainer-of-trainers model to provide professional development in the units and in workshop instruction. Teachers will receive stipends for participating in the training. 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 instruction utilizing the Daily 5 strategy.	Curriculum Development	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Title II Part A	District and building administration, teacher leaders

(shared) Strategy 2:

Supplemental Instruction - Title I and 31A Instructional Advocates, ESL teachers and para educators, and other academic tutors will supplement the balanced literacy curriculum district framework. Supplemental instruction will provide additional and strategic support in areas of literacy development ensure students increase fluency,

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comprehension and writing skills, are able to apply these skills across content areas using multi genres (including textbook information). Supplemental plans for students will be made collaboratively with classroom teachers with oversight by administration and monitored for effective impact using performance assessments.

Category:

Research Cited: Frey, B., Lee, S., Tollefson, N., Pass, L. and Massengill, D. (2005, May/ June). Balanced literacy in an urban school district. Journal of Educational Research, 98 (5) 272-280.

Heydon, R. and Hebbert, K. (2004, December). Strategies to support balanced literacy approaches in teacher education. Journal of Adolescent and Adult (4) 312-319. Literacy, 48

Jensen, E. (2009). Teach with Poverty in Mind: What being poor does to kids' brains and what school can do about it. ASCD, Alexandria, VA

Pressley, M. (2006). Reading instruction that works: the case for balanced teaching, Guilford Press, New York, NY

Tier: Tier 2

Activity - Title I and 31A Instructional Advocates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers and Instructional Advocates will provide supplement interventions to whole groups, small groups, and individual student who meet Title I and 31 A eligibility criteria. These teachers along with ESL teachers and para educators and other academic tutors will reinforce decoding skills, word recognition, vocabulary development, comprehension strategies, and expressive writing skills (to include correct use of mechanics) using the balanced literacy framework.	Academic Support Program	Tier 2	Implement	09/07/2015	06/10/2016	\$0	Title I Part A	Title I and 31 A Instructional Advocates, District and building administrators, Director of State and Federal Planning, ESL teachers.

Activity - Bright Futures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

ACTech High School

Bright Futures offers high quality after school programs. The focus of this program is to improve math academic achievement, develop self-efficacy and to prepared all students 2nd-12th grade to prepare for the next level of school.	Extra Curricular	Tier 2	Implement	09/07/2015	06/10/2016	\$0	Other	Title I teachers, Instructional Advocates, classroom teachers, building principals and Bright Futures staff.
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Activity - ESL Teachers and Para-Educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English as a Second Language Teachers and ESL para educators will provide supplemental instruction to eligible ELL students who have not demonstrate proficiency on the WIDA assessment and/or on the MEAP or MME. ESL teachers will work cooperatively with classroom and other support staff to ensure ELL students are acquiring social and academic language and content knowledge as measured by the MEAP. ESL teachers will help classroom teachers and other tutorial support recognize the "language demands" of a lesson, text and/or direct instruction. Previewing vocabulary and concepts is a SIOP best practice. Recognizing culture discrepancies between the ELL student's native country and in the United States/ Michigan is also important in preparing effective ESL supplemental support.	Academic Support Program	Tier 2	Implement	09/07/2015	06/10/2016	\$0	Section 31a	Director of Federal and State Programs/ Title III, building and district administrators, classroom teachers, Title I teachers and Instructional advocates.

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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An instructional coach will specialize in Writing and ELA for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) 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 Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike.	Professional Learning	Tier 2	Monitor	08/31/2015	06/10/2016	\$100000	Title II Part A	District and building administration, SE staff, Teacher Leaders, Instructional Advocates, Instructional Coaches, Title I, and ELL teachers
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Strategy 3:

Professional Development/Training - The professional staff and administrators will participate in professional development in order to improve their ability to effectively teach 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 and pedagogy, 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: What Works in Schools: Translating Research into Action. ASCD Alexandria, VA. Reeves, D. (2006). How to Focus School Improvement, ASCD.Alexandria, VA.

Hinchmann, K., and Sheridan-Thomas, H. (2008). Best practices in adolescent literacy instruction. Guilford Press, New York, NY.

Pressley, M. (2006). Reading instruction that works: the case for balanced teaching. Guilford Press, New York, NY.

Lucas, L.J. (2012). Write more, grade less: five practices for effectively grading writing. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 85(4). 136-140.

City, E., Elmore, R., & Fierman, S. (2009). Instructional Rounds in Education. Harvard Education Press, Boston MA.

Pappano, L., (2010). Inside School Turnarounds Urgent Hopes, Unfolding Stories. Harvard Press, Boston. MA.

Jensen, E. (2009). Teach with poverty in mind: What being poor does to kids' brains and what schools can do about it. ASCD, Alexandria, VA.

Stephens, D. B. (2010). Improving Struggling Schools: A Developmental Approach to Intervention. Harvard Press, Boston MA.

Tier: Tier 1

Activity - NWEA Data Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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NWEA Data Evaluation - instructional staff and administrators will receive additional 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 all students to show growth.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Title II Part A	District and building administrators, instructional and supplemental support staff
Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will receive on-site job imbedded training regarding effective co-teaching instruction. Co-teaching strategies consist of efforts of the instructional staff to respond to variance among learners in the classroom and supplemental program by utilizing both general education and special education staff in a classroom. Instructional staff will learn and implement effective ways to plan for diverse instructional needs in order to provide the most effective learning experience possible.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Other	District and building level administrators, classroom and Special Education support teachers
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 in the SIOP Model, a research-based instructional model for effectively teaching English Language Learners. Teacher 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 an on-site SIP consultant to further support teachers in the Focus school and its feeder schools.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Title II Part A	ESL teachers, classroom teachers, building and district administrators, SE teachers, SIOP consultant

Strategy 4:

Data Management and Use - Student achievement data will guide instructional decisions and lesson design for classroom teachers and support staff. Building principals will use performance data to inform overall supervision and to coordinate/ enhance achievement across a school and/or at a particular grade level with additional professional development and dialogue amongst staff. 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 . Supplemental support will be outcome-specific predicated on the students' needs and provided by Title I staff and/or the Instructional Advocate in cooperation with the classroom teacher. Building level data teams will monitor the progress made by all students receiving supplemental support. Instructional Advocates will be a key participant in these conversations. Classroom and grade level performance will be monitored by staff and administration collectively. All supplemental programs will be evaluated for efficacy using the MDE suggested

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School Improvement Plan

ACTech High School

program evaluation too.

Category:

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). 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. Frey, B, Lee, S., Tollefson, ., Pass, L., and Massengill, D. (2005), May/Jue). Balanced Literacy in an urban school district. Journal of Educational Research, 98 (5), 272-280.

Tier: Tier 1

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional and support staff along with building and district administrators will meet regularly to review updated achievement data collected by building level data teams (NWEA, MI standardized state assessment, running records, balanced literacy assessments, MLPP, etc). and to collaborate around effective literacy instruction specifically for at risk students not demonstrating unit concept mastery; professional development, literacy lessons, use of time, supplemental materials will be exchanged to enhance the efficacy of instruction and to demonstrate improved student performance on discreet instructional objectives. Data teams will receive monthly training for two hours.	Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Title II Part A	District and building administration, classroom and support staff (to include ESL teachers and special education staff)
Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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 assessments 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, Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Other	District and building level administration, classroom teachers, all support and supplemental teachers
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(shared) Strategy 5:

Extra Reading/ELA Support - Students will be given extra support by a Title I math teacher and/or by a 31 A Instructional Advocate or ESL teacher/ para professional (ELL students only). The support staff will work in collaboration with the classroom teacher to develop individual student plans to address areas for skill improvement. Students will receive supplement instructional support. Instructional Advocates will work with small learning community faculty to remediate skills necessary to demonstrate competencies in reading fluency, comprehension and written language. This supplemental support may be pull out, extended day, intercession classes, and/or take the form of an additional English/writing class depending on the needs of the students. Student progress will be closely monitored through the use of formative assessments, journal writing, collaborative grade level performance assessments by school or across the district.

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. Marzano, R. Pickering, D., Pollock., J., (2001). Classroom instruction that works: research based strategies for increasing student achievement, ASCD, Alexandria, VA. Reeves, D.B. (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 and Learn Press, Englewood, 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. Hinchman, L, and Sheridan-Thomas, H. (2008). best practices in adolescent literacy instruction, Guilford Press, New York, NY. Pressley, M. (2006). Reading

School Improvement Plan

ACTech High School

instruction that works: the case for balanced teaching, Guilford Press, New York, NY.

Tier: Tier 1

Activity - Summer School/Summer Bridge/Summer Intersession/After School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program.	Academic Support Program	Tier 1	Implement	06/01/2016	08/31/2016	\$0	Title I Part A	District and building administrators, classroom teachers, Title I / 31 A supplemental teachers, ESL teachers and paraeducators

Activity - After School Enhancement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide supplemental support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. This after school supplement may include the use of credit recovery instructional on line learning.	Academic Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Section 31a	District and building level administrators, supplemental teachers such as Title I / 31 A Instructional Advocates, ESL teachers and paraeducators

Strategy 6:

Supplemental 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:

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Research Cited: Hinchman, K., and Sheridan-Thomas, H. (2008). Best practices in adolescent literacy instruction, Guilford Press, New York, NY.

Jensen, E. (2009). Teacher with poverty in mind: What being poor does to kids' brains and what schools can do about it. ASCD. Alexandria, VA.

Pappano, L. (2010). Inside School Turnarounds Urgent Hopes, Unfolding Stories. Harvard Press, Boston, MA. Stephens, D.B. (2010). Improving Struggling Schools: A Developmental Approach to Intervention. Harvard Press, Boston, MA. City, E., Elmore, R., & Fierman, S. (2009). Instructional Rounds in Education. Harvard Education Press, Boston, MA.

Tier: Tier 1

Activity - Reading A to Z, RAZ Kids, Estoria, Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This interactive vocabulary and reading program can be presented to students individually, in small groups, and whole classes. Leveled texts and vocabulary lists can be downloaded and printed which allow teachers to differentiate instructional for students at varied reading and vocabulary levels.	Academic Support Program	Tier 1	Implement	09/07/2015	06/10/2016	\$0	Other	District and building level administrators, classroom and support staff.

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is a computer based program that is guided by teachers and led by students (at their own pace). After students read leveled texts independently they take a computerized quiz that measures comprehension. Teachers and students are given immediate feedback.	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/07/2015	06/10/2016	\$0	Title I Part A	Supplemental support staff such as Title I and 31 A Instructional Advocates, classroom teachers and other support staff such as ESL teachers and para educators, academic tutors.

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summerschool/ summer bridge, and/or intercessions. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction.	Academic Support Program	Tier 1	Implement	01/19/2016	08/31/2016	\$0	Section 31a	District and building level administrators, 31A Instructional Advocates, credit recovery teachers, Title I teachers, ESL teachers.
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Activity - Reading Journals and Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use reading/writing journals to explain their understanding of text and/or to ask questions about the nature of a passage. Reading journals allow teachers and students to exchange ideas about the author's intent, use of plot structure, character development, and to develop reading vocabulary. Reading journals maybe used as warm up activities. Reading Word Walls reflect reading vocabulary to ensure a common use and understanding from class to class, grade to grade. Vocabulary is color coded for easy reference.	Direct Instruction			09/08/2015	06/10/2016	\$0	No Funding Required	District and building level administrators, classroom teachers, and all supplemental teachers must monitor that this best practice is occurring in all classrooms.

Measurable Objective 2:

100% of Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth by 15 percentage points in English Language Arts and reflecting increased reading and comprehension proficiency in Reading by 06/10/2016 as measured by NWEA , running records, state standardized assessments, other standardized assessments..

(shared) Strategy 1:

Supplemental Instruction - Title I and 31A Instructional Advocates, ESL teachers and para educators, and other academic tutors will supplement the balanced literacy curriculum district framework. Supplemental instruction will provide additional and strategic support in areas of literacy development ensure students increase fluency, comprehension and writing skills, are able to apply these skills across content areas using multi genres (including textbook information). Supplemental plans for students will be made collaboratively with classroom teachers with oversight by administration and monitored for effective impact using performance assessments.

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Research Cited: Frey, B., Lee, S., Tollefson, N., Pass, L. and Massengill, D. (2005, May/ June). Balanced literacy in an urban school district. Journal of Educational Research, 98 (5) 272-280.

Heydon, R. and Hebbert, K. (2004, December). Strategies to support balanced literacy approaches in teacher education. Journal of Adolescent and Adult Literacy, 48

Jensen, E. (2009). Teach with Poverty in Mind: What being poor does to kids' brains and what school can do about it. ASCD, Alexandria, VA

Pressley, M. (2006). Reading instruction that works: the case for balanced teaching, Guilford Press, New York, NY

Tier: Tier 2

Activity - Title I and 31A Instructional Advocates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers and Instructional Advocates will provide supplement interventions to whole groups, small groups, and individual student who meet Title I and 31 A eligibility criteria. These teachers along with ESL teachers and para educators and other academic tutors will reinforce decoding skills, word recognition, vocabulary development, comprehension strategies, and expressive writing skills (to include correct use of mechanics) using the balanced literacy framework.	Academic Support Program	Tier 2	Implement	09/07/2015	06/10/2016	\$0	Title I Part A	Title I and 31 A Instructional Advocates, District and building administrators, Director of State and Federal Planning, ESL teachers.

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. The focus of this program is to improve math academic achievement, develop self-efficacy and to prepared all students 2nd-12th grade to prepare for the next level of school.	Extra Curricular	Tier 2	Implement	09/07/2015	06/10/2016	\$0	Other	Title I teachers, Instructional Advocates, classroom teachers, building principals and Bright Futures staff.

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Activity - ESL Teachers and Para-Educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English as a Second Language Teachers and ESL para educators will provide supplemental instruction to eligible ELL students who have not demonstrate proficiency on the WIDA assessment and/or on the MEAP or MME. ESL teachers will work cooperatively with classroom and other support staff to ensure ELL students are acquiring social and academic language and content knowledge as measured by the MEAP. ESL teachers will help classroom teachers and other tutorial support recognize the "language demands" of a lesson, text and/or direct instruction. Previewing vocabulary and concepts is a SIOP best practice. Recognizing culture discrepancies between the ELL student's native country and in the United States/ Michigan is also important in preparing effective ESL supplemental support.	Academic Support Program	Tier 2	Implement	09/07/2015	06/10/2016	\$0	Section 31a	Director of Federal and State Programs/ Title III, building and district administrators, classroom teachers, Title I teachers and Instructional advocates.

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will specialize in Writing and ELA for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es)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 Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike.	Professional Learning	Tier 2	Monitor	08/31/2015	06/10/2016	\$100000	Title II Part A	District and building administration, SE staff, Teacher Leaders, Instructional Advocates, Instructional Coaches, Title I, and ELL teachers

(shared) Strategy 2:

Extra Reading/ELA Support - Students will be given extra support by a Title I math teacher and/or by a 31 A Instructional Advocate or ESL teacher/ para professional (ELL students only). The support staff will work in collaboration with the classroom teacher to develop individual student plans to address areas for skill improvement. Students will receive supplement instructional support. Instructional Advocates will work with small learning community faculty to remediate skills necessary to demonstrate competencies in reading fluency, comprehension and written language. This supplemental support may be pull out, extended day, intercession classes, and/or take the form of an additional English/writing class depending on the needs of the students. Student progress will be closely monitored through the use of formative assessments, journal writing, collaborative grade level performance assessments by school or across the district.

School Improvement Plan

ACTech High School

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. Marzano, R. Pickering, D., Pollock., J., (2001). Classroom instruction that works: research based strategies for increasing student achievement, ASCD, Alexandria, VA. Reeves, D.B. (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 and Learn Press, Englewood, 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. Hinchman, L, and Sheridan-Thomas, H. (2008). best practices in adolescent literacy instruction, Guilford Press, New York, NY. Pressley, M. (2006). Reading instruction that works: the case for balanced teaching, Guilford Press, New York, NY.

Tier: Tier 1

Activity - Summer School/Summer Bridge/Summer Intersession/After School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program.	Academic Support Program	Tier 1	Implement	06/01/2016	08/31/2016	\$0	Title I Part A	District and building administrators, classroom teachers, Title I / 31 A supplemental teachers, ESL teachers and paraeducators

Activity - After School Enhancement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional staff will provide supplemental support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. This after school supplement may include the use of credit recovery instructional on line learning.	Academic Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Section 31a	District and building level administrators, supplemental teachers such as Title I / 31 A Instructional Advocates, ESL teachers and para educators
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Goal 3: Improve School Culture and Climate

Measurable Objective 1:

demonstrate a behavior that reflects a decrease in referrals and suspensions by 10% during the 2015-16 school year; a decrease in referrals for fighting from previous year's data, a decrease in bullying behavior from previous year's data and an increase in overall attendance. by 08/31/2016 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:

Research Cited: International Institute for Restorative Practices: <http://www.iirp.edu/what-is-restorative-practices.php>, Saftner/ 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/default.htm>

Tier: Tier 1

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Activity - Restorative Practices	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.	Behavioral Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Title II Part A	District and building administration, WISD consultants, all teachers, counselors, support staff, community agencies, co-curricular personnel.

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 newly 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:

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
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School Improvement Plan

ACTech High School

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.	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$0	Title II Part A	All district and building administration and staff, all support staff and community volunteers and participating agencies.
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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 nationally recognized programs such as PQA and ICT processes.

Category:

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 schools that 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) 5-29 Knotek, 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, 303-328 Levinsohn & 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/Communities in Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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The Neural Zone will be one of many partners providing training to staff and direct engagement with teens enrolled in YCS. The units developed by Neutral Zone have proven to be highly effective when addressing adolescent needs and interests. YCS will secure a number of wrap around support services to meet the needs of students utilizing Communities in Schools.	Other - Wraparound services	Tier 2	Implement	09/07/2015	06/10/2016	\$100000	Section 31a	District and building administration, counselors, classroom teachers, Lead Teachers, Instructional Advocates and academic tutors, 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, ECA early college, WIHI IB school, WCC dual enrollment, or the YCS middle college.	Direct Instruction	Tier 1	Implement	08/31/2015	06/10/2016	\$0	General Fund	District and building staff
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	08/31/2015	06/10/2016	\$0	Title I Part A	District and Building Administration, Communities in Schools Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Journals and Word Walls	Students will use reading/writing journals to explain their understanding of text and/or to ask questions about the nature of a passage. Reading journals allow teachers and students to exchange ideas about the author's intent, use of plot structure, character development, and to develop reading vocabulary. Reading journals maybe used as warm up activities. Reading Word Walls reflect reading vocabulary to ensure a common use and understanding from class to class, grade to grade. Vocabulary is color coded for easy reference.	Direct Instruction			09/08/2015	06/10/2016	\$0	District and building level administrators, classroom teachers, and all supplemental teachers must monitor that this best practice is occurring in all classrooms.
Math Journals and Math Word Walls	Students will use math journals to explain their thinking about how they arrived at solutions. Math journals allow teachers and students to conduct error analysis when solving problems and to develop math vocabulary. Data that are compiled in math journals may be used as warm up activities and exit slips. Math Word Walls reflect math vocabulary to ensure a common use and understanding from class to class, grade to grade. Vocabulary is color coded for easy reference.	Direct Instruction	Tier 2	Implement	09/07/2015	06/10/2016	\$0	All highly qualified staff working with student to advance mathematic learning, building principals.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Bright Futures	Bright Futures offers high quality after school programs. The focus of this program is to improve math academic achievement, develop self-efficacy and to prepared all students 2nd-12th grade to prepare for the next level of school.	Extra Curricular	Tier 2	Implement	09/07/2015	06/10/2016	\$0	Title I teachers, Instructional Advocates, classroom teachers, building principals and Bright Futures staff.
Guided Reading	Teachers will appropriately organize students into small group reading groups according to reading levels as determined by performance assessments and running records. Students will receive appropriate/ effective guided reading instruction from the teacher no less than 4 days a week. Supplemental instructional teachers will provide additional guided reading to maximize reading proficiency progress. Guided Reading small group instruction will be complemented by phonics instruction, word work, reading journals and writing instruction per the balance literacy framework. Balanced Literacy instruction must be consistent and implemented with fidelity to achieve the intended instructional targets.	Direct Instruction	Tier 1	Implement	09/06/2016	06/23/2017	\$0	District and building administrators, classroom teachers, Title I/ 31 A teachers, ESL teachers and SE staff

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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	09/07/2015	06/01/2016	\$0	Building and District administrators, classroom teachers, Title I/ 31 A Instructional Advocates, ESL teachers.
Common Assessments	These assessments will be created collaboratively by a team of instructional staff responsible for the same grade level, core, or content. The assessments will be developed across a grade level to ensure continuity of instructional targets, within small learning communities to guide the unique nature of the SLC, and within a school to better address the specific learning challenges of that school (as evidenced by performance assessments).	Academic Support Program	Tier 1	Monitor	09/14/2015	06/10/2016	\$0	Building administrators, classroom teachers

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Co-Teaching	The instructional staff will receive on-site job imbedded training regarding effective co-teaching instruction. Co-teaching strategies consist of efforts of the instructional staff to respond to variance among learners in the classroom and supplemental program by utilizing both general education and special education staff in a classroom. Instructional staff will learn and implement effective ways to plan for diverse instructional needs in order to provide the most effective learning experience possible.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	District and building level administrators, classroom and Special Education support teachers
Benchmark Assessments	Instructional staff will create and administer math benchmark assessments, which are assessments that fall on the continuum between formative and summative assessments. Benchmark assessments will: 1) evaluate students' knowledge and skills relative to specific goals, typically within a limited time frame and 2) inform decisions at the classroom, school, or district level. Benchmark assessments will be administered no less than 3 times during the year and at the beginning / end of summer intercessions (school school).	Academic Support Program	Tier 1	Monitor	09/07/2015	06/10/2016	\$0	Building administrators, classroom teachers

School Improvement Plan

ACTech High School

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 assessments 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, Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	District and building level administration, classroom teachers, all support and supplemental teachers
Reading A to Z, RAZ Kids, Estoria, Read 180	This interactive vocabulary and reading program can be presented to students individually, in small groups, and whole classes. Leveled texts and vocabulary lists can be downloaded and printed which allow teachers to differentiate instructional for students at varied reading and vocabulary levels.	Academic Support Program	Tier 1	Implement	09/07/2015	06/10/2016	\$0	District and building level administrators, classroom and support staff.

School Improvement Plan

ACTech High School

Co-Teaching	The instructional staff will receive on-site job imbedded training regarding effective co-teaching instruction. Co-teaching strategies consist of efforts of the instructional staff to respond to variance among learners in the classroom an supplemental program. Instructional staff will learn and implement effective ways to plan for diverse instructional needs in order to provide the most effective learning experience possible.	Professional Learning	Tier 1	Implement	09/07/2015	06/10/2016	\$0	District and WISD administrative staff, building administrators, classroom and support staff
Bright Futures	Bright Futures offers high quality after school programs. The focus of this program is to improve math academic achievement, develop self-efficacy and to prepared all students 2nd-12th grade to prepare for the next level of school.	Extra Curricular	Tier 1	Implement	09/07/2015	06/10/2016	\$0	District staff, building principals, Bright Futures organization

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summerschool/ summer bridge, and/or intercessions. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction.	Academic Support Program	Tier 1	Implement	09/07/2015	08/26/2016	\$10000	District and building level administrators, classroom and credit recovery assigned teachers, supplemental teachers.

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Interactive Games and Manipulatives	These are objectives and games designed so that learners can perceive some mathematical concepts by manipulating them(hands on learning). The use of manipulatives and math games provide a way for children to learn concepts in a developmentally appropriate, hands-on manner. This increases relevancy and promotes higher order thinking skills for many students and reinforces learning through tactile (touch) modality. Concrete representation is the first step in conceptual learning. The second and third steps are representational and abstract, respectively. Base Ten, Geometric shapes, Unifix cubes, Fraction pieces, Counters, Logic puzzles, Pattern Blocks, Everyday Counts Calendars are examples (not an exhaustive list).	Supplemental Materials	Tier 1	Implement	09/07/2015	06/10/2016	\$3000	Highly qualified classroom and support staff, building principals, academic tutors.
Summer School/Summer Bridge/Summer Intersession	Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program.	Academic Support Program	Tier 2	Implement	06/01/2016	08/31/2016	\$100000	District and building administrators, federal and state program director, classroom teachers, ESL teachers, Title I and Instructional Advocates.
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		09/07/2015	06/10/2016	\$0	ESL Director, district and building level administrators, ESL teachers and para educators, classroom and support staff

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Neutral Zone/Communities in Schools	The Neural Zone will be one of many partners providing training to staff and direct engagement with teens enrolled in YCS. The units developed by Neutral Zone have proven to be highly effective when addressing adolescent needs and interests. YCS will secure a number of wrap around support services to meet the needs of students utilizing Communities in Schools.	Other - Wraparound services	Tier 2	Implement	09/07/2015	06/10/2016	\$100000	District and building administration, counselors, classroom teachers, Lead Teachers, Instructional Advocates and academic tutors, special education teachers.
ESL Teachers and Para-Educators	English as a Second Language Teachers and ESL para educators will provide supplemental instruction to eligible ELL students who have not demonstrate proficiency on the WIDA assessment and/or on the MEAP or MME. ESL teachers will work cooperatively with classroom and other support staff to ensure ELL students are acquiring social and academic language and content knowledge as measured by the MEAP. ESL teachers will help classroom teachers and other tutorial support recognize the "language demands" of a lesson, text and/or direct instruction. Previewing vocabulary and concepts is a SIOP best practice. Recognizing culture discrepancies between the ELL student's native country and in the United States/ Michigan is also important in preparing effective ESL supplemental support.	Academic Support Program	Tier 2	Implement	09/07/2015	06/10/2016	\$0	Director of Federal and State Programs/ Title III, building and district administrators, classroom teachers, Title I teachers and Instructional advocates.
After School Enhancement	Instructional staff will provide supplemental support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. This after school supplement may include the use of credit recovery instructional on line learning.	Academic Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$0	District and building level administrators, supplemental teachers such as Title I / 31 A Instructional Advocates, ESL teachers and para educators

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After School Enhancement	Instructional staff will provide supplemental math support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students.	Academic Support Program	Tier 2	Implement	09/07/2015	06/10/2016	\$5000	District and building administrators, classroom teachers, Title I teachers, ESL teachers, Instructional Advocates.
Credit Recovery	Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summerschool/ summer bridge, and/or intercessions. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction.	Academic Support Program	Tier 1	Implement	01/19/2016	08/31/2016	\$0	District and building level administrators, 31A Instructional Advocates, credit recovery teachers, Title I teachers, ESL teachers.
Title I and Instructional Advocates	Title I teachers, instructional advocates, and school improvement funded tutors will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teachers 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	09/07/2015	06/10/2016	\$400000	District and building level administrators

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Summer School/Summer Bridge/Summer Intersession/After School	Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program.	Academic Support Program	Tier 1	Implement	06/01/2016	08/31/2016	\$0	District and building administrators, classroom teachers, Title I / 31 A supplemental teachers, ESL teachers and paraeducators
Title I and 31A Instructional Advocates	Title I teachers and Instructional Advocates will provide supplement interventions to whole groups, small groups, and individual student who meet Title I and 31 A eligibility criteria. These teachers along with ESL teachers and para educators and other academic tutors will reinforce decoding skills, word recognition, vocabulary development, comprehension strategies, and expressive writing skills (to include correct use of mechanics) using the balanced literacy framework.	Academic Support Program	Tier 2	Implement	09/07/2015	06/10/2016	\$0	Title I and 31 A Instructional Advocates, District and building administrators, Director of State and Federal Planning, ESL 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	08/31/2015	06/10/2016	\$0	District and Building Administration, Communities in Schools Coordinator

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Accelerated Reader	This is a computer based program that is guided by teachers and led by students (at their own pace). After students read leveled texts independently they take a computerized quiz that measures comprehension. Teachers and students are given immediate feedback.	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/07/2015	06/10/2016	\$0	Supplemental support staff such as Title I and 31 A Instructional Advocates, classroom teachers and other support staff such as ESL teachers and para educators, academic tutors.
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Title II Part A

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	Instructional staff will receive training and coaching in the SIOP Model, a research-based instructional model for effectively teaching English Language Learners. Teacher 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 an on-site SIP consultant to further support teachers in the Focus school and its feeder schools.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	ESL teachers, classroom teachers, building and district administrators, SE teachers, SIOP consultant
MAISA Instructional Units	MAISA units will be utilized for this professional development. Teachers will operate under the trainer-of-trainers model to provide professional development in the units and in workshop instruction. Along with utilizing the units, teachers will receive professional development in the use of culturally relevant materials in the units.	Curriculum Development	Tier 1	Implement	08/31/2015	06/10/2016	\$50000	District and building administrators, teacher leaders

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Data Teams	Data Team Meetings - Instructional and support staff along with building and district administrators will meet regularly to review updated achievement data collected by building level data teams (NWEA/ Des Cartes, state standardized assessments, etc). and to collaborate around the effective instruction of mathematics instruction specifically for at risk students not demonstrating unit concept mastery; professional development, pacing guides, supplemental materials will be exchanged to enhance the efficacy of instruction and to demonstrate improved student performance on discreet instructional objectives. Data teams will receive monthly training for two hours.	Academic Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$50000	Building Administrators, Data Team Members, Teachers
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.	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$0	All district and building administration and staff, all support staff and community volunteers and participating agencies.
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 onto observe each other in mathematics instructional practices and then allow for time to debrief what what was observed.	Teacher Collaboration	Tier 1	Implement	09/14/2015	06/10/2016	\$0	District and building administrators, mathematics instructional coaches, classroom teachers

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Data Teams	Instructional and support staff along with building and district administrators will meet regularly to review updated achievement data collected by building level data teams (NWEA, MI standardized state assessment, running records, balanced literacy assessments, MLPP, etc). and to collaborate around effective literacy instruction specifically for at risk students not demonstrating unit concept mastery; professional development, literacy lessons, use of time, supplemental materials will be exchanged to enhance the efficacy of instruction and to demonstrate improved student performance on discreet instructional objectives. Data teams will receive monthly training for two hours.	Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/31/2015	06/10/2016	\$0	District and building administration, classroom and support staff (to include ESL teachers and special education staff)
MAISA Instructional Units	MAISA units will be utilized for this professional development. Teachers will operate under the trainer-of-trainers model to provide professional development in the units and in workshop instruction. Teachers will receive stipends for participating in the training. 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 instruction utilizing the Daily 5 strategy.	Curriculum Development	Tier 1	Implement	08/31/2015	06/10/2016	\$0	District and building administration, teacher leaders
Restorative Practices	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.	Behavioral Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$0	District and building administration, WISD consultants, all teachers, counselors, support staff, community agencies, co-curricular personnel.
Data Evaluation	Instructional staff and administrators will receive additional 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	Implement	09/07/2015	06/10/2016	\$0	District Leadership, building principals, WISD consultants, Data trainers

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Mathematics Lab	Instructional staff will participate in the math labs provided by Teach Works during which university faculty model exemplary instructional strategies, demonstrating how to enhance mathematical reasoning, explanations, analyzing errors, metacognition, representing ideas, and applying problem solving techniques during project based learning. Staff attending these lab sessions will be expected to share their experience and effective practices with grade level colleagues.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	District administrators, WISD curriculum consultants, district instructional staff, University of Michigan.
Common Core State Standards (CCSS)	Instructional staff and administrators will continue to receive training about the Common Core Standards to provide a clear and consistent framework to prepare YCS students for college and workforce readiness. Classroom and support teachers will be expected to reflect the appropriate level of instructional rigor, use of CCSS vocabulary and aligned curricular material when developing lessons. Teachers will use NWEA and other benchmark measures to address student achievement relative to state and national targets	Professional Learning	Tier 1	Implement	09/07/2015	06/10/2016	\$0	District and building level administrators, WISD consultants, classroom teachers, SE staff
Sheltered Instruction Observational Protocol (SIOP) and other strategies for ELL's	Instructional staff will receive training and coaching in the SIOP Model, a research-based instructional model for effectively 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	08/31/2015	06/10/2016	\$200000	ESL staff, District and building administrator, classroom teachers, SE staff, Title I/31a support teachers, SIOP consultant

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Instructional Coaches	Instructional coaches 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 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 Instructional Advocates, Teacher Leaders, 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	09/07/2015	06/10/2016	\$250000	District and building administrators, WISD administrators and consultants, Instructional coaches, Instructional Advocates, Teacher leaders, Title I, special education and ESL staff.
NWEA Data Evaluation	NWEA Data Evaluation - instructional staff and administrators will receive additional 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 all students to show growth.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	District and building administrators, instructional and supplemental support staff
District Mathematics Curriculum	The district will secure math consultants able to work with staff and building administrators to effectively implement the district selected math curriculum K-12 with fidelity to increase student achievement in numbers and operations, basic computation, problem solving, pre-algebra and algebra concepts. The instructional staff will learn how to effectively use manipulatives, promote higher order thinking skills, project based applications, technology review for additional practice, and to facilitate the development of these skills. Progress will be monitored and shared during Data team meetings. Classroom teachers will be able to develop lessons that engage all students for total math engagement. Teachers will receive professional development for effective implementation of district math curriculum. This may include stipends, substitutes, and trainers.	Curriculum Development	Tier 1	Monitor	09/07/2015	06/10/2016	\$150000	District and building administrators, WISD consultants, small learning community teacher leaders, classroom teachers, SE staff, Title I/31a support teachers

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Instructional Coaches	An instructional coach will specialize in Writing and ELA for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) 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 Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike.	Professional Learning	Tier 2	Monitor	08/31/2015	06/10/2016	\$100000	District and building administrators, SE staff, Teacher Leaders, Instructional Advocates, Instructional Coaches, Title I, and ELL teachers
Intel Professional Development	Teachers will participate in the Intel Math Grant Professional Development series. Teachers participating will develop a deeper understanding of mathematics content, build collaborative learning communities and meet throughout the school year, and improve student outcomes in math in both the short and long terms. Teachers will meet for ongoing after-school and Saturday sessions to further improve their craft in mathematics instruction.	Professional Learning	Tier 1	Implement	08/31/2015	06/10/2016	\$0	District and Building Administrators, WISD Curriculum Staff, District Instructional Coaches

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Uninterrupted Reading Block	Reading instruction will include comprehension strategies, fluency, word work, vocabulary and writing. Teachers will work with students in whole, small and individual groups. Instruction during this period will be based on student achievement data and grade level team collaboration. Students will be appropriately matched with leveled text. This time will be used for direct and guided literacy instruction. Title I and 31 A Instructional Advocates will supplement the reading instruction using common strategies, instructional vocabulary, and reading routines (such as Daily Five/Cafe). Students/ Teacher may incorporate Reading A-Z and Accelerated Reader during the instructional period.	Direct Instruction	Tier 1	Implement	09/07/2015	06/10/2016	\$0	District and building administrators, supplemental support teachers such as Title I and 31 A funded positions, ESL teachers and other academic mentors.

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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 grade level prompts agreed to by grade level teachers. Students will demonstrate mechanics, organization and writer's voice according to grade level expectations. Students will maintain a writing journal. 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 writing specialist.	Direct Instruction	Tier 1	Implement	09/07/2015	06/10/2016	\$0	District and building administrators, classroom teachers, supplemental support teachers, district writing specialist
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, ECA early college, WIHI IB school, WCC dual enrollment, or the YCS middle college.	Direct Instruction	Tier 1	Implement	08/31/2015	06/10/2016	\$0	District and building staff
Phonics and Word Work Instruction	Phonics instruction (phonemic awareness) and intentional word work (vocabulary development) are essential components of a balanced literacy instruction framework. Every lesson, every day should include whole and small group instruction specific to these components.	Direct Instruction	Tier 1	Implement	09/07/2015	06/10/2016	\$0	District and building level administrators and instructional staff, supplemental teachers such as Title I and Instructional Advocates, ESL and other reading mentors.