School Improvement Plan

Detroit City West Side Academy for Leadership Deve

Detroit City School District

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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.

Executive Summary

Introduction

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

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

Description of the School

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

West Side Academy (WSA) is a Detroit Public School that has been in operation for 11 years. WSA is conveniently located between the I-75, I-94, and I-96 freeways making it highly accessible to students seeking learning opportunities and college and career readiness programs. Currently, WSA has a total student enrollment of 484 students in which 392 of these students attend day school classes and 92 of these students attend night school classes. The overall enrollment of students at WSA provides for great teaching and learning opportunities for its staff and students, as smaller class sizes allow for more individualized teaching and learning opportunities. Since its inception, WSA has provided Credit Recovery and Graduation Acceleration programs, and has been a draw for students who are looking to graduate early or to make up for credits not obtained. To best educate its students, WSA provides the Linked Learning framework, which is a project-based learning model that is cross-curriculum. This model helps to address the many learning styles of today's students. To best execute the Linked Learning model and project based learning, WSA works on a school-wide block schedule. WSA's pathway is Information Technology and Media Design, hence technology is at the forefront, of what we do, in accordance each classroom is equipped with a Smartboard and each class has access to a cart of netbooks and laptops which can be used by all students.

School's Purpose

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

The purpose of WSA is to establish an environment in which administrators, staff and students are accountable for success and excellence. Students will achieve mastery of state standards given ample attention, established support, and research based instruction.

The mission of West Side Academy is to facilitate academic excellence and equity. We will provide a dynamic, engaging and effective educational experience that equips our students with the skills essential to thrive and contribute to a technologically evolving society which continues to infinitely increase our access to knowledge.

Our vision is at West Side Academy is that our students will exhibit with confidence, college and career readiness skills needed to excel as global citizens and lifelong learners.

At WSA we believe that all students can learn and maximize their potential given resources, support, opportunity in a nurturing environment. Teachers and staff are committed to fostering an environment that prepares students for graduation and preparation for higher education or entry-level career employment. All students deserve an opportunity to receive a quality education.

WSA is in the process of implementing an innovative program, Linked Learning, that incorporates information technology into all course offerings. In addition to course offerings, students will also receive career readiness experiences including, but not limited to a work-study program.

WSA's Graduate Profile:
Autonomous Learners - who are intrinsically motivated and accountable for their own learning.
Problem Solvers - who have the ability to think critically and analytically with the capacity to persevere in the pursuit of life's endeavors.
Collaborators - who are flexible team players, receptive to and capable of delivering constructive feedback and committed to working with others to create positive solutions to 21st century challenges.
Communicators - who leverage their technological knowledge to effectively communicate both verbally and in writing to enhance their lives and positively impact the world around them.

Notable Achievements and Areas of Improvement

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

West Side is striving to improve its graduation rate, increase reading and math proficiency, and overall student achievement in all subject areas. We were chosen as one of eight recipients to receive the initial Linked Learning planning grant to implement the information technology career pathway at our school November 2012.

Additional Information

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

n/a

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Staff, parents, and students were surveyed to seek their interest in being a member of the School Improvement Team. Upon review of the surveys, interested stakeholders were invited to attend an initial SIP informational meeting. After the initial meeting, all stakeholders came to a consensus on subsequent meeting dates and times. During our second meeting, stakeholders were informed of available positions and roles. Roles were then assigned based on interests and needs. Next we polled all stakeholders about their preference for scheduling subsequent meetings. All stakeholders were able to suggest two optimal meeting times and days (one morning suggestion and one evening suggestion). Based on the greatest availability of all members, we came to a consensus on scheduled meeting times.

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

Teachers - completed perception surveys, disaggregated data, researched Best Practices, attended SIP meetings

Students - completed perception surveys

Administration - disaggregated data, researched Best Practices, facilitated SIP meetings, captured process data

SIP Team - generated perception surveys, disaggregated data, researched Best Practices, facilitated SIP meetings

LSCO President/Parents - completed perception survey, attended SIP meetings

Data Consultant - disaggregated data, triangulated multiple data sources, attended SIP meetings

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

Once the final plan is completed, all stakeholders receive both a hard and electronic copy (email) of the SIP. A copy of the SIP is also available in the main office upon request. All stakeholders are notified via email generated by the SIT of impending monthly scheduled school improvement meetings held at WSA. All stakeholders meet monthly during the SIP meeting to review the progress of the SIP and revise as necessary. All revisions are made only after data analysis have been conducted by the SIT at monthly meetings. Subsequent updates and suggestions to the SIP are emailed to all stakeholders monthly in advance of regularly scheduled school improvement meetings.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Our Demographic trends for the past three years reveals a fluctuating student population; for the years 2012-2013, WSA had a total student population of 488 students, for the years of 2013-2014, WSA had a total student population of 527, and for the years of 2014-2015, WSA has a total student population of 484.

West Side Academy is an alternative high school that services children from all areas of Detroit; therefore, we lack specific feeder schools that send students directly to us via middle schools, which usually results in a particularly high transient rate of our student population from year to year. In fact, our student turnover rate is so high (above 50%) that the displacement rate resulted in WSA not qualifying for a State of Michigan Top-To-Bottom ranking. Due to our alternative status and the nature of our student population, we constantly have a revolving cycle of incoming and out-going students.

Challenges due to WSA's three year enrollment trend:
1. Transient student population
2.Students functioing below grade level

Student Demographic Data

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

 Between the years of 2013 -2015, the attendance rate at West Side Academy has oscillated between 77% and 71% daily attendance.

Student Demographic Data

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

 West Side Academy (WSA) faces behavioral challenges with our student population. For the 2013-2015 school years, WSA students were involved in approximately 891 total behavioral incidents that resulted in student code of conduct violations.

Student Demographic Data

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

West Side Academy plans to increase parental involvement, improve daily attendance, and reduce student behavioral violations. We will implement phone blasts to contact parents and register parents for parent connect, which provides them access to the daily attendance and academic progress of their children. To improve our daily attendance, we employ attendance agents who track attendance data and contact the parents of chronically truant or absent students. To reduce the student behavioral violations we offer character education programs that

offer training in conflict resolution to our students, in addition to implementing Restorative Practices.

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

After reviewing the professional experience of our administrative staff, we believe that the level of experience of our administrative staff is an asset to our efforts to increase the overall student achievement. Veteran administrators are able to provide leadership from the perspectives of both the classroom, and as the instructional leaders within our school. This experience is useful when addressing the academic and social needs of our students. However, this experience is also useful when professionally training and mentoring the instructional staff. Students are then able to benefit from effective teaching and learning because there is continuity from the staff in addition to common expectations.

Teacher/School Leader(s) Demographic Data
6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

We believe that the teaching experience in our school is in an ideal ratio conducive to positively impacting student achievement moving forward. West Side Academy has a balance between veteran and novice instructors. We see this as a benefit because the opportunities for shared learning, mentoring, professional development, and collaboration present themselves on a regular basis.Younger teachers are able to benefit from the expertise and experience of the veteran staff, while the seasoned staff are privy to the skill set of the younger, technically-savvy, innovative approaches of the newer staff. This relationship has the potential to dramatically improve the student achievement within our school.

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

Upon reviewing the attendance data for our school administrative staff, the preponderance of the absences were due to school-related affairs, such as district meetings and mandatory professional training relative to effectively managing the school environment. We then conclude, that our administrative staff's attendance is consistent with our overall school goal of increasing student achievement. Our students were not negatively impacted in any measurable way by any excessive absenteeism, on the parts of our administrative staff.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Upon reviewing the attendance data for our school instructional staff, the preponderance of the absences were due to school-related affairs, such as district meetings and mandatory professional training relative to improving the effectiveness of our instructional planning and delivery. We then conclude, that our instructional staff's attendance is consistent with our overall school goal of increasing student achievement. Our students were not negatively impacted in any measurable way by any excessive absenteeism, on the parts of our

instructional staff.

Teacher/School Leader(s) Demographic Data

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

Based on the conclusions reached in our demographic analysis, WSA's areas of priority with regards to the professional development needs of our administrative and instructional staff include: workshops that assist teachers with being able to best service students from low income backgrounds,training on instructing students below-grade reading levels, professional development focusing on increasing student engagement, and targeting interventions successful in increasing the achievement of at-risk student populations..

Process Data

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

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

After reviewing our most recent SSR, West Side Academy listed as strengths the effective use of content reading strategies and direct teaching methods.

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

Three existing challenges derived from the analysis of our SSR data include student attendance, reading comprehension among our students, and a lack of collaboration time among teachers of like subjects.

12. How might these challenges impact student achievement?

Due to the low achievement levels demonstrated by students enrolled, most teachers find it necessary to modify their instruction in an effort to effectively address student deficits. As previously mentioned, these deficits include below grade-level reading comprehension skills among our students, poor average daily attendance rates (71%), and the lack of scheduled planning time for teachers. As a result, we have rarely ever been able to ensure effective teaching of all of the identified standards with 100% fidelity due to circumstances beyond our immediate control. Consequently, our students have failed to meet the State's proficiency targets in each academic core content area.

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

 Based upon the challenges identified in our SSR, we plan to implement the following actions, which will be the focus of our school improvement plan: 1. West Side Academy will continue with principal walk-throughs as a means of monitoring the effectiveness of our instructional program and implementation of differentiated instruction, student engagement, and teacher performance overall. 2. West Side Academy will continue as a school to monitor our own progress, school-wide in an effort to fully implement effective instruction of state common core standards and fully implement differentiated instruction as a strategy across all curricula unilaterally.

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

To ensure that all of our students have access to timely and additional interventions when necessary, West Side Academy will implement Response To Interventions using the Pyramid of Interventions as a model (Tiers I, II, and III). RTI assists our instructional staff in modifying curriculum to support the individualized learning goals of our student population. Both the instructional and specialized service staff work

cooperatively to identify the appropriate interventions which support instruction, while simultaneously providing students with timely additional assistance that they may require. RTI is implemented in accordance with students requiring IEP's and when students require additional assistance based on student achievement data results. Implementation of RTI occurs school wide within classrooms, professional learning communities, and data meetings.

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

In grades 9-12, the following extended learning opportunities are available to all students: Block scheduling, Homework, Extended time on assignments, After-school tutoring, Extended school day, Summer school, Credit recovery, Online classes.

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

During weekly PLC meetings, teachers and support staff analyze multiple sources of achievement data and monitor the progress of all students. Among the data sources analyzed are state assessment data, MAP (NWEA), district pre and post-tests, Star Reading, and local formative and summative assessments. Student progress is measured using state assessment results, MAP (NWEA) growth summary reports, district pre and post-tests, Star Reading diagnostic results, and local formative and summative assessment results. Students who have consistently failed to improve via Tier I strategies are then made aware of extended learning opportunities available to them. Parents of students are also informed of available extended learning opportunities for their student via parent-teacher conferences, open-houses, parent orientations, PACSA support meetings, and through Parent Connect.

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

 Our district provides curriculum standards and pacing guides that have been aligned to the Michigan HSCEs. Consequently, lesson plans must include content standard indicators and strategies which indicate both horizontal and vertical alignment of state content standards to daily instruction. West Side Academy also implements professional Learning Communities, which provide common collaboration time for planning among teachers by grade and content alike. Additional evidence of linear instructional fidelity and implementation among the instructional staff is collected during principal walk-throughs.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Based on our most recent data sources and gap analysis, the students at West Side Academy have posted no notable strengths in reading, including comprehension, decoding, and word recognition.

19b. Reading- Challenges

Our reading challenges include comprehension, word recognition, word study, fluency, and metacognition.

19c. Reading- Trends

 Reading, our highest achievement category tends to be trending upward for the past three years; although our most recent achievement data still shows that 0% of our students scored at or above proficiency in reading on the state assessment.

19d. Reading- Summary

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

READING- All students at West Side Academy will become proficient readers.

Tier I- Strategies for all students: Differentiated instruction, systematic interventions, small group instruction focusing on collaborative learning, technological instructional aides/supports

Tier II- Strategies for all students: Specialized service staff will "push-in" to classes with the highest percentage of Tier II targeted students, modified lessons, extended time, and scaffolding.

Tier III- Strategies for all students: The lowest achieving 5% Tier III students will be "pulled-out" for reading intensive instruction by specialized service staff.

20a. Writing- Strengths

Based on our most recent achievement data analysis, our student results revealed no measurable areas of strength in writing.

20b. Writing- Challenges

Writing challenges for our students include: planning, developing, revision, research, comprehension, editing for grammar usage, spelling, and editing.

20c. Writing- Trends

Writing, while traditionally low, has trended upwards increasing 7% to partially proficient over the past three years; although 0% of our students failed to score at or above proficiency on the state writing assessment.

20d. Writing- Summary

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

WRITING- All students at West Side Academy will become proficient writers.

Tier I -Strategies for all students: Differentiated instruction, structured essay/paragraph writing, close and critical reading, small group instruction focusing on collaborative learning, technological instructional aides/supports

Tier II- Strategies for all students: Specialized service staff will "push-in" to assist the lowest performing 15% of students who require more targeted assistance, small group instruction, modified lessons, extended time, and scaffolding.

Tier III- "Pull-out" small group instruction to target the lowest 5% of students requiring additional intensive small group instruction than Tier II students.

21a. Math- Strengths

Based on our most recent data analysis, our results show no measurable student strengths in the areas associated with mathematics.

21b. Math- Challenges

Our mathematics challenges include: number and operations, algebra, measurement, geometry,data and probability, and statistics.

21c. Math- Trends

 Math has produced no sizeable gains in achievement over the past three years; with scores for the previous three years remaining at 0% at or above proficiency on the mathematics state assessment.

21d. Math- Summary

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

MATHEMATICS- All students at West Side Academy will become proficient in Mathematics.

Tier I- Strategies for all students: Differentiated instruction, secondary geometric reasoning for all, small group instruction focusing on collaborative learning, technological instructional aides/supports

Tier II- Strategies for all students: Online supplemental math tutorial, specialized service staff/ Title I Math Instructional Specialist will "push-in" to assist the lowest performing 15% of students who require additional assistance, modified lessons, extended time, and scaffolding.

Tier III- Strategies for all students: "Pull-out" intensive small group instruction for the lowest performing 5% of students requiring additional assistance than students at Tier II.

22a. Science- Strengths

Based on our most recent science data analysis, our results show no measurable strengths in the area of science.

22b. Science- Challenges

Our challenges in science include: physical science, life science, and earth science.

22c. Science- Trends

 Science has produced no sizeable gains in achievement over the past three years; with scores for each year remaining 0% at or above proficiency on the state science assessment respectively.

22d. Science- Summary

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

SCIENCE- All students at West Side Academy will become proficient in Science.

Tier I- Strategies for all students: Differentiated instruction, close and critical reading, Frayer model (content specific vocabulary), scientific reflections, small group instruction focusing on collaborative learning, technological instructional aides/supports

Tier II- Strategies for all students: small group instruction for lowest performing 15% of students, modified lessons, extended time, and scaffolding.

Tier III- Strategies for all students: "Pull-out" intensive small group instruction for the lowest performing 5% of students requiring additional assistance than students at Tier II.

23a. Social Studies- Strengths

Our most recent achievement data analysis shows no measurable strengths in the areas of social studies.

23b. Social Studies- Challenges

Our challenges in social studies include: history, geography, economics, civics, mapping, comprehension, and critical thinking.

23c. Social Studies- Trends

 Social Studies is trending upwards, with partially proficient levels increasing by 2% over the past three years; nonetheless, students have scored 0% at or above proficiency on the state social studies assessment for the past three years respectively.

23d. Social Studies- Summary

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

SOCIAL STUDIES- All students at West Side Academy will become proficient in Social Studies.

Tier I- Strategies for all students: Differentiated instruction, close and critical reading, persuasive writing in social studies, summarizing, writing across the curriculum, small group instruction focusing on collaborative learning, technological instructional aides/supports

Tier II- Strategies for all students: "push-in" by specialized service staff to assist the lowest performing 15% of students, modified lessons, extended time, and scaffolding.

Tier III- Strategies for all students: "Pull-out" intensive small group instruction for the lowest performing 5% of students requiring additional assistance than students at Tier II.

Perception Data

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

24a. Student Perception Data

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

Based upon student perception surveys the highest overall level of satisfaction among students were in the areas of:

1. Rigor of instruction

2. Teacher expectation of students

24b. Student Perception Data

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

The areas which indicate the lowest overall level of satisfaction among students are:

1. Bullying among students

2. Safety

24c. Student Perception Data

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

To improve student satisfaction in the lowest areas we offer:

1. Training on conflict resolution

2. Providing safety tips on traveling to and from school

3. Assemblies on bullying

25a. Parent/Guardian Perception Data

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

The highest level of satisfaction among parents/guardians are:

1. Overall educational experience of their children

2. Overall level of school communication regarding student progress

25b. Parent/Guardian Perception Data

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

The area with the lowest level of parent/guardian satisfaction is safety to and from school.

25c. Parent/Guardian Perception Data

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

We can offer parent workshops on safety.

26a. Teacher/Staff Perception Data

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

The area which indicates the overall highest level of satisfaction among teachers/staff is collaboration with coworkers.

26b. Teacher/Staff Perception Data

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

The areas which idicate the lowest overall level of satisfcation among teachers/staff are:
1. Parental involvement
2. Student achievement
3. Training on differentiated instruction

26c. Teacher/Staff Perception Data

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

1. School leaders, including administration, SIT members, PACSA president, and members of the community relations and parental involvement PLC can work together to research and implement strategies to improve parental involvement.
2. Professional development can be scheduled that focuses on the common core content areas and effective strategies that assist with improving student achievement.
3. Professional development can be scheduled that demonstrates various forms differentiated instruction (scaffolding, cooperative learning, peer tutoring, hands-on activities, etc.)

27a. Stakeholder/Community Perception Data

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

The highest level of satisfaction among stakeholders/community are:

1. The overall culture/feel of the school.

2. The partnership between Community in Schools and local outreach programs.

27b. Stakeholder/Community Perception Data

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

The area with the lowest level of stakeholders/community satisfaction is safety to and from school.

27c. Stakeholder/Community Perception Data

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

We can offer workshops on safety and increase student assemblies on anti-bullying.

Summary

28a. Summary

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

STUDENT ACHIEVEMENT CONCLUSION

Based upon the C.N.A. the following HSCE's will be the focus of this plan:

* ELA LA. 9-12 CE 2.1.1 - Use a variety of pre-reading and previewing strategies to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

LA. 9-12 CE2.1.3 - Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word root and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

LA. 9-12 CE 3.1.1 - Interpret literary language (imagery, allusions, symbolism, metaphor) while reading literary and expository works.

* Math A1.1.1 - Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.

A1.2.1 - Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve.

L1.2.1 - Use mathematical symbols to represent quantitative relationships and situations

*Science C4 - Properties of matter (neutral atoms, ions, isotopes, average atomic mass, nomenclature, etc.)

E2.1.C - Explain, using specific examples, how a change in one system affects other Earth systems.

E4.2.B - Explain how interactions between the oceans and the atmosphere influences global and regional climate.

*Social Studies E2.1.9 - American Economy in the World

C2.1.3 - Explain how the Declaration of Independence, Constitution, and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.

P2.3 - Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence critically evaluate and present the information orally and in writing; report investigation results effectively.

PROGRAM/PROCESS CONCLUSION

Based upon the C.N.A. the following actions will be the focus of this plan, 1. We will continue with principal walk-throughs as a means of monitoring the effectiveness of our instructional program and implementation of differentiated instruction, student engagement, and teacher performance overall. 2. We will continue as a school to monitor our own progress school-wide in an effort to fully implement effective instruction of state common core standards and fully implement differentiated instruction as a strategy across all curriculums.

PERCEPTIONS CONCLUSIONS

Based upon the C.N.A. the following actions will be the focus of this plan, 1. Teachers will be trained, via professional development, on topics including differentiated instruction, instructing struggling learners, and instructional strategies for increasing student engagement. 2. Parents will be offered monthly workshops on a myriad of topics ranging from parental involvement, use of technology, and Parent Connect (district on-line grade book). 3. Students will be able to attend assemblies on bullying and violence prevention, while also being offered extended learning opportunities beyond academics.

DEMOGRAPHIC CONCLUSION

Based upon the C.N.A. the following actions will be the focus of this plan, 1. To assist student attendance rates and mobility we will offer blended instruction (online classes) to students who qualify, modify our master schedule to extend the day for additional learning time for struggling students, offer "double dosing" of Math and English classes for students, and offer tutoring for all students

28b. Summary

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

DEMOGRAPHIC CONCLUSION

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Based upon the C.N.A. the following actions will be the focus of this plan, 1. Teachers will be trained, via professional development, on topics including differentiated instruction, instructing struggling learners, and instructional strategies for increasing student engagement. 2. Parents will be offered monthly workshops on a myriad of topics ranging from parental involvement, use of technology, and Parent Connect (district on-line grade book). 3. Students will be able to attend assemblies on bullying and violence prevention, while also being offered extended learning opportunities beyond academics

28c. Summary

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

 Based upon the data analysis of the four sources of data in the C.N.A., we have determined that our priority must be to improve student achievement across all content areas (writing, reading, science, social studies). Our objective is to increase student achievement in all the core content areas (writing, reading, math, science, social studies) by a minimum of at least 5%. There is no significant difference among

subgroups; therefore, we are going to focus on the students furthest from the state and district targets. Based on the needs identified in the comprehensive needs analysis and on the analysis of the four sources of data, we have identified the academic goals which will become the focus of our school improvement plan.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	West Side Academy is a High School and does not service grades 1-5.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Please click on the following links: Annual Education Report: http://detroitk12.org/schools/reports/2013-2014_annual_education_report/08929.pdf Annual Education Letter: http://detroitk12.org/schools/reports/2013-2014_annual_education_report/letters/82010.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	West Side Academy is a high school and does not service 8th grade students.	

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

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	STAFF/EMPLOYEE: Lauri Washington Executive Director - Division of Human Resources - Employee Relations 3011 W. Grand Blvd. Fisher Building, 10th Floor Detroit, Michigan 48202 313-873-7235 STUDENTS/PARENTS Karen Ridgeway - Superintendent of Academics 3011 W. Grand Blvd. Fisher Building, 14th Floor Detroit, Michigan 48202 Phone: (313) 873-4493 AND Rebecca Luna - Assistant Superintendent 3011 W. Grand Blvd. Fisher Building, 9th Floor Detroit, Michigan 48202 Phone (313) 873-3111 AND Andrea Ford-Ayler - Principal 4701 Mckinley Detroit, MI 48208 313-456-8000	

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

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Attached in the Title I Schoolwide Diagnostic	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Template 5A	Template 5A

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

From September 2015-April 2016 all stakeholders comprising the SIT (two parents, one community member, three teachers and two administrators) met at monthly SIT meetings, held at our school, where an ongoing comprehensive needs assessment of our school's instructional program was evaluated. All stakeholders including parents were active participants during the Comprehensive Needs Assessment. Parents were assisted during the meetings by the SIT with interpreting test data and educational language and abbreviations when necessary. Additional parental information was presented to the evaluation process via parental friendly perception surveys (5 Essentials Survey, school generated surveys) that polled parents on a myriad of school related questions covering school safety, instructional effectiveness, curriculum, teacher-parent interaction, and availability of extracurricular activities. At the end of every meeting all stakeholders were able to add any additional meetings or suggestions during our open question and answer session. All agreements made during our comprehensive needs assessment were made with a required majority vote from all stakeholders.

Among the data sources evaluated were student achievement data, demographic data, perception data, and process data. STUDENT ACHIEVEMENT DATA (various sources including: State Assessment, MAP, Content Area Pre and Post Tests, ACT Plan, ACT Explore, STAR Reader and Math, and Teacher created Formative assessments), PERCEPTION DATA (students, parents, school staff, and the greater community surveys), DEMOGRAPHIC DATA (School Data Profile, Annual Education Report,), and PROCESS DATA (SSR, walk-throughs). The overarching goal of the SSR was to engage in an overall evaluation of our program strategies, including our instructional program, our school management strategies, our support to parents as well as our school structure. From the analysis of all four measures of data, patterns emerged regarding the needs of our school population, which all stakeholders agreed would be the primary areas to be addressed in our school improvement plan. The results and our proposed school wide plan were shared with the entire school staff and additional parents for their review and input. Then our school improvement plan goals, strategies and activities were developed to address the causes for the achievement gaps in order to improve achievement for all students. The plan, once finalized, will be shared again with the entire staff during weekly professional learning community meetings and will be shared with parents and the community during the bi- annual Title I meetings.

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

DEMOGRAPHIC DATA
West Side Academy (WSA) is a 9th through 12th grade building, with approximately 484 students enrolled, and a gender breakdown of 55% male students 45% female students. Ninety-nine percent (479 students) of our student population is of African-American descent and 1% (5 students) of our population is categorized as Other (Hispanic) who reside in the surrounding metropolitan Detroit area. Eighty-seven percent of our students are from low income families and 85 students (22% of our population) receive special education services. West Side Academy students have an average reading grade level of 5th - 6th grade, and an average math grade level of 4th grade, as evidenced during our STAR diagnostics. West Side Academy has an instructional staff of 22 teachers who teach core and elective classes, 5 special education teachers, 1 Title I Math Instructional Specialist, and 2 Social Workers. We have an average daily attendance rate of 71%. West Side Academy is an alternative high school that services children from all areas of Detroit; therefore, we lack specific feeder schools that send students directly to us via middle schools, which usually results in a particularly high transient rate of our student population from year

to year. In fact, our student turnover rate is so high (above 50%) that the displacement rate resulted in WSA not qualifying for a State of Michigan Top-To-Bottom ranking. Due to our alternative status and the nature of our student population, we constantly have a revolving cycle of incoming and out-going students. Students may be displaced because they have transferred back to their neighborhood high school; students may take advantage of our credit acceleration curriculum and advanced enough to graduate; while others students may leave the district entirely. WSA is located in an economically underdeveloped, scarcely populated area of Detroit's southwest side. The area is comprised predominantly of low income African Americans. WSA is a single structure building, surrounded by a few residential dwellings; but notably blight in the form of vacant, dilapidated homes, and abandoned structures of varying degree. There is no significant thriving business community in the subordinating area extending beyond light retail (stores, gas stations, and small restaurants) and religious dwellings (churches).   Our Demographic trends for the past three years reveals a fluctuating student population; for the years 2012-2013, WSA had a total student population of 488 students, for the years of 2013-2014, WSA had a total student population of 527, and for the years of 2014-2015, WSA has a total student population of 484. Between the years of 2013 and 2015, students with disabilities have remained steady, ranging from numbers of 85 to 95 students. For the years 2013-2015, approximately 85% of our students are from low income families. In addition, for the past 3 years, the graduation rate at WSA has gone virtually unchanged, at about 70%. Between the years of 2013 -2015, the attendance rate has oscillated between 77% and 71%. One hundred percent qualify for free and reduced lunch. In addition to the myriad of academic challenges, WSA faces behavioral challenges with our student population. For the 2013-2015 school years, WSA students were involved in approximately 891 total behavioral incidents that resulted in student code of conduct violations.

STUDENT ACHIEVEMENT-For All Grades

9th grade students scored 201.5 at or above proficiency on the spring 2015 NWEA MAP math assessment, leaving a 49.5 point gap among all students and the district's RIT score target of 251.

10th grade students scored 201 at or above proficiency on the spring 2015 NWEA MAP math assessment, leaving a 53 point gap among all students and the district's RIT score target of 254.

11th grade students scored 0% at or above proficiency on the state's math assessment, leaving a 28% gap among all students and the state's proficiency rate of 28%.

9th grade students scored 193.9 at or above proficiency on the spring 2015 NWEA MAP reading assessment, leaving a 43.1 point gap among all students and the district's RIT score target of 237.

10th grade students scored 201 at or above proficiency on the spring 2015 NWEA MAP reading assessment, leaving a 37 point gap among all students and the district's RIT score target of 238.

11th grade students scored 0% at or above proficiency on the state's reading assessment, leaving a 56.7% gap among all students and the state's proficiency rate of 56.7%.

9th grade students scored 199.8 at or above proficiency on the spring 2015 NWEA MAP writing assessment, leaving a 34.2 point gap among all students and the district's RIT score target of 234.

10th grade students scored 204.6 at or above proficiency on the spring 2015 NWEA MAP writing assessment, leaving a 49.4 point gap among all students and the district's RIT score target of 254.

11th grade students scored 0% at or above proficiency on the state writing assessment, leaving a 49.6% gap among all students and the state's proficiency rate of 49.6%.

9th grade students scored 191.2 at or above proficiency on the spring 2015 NWEA MAP science assessment, leaving a 24.8 point gap among all students and the district's RIT score target of 216.

10th grade students scored 194.5 at or above proficiency on the spring 2015 NWEA MAP science assessment, leaving a 23.5 point gap among all students and the district's RIT score target of 218.

11th grade students scored 0% at or above proficiency on the state's science assessment, leaving a 28.4% gap among all students and the state's proficiency rate of 28.4%.

9th grade students scored 3% at or above proficiency on the district's social studies content area assessment, leaving an 82% gap among all students and the district's incremental growth target of 85%.

10th grade students scored 3% at or above proficiency on the district's content area assessment, leaving an 82% gap among all students and the district's incremental growth target of 85%.

11th grade students scored 0% at or above proficiency on the state's social studies assessment, leaving a 43.9% gap among all students and the state's proficiency rate of 43.9%.

Gap statement data for 12th grade science and social studies students is not available due to the fact that courses in these subjects are not offered to 12th grade students within our school.

Gap statements for Mathematics and English for 12th grade students is not available because neither district nor state common assessments are available from which we can generate gap statements.

Our analysis of student achievement data failed to produce any significant disparities in achievement (less than 5%) among the potential subgroup populations represented in our student population (gender, ethnicity, SES, ESL, etc.). Since there is no significant difference among subgroups, we are going to focus on the students furthest from the targets.

STUDENT ACHIEVEMENT DATA TREND ANALYSIS

West Side Academy students have consistently failed to meet state achievement levels measured by the state assessment, in addition to not meeting the state mandated 95% participation rate. WSA students have failed to score at or above proficiency in any of the core academic subjects measured by the state assessment. There are no significant disparities among possible subgroups represented at West Side Academy; therefore, we are going to focus all interventions on the students furthest from the district and state targets. While evaluating our state assessment subject area data we noted the following trends: Reading, our highest achievement category tends to be trending upward for the past three years. Writing, while traditionally low, has trended upwards increasing 7% to partially proficient over the past three years. Social Studies also is trending upwards, with partially proficient levels increasing by 2% over the past three years. Math and science have produced no measurable gains in achievement in the past three years. Further evaluation of our student achievement data such as MAP and STAR Reader and Math are consistent with our state assessment data. All 2015 localized assessment and diagnostic data for grades 9 &10 identified major student grade-level deficiencies in all core content areas. We also evaluated our state assessment data by subgroup. Our analysis failed to reveal any significant achievement disparities among subgroups (gender, SES, migrant, ethnicity, students with disabilities) therefore we intend to focus all interventions on the lowest performing 30% of students furthest from the district and state targets. West Side Academy students have failed to meet state proficiency targets on the state mandated state assessment in the areas of Reading, Writing, Mathematics, Science, and Social Studies for the past three years. Our students have failed to meet state proficiency targets in each content area because they did not meet the state's required 95% participation rate while also failing to show adequate growth from the previous year's progress in each subject area. West Side Academy was not listed in the State's Top to Bottom ranking for 2014-2015.

PROGRAM/PROCESS DATA

In an effort to provide an ongoing and continuous assessment of our instructional program, particularly in the use of research-based instructional strategies, the principal conducts walk-throughs. Walk-throughs is a support strategy that allows our administrators to regularly and informally assess teacher performance and identify both strengths and weaknesses. The results of the data collected during the walk-through demonstrates some strengths in our instructional program, including effective use of content specific reading strategies and direct teaching methods. Three items of concern derived from the walk-through data include: the design of instructional methods, implementation of these instructional methods, and the narrowing of curriculum allowing for deeper learning of identified standards. Three items of concern derived from the walk-through data include, as referenced in our SSR Report, a careful and collaborative analysis of our effective teaching of the state curriculum standards; which is currently partially implemented. Our district provides curriculum standards and pacing guides that have been aligned to the Michigan HSCEs. However due to the low achievement levels demonstrated by students enrolled, most teachers

find it necessary to modify their instruction in an effort to effectively address student deficits. As a result, we have rarely ever been able to ensure effective teaching of all of the identified standards. The implementation of differentiated strategies is partially implemented. We believe, however, that our instructional program could benefit from the identification and use of more effective ways to differentiate instruction in an effort to meet the needs of more students. Three items of concern derived from the SSR data include: student attendance, reading comprehension, and a lack of collaboration time among teachers of like subjects.

PERCEPTION DATA

TEACHER PERCEPTION

One hundred percent of the staff (26) participated in the survey in which they were asked to rate their overall success in effectively teaching the core subjects, as well as some elective subjects. All surveys were returned. Survey results revealed that teachers like the collaboration time built into the master schedule and their overall perception of the school environment was positive. They were also asked to identify systems of support that they believe would have the greatest impact on their ability to increase student achievement. Eighty-three percent of participants cited challenges they faced in ensuring that students master all of the identified state standards when their skills are so far below grade level. Many cited the need for a more realistic and focused curriculum of standards. Finally 77% requested training in the use of strategies that would support student's low reading levels.

PARENT PERCEPTION

Twenty-five parent surveys were returned out of over 400 mailed home and distributed at parent teacher conferences. Parents were asked to participate in a survey polling their satisfaction with the educational programs offered by our school. They were also asked to identify areas for improvement. The results of the survey showed that the majority of our parents are satisfied with the overall educational experience their children are receiving. In addition, an overwhelming majority of our surveyed parents indicated satisfaction with the overall level of school communication regarding their children's progress. When asked to identify ways to improve our school, 95% indicated increased student safety while traveling to school, better use of technology in instruction, and more homework.

STUDENT PERCEPTION

 Two hundred students participated in a survey designed to assess their overall perceptions regarding how well our school is helping them to learn. Nine percent of the surveys (18) were returned and revealed the following: 52% of the students felt that teachers challenged them to do their best; 43% felt that teachers provided them with a reasonable amount of homework; 50% of the students felt that teachers held high expectations for all students; 14% felt that substance abuse was not a problem here at the school; and 60% of students disagreed with this statement: "There is no problem with bullies at this school." However 100% of students agreed that teachers should make learning more fun by using more technology in the classroom. Based on the student surveys received, students also felt that there should be more coaching and training provided to teachers for differentiating instruction; the school should provide safety tips for students traveling to and from school; the school should provide students with additional assistance for help outside of class; and the school should conduct training and assemblies to discourage bullying.

CAUSES FOR THE GAPS

*ELA LA. 9-12 CE 2.1.1 - Use a variety of pre-reading and previewing strategies to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features. (Close and Critical Reading)

LA. 9-12 CE2.1.3 - Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word root and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. (Content Specific Vocabulary)

LA. 9-12 CE 3.1.1 - Interpret literary language (imagery, allusions, symbolism, metaphor) while reading literary and expository works. (Close and Critical Reading)

* Math A1.1.1 - Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables. (Writing Algebraic Expressions and Symbols)

A1.2.1 - Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve. (Algebra for

All)

L1.2.1 - Use mathematical symbols to represent quantitative relationships and situations. (Algebra for All)

*Science C4 - Properties of matter (neutral atoms, ions, isotopes, average atomic mass, nomenclature, etc.) (Content Specific Vocabulary)

E2.1.C - Explain, using specific examples, how a change in one system affects other Earth systems. (Scientific Reflections)

E4.2.B - Explain how interactions between the oceans and the atmosphere influences global and regional climate. (Scientific Reflections)

*Social Studies E2.1.9 - American Economy in the World

C2.1.3 - Explain how the Declaration of Independence, Constitution, and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism. (Inquiry, Research, and Analysis)

P2.3 - Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence critically evaluate and present the information orally and in writing; report investigation results effectively. (Inquiry, Research, and Analysis)

Areas of Priority

Based on our perception data results, the following concerns emerged with circumstances regarding demographic trends and professional development needs. From a demographic trends standpoint, WSA consists largely of students with below-grade reading levels and those with low income backgrounds. WSA's areas of priority with regards to professional development needs include workshops that assist teachers with being able to best service students from low income backgrounds, below-grade reading levels, while simultaneously increasing student engagement.

STUDENT ACHIEVEMENT CONCLUSION

Based upon the C.N.A. the following HSCE's will be the focus of this plan:

* ELA LA. 9-12 CE 2.1.1 - Use a variety of pre-reading and previewing strategies to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

LA. 9-12 CE2.1.3 - Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word root and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

LA. 9-12 CE 3.1.1 - Interpret literary language (imagery, allusions, symbolism, metaphor) while reading literary and expository works.

* Math A1.1.1 - Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.

A1.2.1 - Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve.

L1.2.1 - Use mathematical symbols to represent quantitative relationships and situations

*Science C4 - Properties of matter (neutral atoms, ions, isotopes, average atomic mass, nomenclature, etc.)

E2.1.C - Explain, using specific examples, how a change in one system affects other Earth systems.

E4.2.B - Explain how interactions between the oceans and the atmosphere influences global and regional climate.

*Social Studies E2.1.9 - American Economy in the World

C2.1.3 - Explain how the Declaration of Independence, Constitution, and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.

P2.3 - Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence critically evaluate and present the information orally and in writing; report investigation results effectively.

PROGRAM/PROCESS CONCLUSION

Based upon the C.N.A. the following actions will be the focus of this plan, 1. We will continue with principal walk-throughs as a means of monitoring the effectiveness of our instructional program, the implementation of differentiated instruction, student engagement, and overall teacher performance. 2. We will continue as a school to monitor our own progress school-wide, in an effort to fully implement effective

instruction of state common core standards, and fully implement differentiated instruction as a strategy across all curricula.

PERCEPTIONS CONCLUSIONS

Based upon the C.N.A. the following actions will be the focus of this plan, 1. Teachers will be trained, via professional development, on topics including differentiated instruction, instructing struggling learners, and instructional strategies for increasing student engagement. 2. Parents will be offered monthly workshops on a myriad of topics ranging from parental involvement, use of technology, and Parent Connect (district on-line grade book). 3. Students will be able to attend assemblies on bullying and violence prevention, while also being offered extended learning opportunities beyond academics.

DEMOGRAPHIC CONCLUSION

Based upon the C.N.A. the following actions will be the focus of this plan, 1. To assist student attendance rates and mobility we will offer blended instruction (online classes) to students who qualify; modify our master schedule to extend the day for additional learning time for struggling students; offer "double dosing" of Math and English classes for students; and provide tutoring for all students

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

Based upon the data analysis of the four sources of data in the C.N.A., we have determined that our priority must be to improve student achievement across all content areas (writing, reading, science, social studies). Our objective is to increase student achievement in all the core content areas (writing, reading, math, science, social studies) by a minimum of at least 5%. There is no significant difference among subgroups; therefore, we are going to focus on the students furthest from the state and district targets. Based on the needs identified in the comprehensive needs analysis, and based on the analysis of the four sources of data, we have identified the academic goals which will become the focus of our school improvement plan:

Our goal is for all students to become proficient in reading. Based on the grade-level, student achievement gaps for reading are 37.1 point, 43 point, and 56.7% for 9th, 10th, and 11th grades respectively; which determine the need for this goal.

Our goal is for all students to become proficient in writing. The grade-level, student achievement gaps for writing are 199.8 point, 204.6 point, and 49.6% for 9th, 10th, and 11th grades respectively; which determine the need for this goal.

Our goal is for all students to become proficient in mathematics. The grade-level, student achievement gaps for mathematics are 201.5 point, 201 point, and 28% for 9th, 10th, and 11th grades respectively; which determine the need for this goal.

Our goal is for all students to become proficient in science. The grade-level, student achievement gaps for science are 191.2 point, 194.5 point, and 28.4% for 9th, 10th, and 11th grades respectively; which determine the need for this goal.

Our goal is for all students to become proficient in social studies. The grade-level, student achievement gaps for social studies are 82%, 82%, and 85% for 9th, 10th, and 11th grades respectively; which determine the need for this goal.

Based on the analysis of both our demographic and perception data sources, West Side Academy has recognized the need to create goals that support the improvement of our school's learning environment. West Side Academy has established both Culture and Climate and Teacher Learning Support goals.

Our goal for Culture and Climate is to improve the overall culture and climate of our school. The demographic data analysis reveals a student population that is mostly transient, chronically truant or absent, below grade-level in academics, and in need of remediation and extended learning opportunities. Also the data analysis reveals the need for increased parental involvement. Some implications for Culture and Climate are: the arts, extracurricular activities, technological applications, foreign language acquisition, and physical education and health.

Our goal for Teaching and Learning Supports is to improve the quality of instructional delivery and curricular supports through ongoing professional development, mentoring professional learning relationships, and the implementation of professional learning communities. We plan to target all students serviced by the implementation of our school-wide program and goals, seeing as how we were unable to delineate any particular achievement disparity among the groups represented by our student population (gender, SES, migrant workers, ethnicity, ESL students, or students with disabilities).

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

We determined our goals only after a careful analysis of our demographic data, student achievement data, process/program data, and perception data. For our demographic data we analyzed our annual education report and school profile report to examine our potential subgroup data by comparison. We also used enrollment and attendance data sources (MI-Star). Next we focused on our student achievement data. We analyzed data from the state assessment, MAP, Star Reader and Math. Additionally, results from local formative assessments were used to assist us in identifying our students' greatest areas of deficiencies and needs; which we used as a focus for determining our school wide learning goals. We then examined our process/program data. We analyzed data gathered from principal walk-throughs and observations, along with our results from the SSR to rate ourselves. We evaluated our delivery of quality instruction along with the effectiveness of our school program, all in an attempt to assist us in determining our school wide learning goals. Finally, we analyzed perception data and responses from the surveys returned to us from teachers, parents, and students to ensure that all stakeholder's views and perceptions were taken into thoughtful consideration when determining our achievement goals. After analyzing all four types of data we determined that our goal is to increase student achievement in all the core content areas (writing, reading, math, science, social studies) by a minimum of at least 5%.

READING- All students at West Side Academy will become proficient readers.
Tier I- Strategies for all students: Differentiated instruction, systematic interventions, small group instruction focusing on collaborative learning, technological instructional aides/supports
Tier II- Strategies for all students: Specialized service staff will "push-in" to classes with the highest percentage of Tier II targeted students, modified lessons, extended time, and scaffolding.
Tier III- Strategies for all students: The lowest achieving 5% Tier III students will be "pulled-out" for reading intensive instruction by specialized service staff.
WRITING- All students at West Side Academy will become proficient writers.
Tier I -Strategies for all students: Differentiated instruction, structured essay/paragraph writing, close and critical reading, small group instruction focusing on collaborative learning, technological instructional aides/supports
Tier II- Strategies for all students: Specialized service staff will "push-in" to assist the lowest performing 15% of students who require more targeted assistance, small group instruction, modified lessons, extended time, and scaffolding.
Tier III- "Pull-out" small group instruction to target the lowest 5% of students requiring additional intensive small group instruction than Tier II students.
MATHEMATICS- All students at West Side Academy will become proficient in Mathematics.
Tier I- Strategies for all students: Differentiated instruction, secondary geometric reasoning for all, small group instruction focusing on collaborative learning, technological instructional aides/supports
Tier II- Strategies for all students: Online supplemental math tutorial, specialized service staff/ Title I Math Instructional Specialist will "push-

in" to assist the lowest performing 15% of students who require additional assistance, modified lessons, extended time, and scaffolding.

Tier III- Strategies for all students: "Pull-out" intensive small group instruction for the lowest performing 5% of students requiring additional assistance than students at Tier II.

SCIENCE- All students at West Side Academy will become proficient in Science.

Tier I- Strategies for all students: Differentiated instruction, close and critical reading, Frayer model (content specific vocabulary), scientific reflections, small group instruction focusing on collaborative learning, technological instructional aides/supports

Tier II- Strategies for all students: small group instruction for lowest performing 15% of students, modified lessons, extended time, and scaffolding.

Tier III- Strategies for all students: "Pull-out" intensive small group instruction for the lowest performing 5% of students requiring additional assistance than students at Tier II.

SOCIAL STUDIES- All students at West Side Academy will become proficient in Social Studies.

Tier I- Strategies for all students: Differentiated instruction, close and critical reading, persuasive writing in social studies, summarizing, writing across the curriculum, small group instruction focusing on collaborative learning, technological instructional aides/supports

Tier II- Strategies for all students: "push-in" by specialized service staff to assist the lowest performing 15% of students, modified lessons, extended time, and scaffolding.

Tier III- Strategies for all students: "Pull-out" intensive small group instruction for the lowest performing 5% of students requiring additional assistance than students at Tier II.

CULTURE AND CLIMATE- Our goal for Culture and Climate is to improve the overall culture and climate of our school. We plan increase parental involvement, improve daily attendance, and reduce student behavioral violations. We will implement phone blasts to contact parents and register parents for parent connect, which provides them access to the daily attendance and academic progress of their children. To improve our daily attendance, we employ attendance agents who track attendance data and contact the parents of chronically truant or absent students. To reduce the student behavioral violations we offer character education programs that offer training in conflict resolution to our students, in addition to implementing Restorative Practices.

TEACHER AND LEARNING SUPPORTS-Our goal for Teacher and Learning Supports is to improve the overall quality of our instructional delivery. We plan to improve the professional development and training via our school-wide implementation of Professional Learning Communities.

Component 2: Schoolwide Reform Strategies

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

READING (Tier1)

Based on our C.N.A. and after a detailed analysis of our 4 measures of data (student achievement, perception, demographic, school programs and processes), we agreed that our goal should be for all students to become proficient in reading. To accomplish this goal, we conducted research of reform strategies which have been proven to be successful with increasing the achievement of at-risk student populations. As a school we will implement the following reform strategies unilaterally: professional learning communities (PLC's), differentiated instruction, response to interventions (RTI), and parental involvement.

PLC's - West Side Academy plans to implement PLC's to provide collaboration, and common planning time for instructional staff. Within the PLC our school will conduct strategic planning, weekly progress monitoring, and data analysis.

Differentiated Instruction - West Side Academy plans to differentiate instruction as a means of tailoring our instructional practice to the needs of our students. Our school will implement close and critical reading, content specific vocabulary, and writing across the curriculum using integrated technology.

RTI - West Side Academy will use the RTI Model as a means for determining the needs of all learners, including students who may require timely and additional assistance.

Parental Involvement - West Side Academy plans to increase parental engagement as a strategy for improving student achievement.

WRITING (Tier 1)

Based on our C.N.A. and after a detailed analysis of our 4 measures of data (student achievement, perception, demographic, school programs and processes), we agreed that our goal should be for all students to become proficient in writing. To accomplish this goal, we conducted research of reform strategies which have been proven to be successful with increasing the achievement of at-risk student populations. As a school we will implement the following reform strategies unilaterally: professional learning communities (PLC's), differentiated instruction, response to interventions (RTI), and parental involvement.

PLC's - West Side Academy plans to implement PLC's to provide collaboration, and common planning time for instructional staff. Within the PLC our school will conduct strategic planning, weekly progress monitoring, and data analysis.

Differentiated Instruction - West Side Academy plans to differentiate instruction as a means of tailoring our instructional practice to the needs of our students. Our school will implement close and critical reading, content specific vocabulary, and writing across the curriculum using integrated technology.

RTI - West Side Academy will use the RTI Model as a means for determining the needs of all learners, including students who may require timely and additional assistance.

Parental Involvement - West Side Academy plans to increase parental engagement as a strategy for improving student achievement.

MATHEMATICS (Tier 1)

Based on our C.N.A. and after a detailed analysis of our 4 measures of data (student achievement, perception, demographic, school programs and processes), we agreed that our goal should be for all students to become proficient in mathematics. To accomplish this goal, we conducted research of reform strategies which have been proven to be successful with increasing the achievement of at-risk student populations. As a school we will implement the following reform strategies unilaterally: professional learning communities (PLC's), differentiated instruction, response to interventions (RTI), and parental involvement.

PLC's - West Side Academy plans to implement PLC's to provide collaboration, and common planning time for instructional staff. Within the PLC our school will conduct strategic planning, weekly progress monitoring, and data analysis.

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RTI - West Side Academy will use the RTI Model as a means for determining the needs of all learners, including students who may require timely and additional assistance.

Parental Involvement - West Side Academy plans to increase parental engagement as a strategy for improving student achievement.

SCIENCE (Tier 1)

Based on our C.N.A. and after a detailed analysis of our 4 measures of data (student achievement, perception, demographic, school programs and processes), we agreed that our goal should be for all students to become proficient in science. To accomplish this goal, we conducted research of reform strategies which have been proven to be successful with increasing the achievement of at-risk student populations. As a school we will implement the following reform strategies unilaterally: professional learning communities (PLC's), differentiated instruction, response to interventions (RTI), and parental involvement.

PLC's - West Side Academy plans to implement PLC's to provide collaboration, and common planning time for instructional staff. Within the PLC our school will conduct strategic planning, weekly progress monitoring, and data analysis.

Differentiated Instruction - West Side Academy plans to differentiate instruction as a means of tailoring our instructional practice to the needs of our students. Our school will implement close and critical reading, content specific vocabulary, and writing across the curriculum using integrated technology.

RTI - West Side Academy will use the RTI Model as a means for determining the needs of all learners, including students who may require timely and additional assistance.

Parental Involvement - West Side Academy plans to increase parental engagement as a strategy for improving student achievement.

SOCIAL STUDIES (Tier 1)

Based on our C.N.A. and after a detailed analysis of our 4 measures of data (student achievement, perception, demographic, school programs and processes), we agreed that our goal should be for all students to become proficient in social studies. To accomplish this goal, we conducted research of reform strategies which have been proven to be successful with increasing the achievement of at-risk student populations. As a school we will implement the following reform strategies unilaterally: professional learning communities (PLC's), differentiated instruction, response to interventions (RTI), and parental involvement.

PLC's - West Side Academy plans to implement PLC's to provide collaboration, and common planning time for instructional staff. Within the PLC our school will conduct strategic planning, weekly progress monitoring, and data analysis.

Differentiated Instruction - West Side Academy plans to differentiate instruction as a means of tailoring our instructional practice to the needs of our students. Our school will implement close and critical reading, content specific vocabulary, and writing across the curriculum using integrated technology.

RTI - West Side Academy will use the RTI Model as a means for determining the needs of all learners, including students who may require timely and additional assistance.

Parental Involvement - West Side Academy plans to increase parental engagement as a strategy for improving student achievement.
CULTURE AND CLIMATE (Tier 1)
Our goal for Culture and Climate is to improve the overall culture and climate of our school. We plan increase parental involvement, improve daily attendance, and reduce student behavioral violations. We will implement phone blasts to contact parents and register parents for parent connect, which provides them access to the daily attendance and academic progress of their children. To improve our daily attendance, we employ attendance agents who track attendance data and contact the parents of chronically truant or absent students. To reduce the student behavioral violations we offer character education programs that offer training in conflict resolution to our students, in addition to implementing Restorative Practices.

TEACHING AND LEARNING SUPPORTS (Tier 1)
Our goal for Teacher and Learning Supports is to improve the overall quality of our instructional delivery. We plan to improve the professional development and training via our school-wide implementation of Professional Learning Communities.

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

STRATEGIES THAT FOCUS ON IMPROVING & ENRICHING INSTRUCTION (QUALITY)
READING
STRATEGIES TO IMPROVE AND ENRICH THE CURRICULUM
Based on the needs identified in the C.N.A., our school has adopted reform strategies which are focused on improving and enriching the quality of our daily instruction. WSA will implement the use of Writing-Across-The-Curriculum, Content-Specific Vocabulary, Close and Critical Reading, and Differentiated Instruction, which includes the use of graphic organizers, project-based learning, cooperative learning, collaboration, and gradual release. These strategies help to improve the reading comprehension of our students, academic engagement, and critical thinking skills. Teachers, specialized service staff and Title I instructional staff provide enrichment to students. Implementation occurs daily in class as evidenced from teacher learning plans and Professional Learning Communities. Implementation occurs in class predominately, however students are able to extend learning during after-school tutorials, extended day, and homework.

WRITING

STRATEGIES TO IMPROVE AND ENRICH THE CURRICULUM

Based on the needs identified in the C.N.A., our school has adopted reform strategies which are focused on improving and enriching the quality of our daily instruction. WSA will implement the use of Writing-Across-The-Curriculum, Content-Specific Vocabulary, Close and Critical Reading, and Differentiated Instruction, which includes the use of graphic organizers, project-based learning, cooperative learning, collaboration, and gradual release. These strategies help to improve the writing proficiency of our students, increase academic engagement and stimulate critical thinking skills. Teachers, specialized service staff and Title I instructional staff provide enrichment to students. Implementation occurs daily in class as evidenced from teacher learning plans and Professional Learning Communities. Implementation occurs in class predominately, however students are able to extend learning during after-school tutorials, extended day, and homework.

MATHEMATICS

STRATEGIES TO IMPROVE AND ENRICH THE CURRICULUM

Based on the needs identified in the C.N.A., our school has adopted reform strategies which are focused on improving and enriching the quality of our daily instruction. WSA will implement the use of Writing-Across-The-Curriculum, Content-Specific Vocabulary, Close and Critical Reading, and Differentiated Instruction, which includes the use of graphic organizers, project-based learning, cooperative learning, collaboration, and gradual release. These strategies help to improve the mathematical proficiency of our students, increase academic engagement and stimulate critical thinking skills. Teachers, specialized service staff and Title I instructional staff provide enrichment to students. Implementation occurs daily in class as evidenced from teacher learning plans and Professional Learning Communities. Implementation occurs in class predominately, however students are able to extend learning during after-school tutorials, extended day, and homework.

SCIENCE

STRATEGIES TO IMPROVE AND ENRICH THE CURRICULUM

Based on the needs identified in the C.N.A., our school has adopted reform strategies which are focused on improving and enriching the quality of our daily instruction. WSA will implement the use of Writing-Across-The-Curriculum, Content-Specific Vocabulary, Close and Critical Reading, and Differentiated Instruction, which includes the use of graphic organizers, project-based learning, cooperative learning, collaboration, and gradual release. These strategies help to improve the science proficiency of our students, increase academic engagement and stimulate critical thinking skills. Teachers, specialized service staff and Title I instructional staff provide enrichment to students. Implementation occurs daily in class as evidenced from teacher learning plans and Professional Learning Communities. Implementation occurs in class predominately, however students are able to extend learning during after-school tutorials, extended day, and homework.

SOCIAL STUDIES

STRATEGIES TO IMPROVE AND ENRICH THE CURRICULUM

Based on the needs identified in the C.N.A., our school has adopted reform strategies which are focused on improving and enriching the quality of our daily instruction. WSA will implement the use of Writing-Across-The-Curriculum, Content-Specific Vocabulary, Close and Critical Reading, and Differentiated Instruction, which includes the use of graphic organizers, project-based learning, cooperative learning, collaboration, and gradual release. These strategies help to improve the social studies proficiency of our students, increase academic engagement and stimulate critical thinking skills. Teachers, specialized service staff and Title I instructional staff provide enrichment to students. Implementation occurs daily in class as evidenced from teacher learning plans and Professional Learning Communities. Implementation occurs in class predominately, however students are able to extend learning during after-school tutorials, extended day, and homework.

Marzano, Robert (2002). Reading for Understanding.

Schoenbach and Greenleaf (1999). Building Academic Vocabulary

Marzano, Robert (2001). Classroom Strategies That Work

Robb, Laura (2003). Teaching Reading in Social Studies, Science & Math

Ainsworth, Larry (2003). Power Standards

Brimijoin, K. Marquisee ,E & Tomlinson, C. (2003).Using Data to Differentiate Instruction

Dufour,R. (2009).The Key to Improved Teaching and Learning.

Marzano, Robert (2000). What works in Schools: Translating Research Into Action

STRATEGIES THAT FOCUS ON INCREASING AND ACCELERATING INSTRUCTION (QUANTITY)

READING

Based on the needs identified in our comprehensive needs assessment, our school has adopted reform strategies which are focused on increasing and accelerating the quantity of reading instruction for students in need of additional assistance. West Side Academy will implement the use of re-teaching, small group instruction, extended time, modified lessons, "push-in" services, and "pull-out" services for Tier II and Tier III students. These strategies help students who require additional, intensive reading instructional strategies, which may not be offered during Tier I, whole-group instruction. Tier II and III strategies are provided by the specialized service staff and Title I instructional staff who support teachers. Additional learning time is provided during class learning times due to block scheduling, but also extends to extended day, after-school tutorials, and on-line class offerings. The Tier I students who do not require additional assistance are actively engaged in project-based learning, cooperative learning, and are provided access to self-paced accelerated tutorials.

WRITING

Based on the needs identified in our comprehensive needs assessment, our school has adopted reform strategies which are focused on increasing and accelerating the quantity of writing instruction for students in need of additional assistance. West Side Academy will implement the use of re-teaching, small group instruction, extended time, modified lessons, "push-in" services, and "pull-out" services for Tier II and Tier III students. These strategies help students who require additional, intensive writing instructional strategies, which may not be offered during Tier I, whole-group instruction. Tier II and III strategies are provided by the specialized service staff and Title I instructional staff who support teachers. Additional learning time is provided during class learning times due to block scheduling, but also extends to extended day, after-school tutorials, and on-line class offerings. The Tier I students who do not require additional assistance are actively engaged in project-based learning, cooperative learning, and are provided access to self-paced accelerated tutorials.

MATHEMATICS

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SOCIAL STUDIES

Based on the needs identified in our comprehensive needs assessment, our school has adopted reform strategies which are focused on increasing and accelerating the quantity of social studies instruction for students in need of additional assistance. West Side Academy will implement the use of re-teaching, small group instruction, extended time, modified lessons, "push-in" services, and "pull-out" services for Tier II and Tier III students. These strategies help students who require additional, intensive social studies instructional strategies, which may not be offered during Tier I, whole-group instruction. Tier II and III strategies are provided by the specialized service staff and Title I instructional staff who support teachers. Additional learning time is provided during class learning times due to block scheduling, but also extends to extended day, after-school tutorials, and on-line class offerings. The Tier I students who do not require additional assistance are actively engaged in project-based learning, cooperative learning, and are provided access to self-paced accelerated tutorials.

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Marzano, Robert (2000). What works in Schools: Translating Research Into Action

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

READING STRATEGIES

Based on our CNA and an analysis of our achievement data, West Side Academy has decided to implement differentiated instruction, RTI, PLC's, parental involvement, and culture and climate as reform strategies which address the causes of our achievement gap in reading.

*ELA LA. 9-12 CE 2.1.1 - Use a variety of pre-reading and previewing strategies to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features. (Close and Critical Reading)

LA. 9-12 CE2.1.3 - Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word root and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. (Content Specific Vocabulary)

LA. 9-12 CE 3.1.1 - Interpret literary language (imagery, allusions, symbolism, metaphor) while reading literary and expository works. (Close and Critical Reading)

WRITING STRATEGIES

Based on our CNA and an analysis of our achievement data, West Side Academy has decided to implement differentiated instruction, RTI, PLC's, parental involvement, and culture and climate as reform strategies which address the causes of our achievement gap in writing.

*ELA LA. 9-12 CE 2.1.1 - Use a variety of pre-reading and previewing strategies to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features. (Close and Critical Reading)

LA. 9-12 CE2.1.3 - Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word root and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. (Content Specific Vocabulary)

LA. 9-12 CE 3.1.1 - Interpret literary language (imagery, allusions, symbolism, metaphor) while reading literary and expository works. (Close

and Critical Reading)

MATHEMATICS STRATEGIES

Based on our CNA and an analysis of our achievement data, West Side Academy has decided to implement differentiated instruction, RTI, PLC's, parental involvement, and culture and climate as reform strategies which address the causes of our achievement gap in mathematics.

* Math A1.1.1 - Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables. (Writing Algebraic Expressions and Symbols)

A1.2.1 - Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve. (Algebra for All)

L1.2.1 - Use mathematical symbols to represent quantitative relationships and situations. (Algebra for All)

SCIENCE STRATEGIES

Based on our CNA and an analysis of our achievement data, West Side Academy has decided to implement differentiated instruction, RTI, PLC's, parental involvement, and culture and climate as reform strategies which address the causes of our achievement gap in science.

*Science C4 - Properties of matter (neutral atoms, ions, isotopes, average atomic mass, nomenclature, etc.) (Content Specific Vocabulary)

E2.1.C - Explain, using specific examples, how a change in one system affects other Earth systems. (Scientific Reflections)

E4.2.B - Explain how interactions between the oceans and the atmosphere influences global and regional climate. (Scientific Reflections)

SOCIAL STUDIES STRATEGIES

Based on our CNA and an analysis of our achievement data, West Side Academy has decided to implement differentiated instruction, RTI, PLC's, parental involvement, and culture and climate as reform strategies which address the causes of our achievement gap in social studies.

*Social Studies E2.1.9 - American Economy in the World

C2.1.3 - Explain how the Declaration of Independence, Constitution, and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism. (Inquiry, Research, and Analysis)

P2.3 - Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence critically evaluate and present the information orally and in writing; report investigation results effectively. (Inquiry, Research, and Analysis)

CULTURE AND CLIMATE STRATEGIES

Based on our CNA and an analysis of our demographic data, West Side Academy has decided to implement strategies aimed at improving the culture and climate of our school.

TEACHING AND LEARNING STRATEGIES

Based on our CNA and an analysis of our perception and process data, West Side Academy has decided to implement strategies to improve the overall quality of our instructional delivery. We plan to improve the professional development and training via our school-wide implementation of Professional Learning Communities.

CITATIONS

Strategy
Differentiated Instruction

Summary
Differentiated instruction utilizes various instructional strategies (collaborative learning, project-based lessons, blended learning, small group instruction, content specific vocabulary, close and critical reading, alternative assessments, etc.) aside from direct instruction, to better engage students' interests and increase academic achievement of our students as evidenced by national, state, district, and local assessment data.

Research
Bryant, Shelly (2008)

Strategy
Pyramid of Intervention using RTI as a Model

Summary
RTI is an approach which includes resource teachers, implementing intensive instructional interventions for students that require more support than the strategies incorporated during Tier I provide. Some of these interventions include modified lessons, extended time, small group instruction, push-in service, pull-out service, and individualized instruction.

Research
Reeves, D.B. (2000). 90/90/90 Schools

Strategy
Professional Learning Communities

Summary
PLC's consists of teachers meeting in curricular and operational (Data & Technology, Parental Involvement & Community Relations, Student Life & School Culture, and Professional Development) communities to develop and implement local, common, and formative assessments to: a) frequently monitor each student's learning of essential outcomes, b) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets, c) examine data, d) study research, and e) plan interventions for targeted populations.

Research
DuFour, Richard (2002). Getting Started. Payne, Ruby K., PhD (2005). A Framework for Understanding Poverty.

Strategy
Parental Involvement

Summary
Parental involvement consists of parents and community members, working together to promote student achievement. By working in tandem, students will be provided access to more educational and occupational opportunities.

Research
Reeves, D.B. (2000). 90/90/90 Schools.

Strategy
Culture and Climate

Summary
Culture and climate will assist with setting the tone of the building. Activities will be centered on creating a school where students feel safe, have emotional and behavioral supports when needed, and are able to focus on academic achievement.

Research

Butts, Patricia H. (2009). Frequent Absences? Help Students Keep Up, Not Drop Out. Kappa Delta Pi Record.

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

English Language Arts - Reading

Tier II Interventions - In the classroom are listed: Re-teaching, Differentiated instruction, Small-group instruction, and Title I Push-in service

Tier III beyond the classroom are listed: Homework, additional time: After-school tutoring, Extended school day, Summer school, Credit recovery, Online classes, Title I pull-out service

English Language Arts - Writing

Tier II Interventions - In the classroom are listed: Re-teaching, Differentiated instruction, Small-group instruction, and Title I Push-in service

Mathematics

Tier II Interventions - In the classroom are listed: Re-teaching, Differentiated instruction, Small-group instruction, and Title I Push-in service

Tier III beyond the classroom are listed: Homework, additional time: After-school tutoring, Extended school day, Summer school, Credit recovery, Online classes, Title I pull-out service

Science

Tier II Interventions - In the classroom are listed: Re-teaching, Differentiated instruction, Small-group instruction, and Title I Push-in service

Social Studies

Tier II Interventions - In the classroom are listed: Re-teaching, Differentiated instruction, Small-group instruction, and Title I Push-in service

Culture and Climate

Tier II Interventions - Master schedule creation, block scheduling, extended day

Tier III Interventions - Restorative Practices, Character Education Program (Project 180)

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

Reading

During weekly PLC meetings, teachers and support staff analyze multiple sources of reading achievement data and monitor the progress of students. Among the reading data sources analyzed are state assessment data, MAP (NWEA), district pre and post-tests, Star Reading, and local formative and summative assessments. Student progress is measured using state assessment results, MAP (NWEA) growth summary reports, district pre and post-tests, Star Reading diagnostic results, and local formative and summative assessment results.

Writing

During weekly PLC meetings, teachers and support staff analyze multiple sources of writing achievement data and monitor the progress of students. Among the writing sources analyzed are state assessment data, MAP (NWEA), district pre and post-tests, and local formative and summative assessments. Student progress is measured using state assessment results, MAP (NWEA) growth summary reports, district pre and post-tests, and local formative and summative assessment results.

Mathematics

During weekly PLC meetings, teachers and support staff analyze multiple sources of mathematics achievement data and monitor the progress of students. Among the mathematics data sources analyzed are state assessment data, MAP (NWEA), district pre and post-tests, Star Math, and local formative and summative assessments. Student progress is measured using state assessment results, MAP (NWEA) growth summary reports, district pre and post-tests, Star Math diagnostic results, and local formative and summative assessment results.

Science

During weekly PLC meetings, teachers and support staff analyze multiple sources of science achievement data and monitor the progress of students. Among the science data sources analyzed are state assessment data, MAP (NWEA), district pre and post-tests, and local formative and summative assessments. Student progress is measured using state assessment results, MAP (NWEA) growth summary reports, district pre and post-tests, and local formative and summative assessment results.

Social Studies

During weekly PLC meetings, teachers and support staff analyze multiple sources of social studies achievement data and monitor the progress of students. Among the social studies data sources analyzed are state assessment data, district pre and post-tests, and local formative and summative assessments. Student progress is measured using state assessment results, district pre and post-tests, and local formative and summative assessment results.

Culture and Climate

During monthly operational PLC meetings teacher and support staff analyze process data and monitor the behavioral progress of students. Among the sources of data analyzed are attendance data and behavior incident reports. Student progress is measured by comparatively analyzing the data results from the previously mentioned sources monthly.

Teaching and Learning Supports

During monthly curricular PLC meetings teachers and support staff review process data and curricular needs to determine the appropriate professional development required to improve instructional methods and student achievement. We will use teacher perception data to assess mastery of professional development content.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Paraprofessionals (100%) are highly qualified according to Elementary and Secondary Education Act (NCLB).	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers (100%) are highly qualified according to Elementary and Secondary Education Act (NCLB).	

Component 4: Strategies to Attract Highly Qualified Teachers

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

5/26 (19%) staff are newly assigned to West Side Academy. We attribute our current turnover rate to 2/5 (40%) leaving the district, 1/5 (20%) relocating to a new school for personal reasons, 2/5 (40%) were new additions to the staff for positions that required highly qualified teachers.

This represents a 0% change in teacher services from the previous year.

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

Currently West Side Academy has 26 key teaching and learning personnel on staff.
0-3 Years = 3
4-8 Years = 1
9-15 Years = 7
> 15 Years = 15

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

West Side Academy has implemented multiple strategies to attract high quality, highly qualified teachers such as the selection of instructional staff that will best meet and fit the needs of our student population. The selection was made by West Side Academy's leadership team comprised of administrators, teachers and union representatives in this school. To retain high quality, highly qualified teachers West Side Academy has collaboration time built into the master schedule so that teachers can meet in professional learning communities to help sharpen their skills and make decisions regarding improved student achievement. We also offer professional development opportunities where teachers can earn continuing education credits. West Side Academy is committed to instruction that addresses the differences in learning styles that affects our students. As a result of our attention to differentiation of instruction, West Side Academy ensures that the instructional staff has access to the latest technological equipment that addresses the varying needs of our learners. This technology includes but not limited to Smartboards, netbook and laptop carts, and document cameras.

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

RECRUITMENT STRATEGIES
Detroit Public Schools' (DPS) Human Resources recruitment activities are focused on recruiting a diverse group of highly qualified teachers into classrooms throughout the District. The District places a strategic focus on recruitment with the majority of activities supplemented through face-to-face recruitment visits concentrated on new sources for applicant talent acquisition. In state and out of state Teacher Education Career Fairs, National Education Conventions, as well as presentations at teacher training institutions and regional meetings are

typical.

Additionally, the District has engaged in multiple partnership programs with colleges and universities to increase its efforts for recruitment. Established partnership programs include those with Wayne State University, Michigan State University, the Teach for America (TFA) organization, as well as the Taipei Economic and Cultural Office. Additional efforts have been made to enhance our Chinese partnership programs by applying for participation in the College Board Hanban Program Chinese Guest Teacher Program. Through the Chinese Guest Teacher Program, U.S. schools develop and grow their Chinese language and culture programs by hosting teachers from China. The College Board's national office is located in New York City. The partnership programs focus on alternative methods for teacher certification as well as serve as a vehicle for establishing a pipeline to assist with meeting the District's overall staffing objectives, particularly in areas deemed critical shortage areas, such as Early Childhood,
Global Languages, Special Education, and the Science, Technology, Engineering, and Mathematics (STEM) areas. The District actively maintains a Student Teacher Program, designed to attract pre-service teachers from local colleges and universities, as well as out-of-state schools of education, by offering support through the final phase of the traditional teacher certification process. The programs are coordinated with the District's Cooperating Teachers.

There are numerous career path opportunities with regard to the advancement of teachers. The positions include instructional, executive, professional and administrative responsibilities. Growth and/or career opportunities include cooperating teachers, coaches, instructional specialists, instructional technologists, counselors, directors, academic engagement officers, principals and assistant principals. The District, through its Human Resources Office, also continues the utilization of varied media for the sourcing of highly qualified candidates to include a variety of new media, the District website, print advertisements, as well as a variety of job boards in an effort to attract highly qualified talent.

RETENTION INITIATIVES
Detroit Public Schools' (DPS) Human Resources retention initiatives and efforts focus on the on-going utilization of 1) internal career fairs, 2) professional development, 3) instructional specialist support, 4) technology, 5) teacher evaluation system, 6) competitive salary and benefits package, 7) volunteer reading corps, and 8) parent and family involvement. Additionally, teachers are encouraged to participate in local and national educational workshops and conferences to further enhance their educational tool kit.
1) Internal Career Fairs Teachers are invited to participate in internal career fairs sponsored by the Division of Human Resources. The career fairs provide teachers with a face-to-face opportunity to acquire additional information about career advancement, and other job opportunities throughout the District. The career fairs provide teachers with a chance to interview with principals and administrators so teachers can express their career interest, as well as highlight their work experience, as well as their educational backgrounds. 2) Professional Development The District's office of Professional Development is responsible for coordinating and administering professional development training. A variety of training sessions are available to assist teachers with opportunities to enhance their skills in areas such as delivery of instruction, classroom management, curriculum overview, data analysis and assessment. 3) Instructional Specialist Support Instructional Specialist support staff is available to coach and develop teachers who need critical support in order to demonstrate success. Targeted teachers are provided with appropriate instructional support to assist them with integrating curricula, the integration of supplemental programs, texts, and materials, classroom and student management strategies, and improving student achievement.
4) Technology Through the District's Office of Information Technology, teachers are able to have access to variety of high level educational technology tools and support to enhance their classroom instruction.
5) Teacher Evaluation System The Detroit Public Schools educator evaluation process provides teachers and administrators with a professional growth model that allows teaches to reflect, assess, discuss and refine their teaching experience. The process is a collaborative model that is based on feedback from
administrators and teachers, and is comprised of multiple measures--observations, professional learning plans, PD360 Professional Growth tools, and collection of data and artifacts. 6) Competitive Salary and Benefits Package To compete for quality employees in today's marketplace, Detroit Public Schools understands the need to provide employees with a competitive salary and a good employee benefits

package. Detroit Public schools values all its employees, and in order to attract and retain employees, the District provides its employees with a generous benefits and compensation program. 7) A Volunteer Reading Corps The Detroit Public Schools and The Detroit Free Press Newspaper issued a joint call to action challenging the Detroit community to step forward and support DPS students by signing up to serve as tutors in the District's Volunteer Reading Corps program. The Volunteer Reading Corps is a program geared toward helping the Districts youngest learners with reading. Detroit Public Schools seeks to have all of the current pre-kindergarten students and those thereafter read at or above grade level by the end of the third grade. 8) Parent and Family Involvement: It is the policy of Detroit Public Schools to include parents, as appropriate in decision-making, planning, and advising, and implementing activities to improve academic quality and student performance. DPS strives to maximize parent/family-school collaboration and shared responsibility for high academic achievement and student success.

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

West Side Academy has a turnover rate of 19%. We attribute our current turnover rate to 2/5 (40%) leaving the district, 1/5 (20%) relocating to a new school for personal reasons, 2/7 (40%) were new additions to the staff for positions that required highly qualified teachers.To prevent our high turnover rate WSA has implemented the following strategies:

1) Providing high quality, on-going professional development to teachers
2) Researching current best practices and strategies to increase instructional quality
3) Forming a school leadership team that includes instructional staff
4) Implementation of professional learning communities to address the needs of the instructional staff and school
5) Partnering with professional organizations to support instructional needs

Component 5: High Quality and Ongoing Professional Development

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

The professional development provided at West Side Academy is aligned to the academic goals of the school improvement plan in accordance with the comprehensive needs assessment. Professional development activities support our reform model of differentiated instruction and support student achievement with instructional in-services on content specific vocabulary, close and critical reading, increasing student achievement, and incorporating technology into daily instruction. Every single professional learning activity described is directly aligned to the school wide goals of increasing achievement in each core academic area by at least a minimum of 5% and on improving teaching and student learning. This professional development plan was designed in collaboration with all stakeholders involved, particularly parents, teachers, administrators, and students. All staff, and parents when appropriate, will participate in ongoing training opportunities. Professional development topics support those academic needs that we identified in our comprehensive needs assessment, such as improving daily instruction, engaging student interests, establishing professional learning communities, and succeeding with at-risk student populations. The professional learning process includes district in-service days, internal training sessions, team meetings and individual and team professional learning community meetings, which systematically meet and support achievement goals. In addition, mathematics and English Title I Instructional specialists have been identified to support in-class teaching and learning throughout our school wide grade program.

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

Our staff has scheduled an ongoing series of professional learning which is aligned to the developmental areas documented in our comprehensive needs assessment. As we continually evaluate our school improvement plan and monitor the academic achievement of our students, we make sure that the professional development plan is continuous from year to year and relevant to supporting the needs of our comprehensive needs assessment. We plan professional development in a cyclical manner which allows for continuity between training from year to year. This method allows us to have the flexibility to extend the previous year's professional training when necessary, especially if the academic achievement of our students fail to meet the goals of our SIP. Consequently, we offer extended professional development opportunities to the staff. This ensures that the instructional staff is able to improve upon its existing instructional practice, while simultaneously learning more effective methods of implementing the school improvement plan reform strategies presented during professional development. We consult with the most recent educational research to substantiate our professional development topics and offerings. Professional development is sustained and ongoing by providing yearly training in effective instructional strategies in the core content areas, which support increasing achievement in these priority areas. Staff will be trained by lead teachers of their respective content areas, regularly scheduled district offered professional training, and community partners on a monthly basis. We schedule professional training at flexible times which allow for maximum participation of the staff. Some training is offered at our school during weekly scheduled professional learning communities, during departmental meetings, and after school hours when necessary. As we routinely self-assess our student achievement results, we amend our professional learning schedule as necessary to accommodate the needs of our students.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2015-2018 WSA PD Calendar

Component 6:   Strategies to Increase Parental Involvement

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

Parents were an integral part of the design of the school-wide plan throughout the entire planning process. Our school leadership team includes parents, school administration, SIT members, and members from the community at large. The design of the SIP is a school-wide initiative, which includes the input of all members of the school leadership team. At regularly scheduled school improvement meetings all stakeholders, but expressly parents, are assisted by the school improvement team with understanding educational language and terms in parent friendly terms. Also discussed during regularly scheduled school improvement meetings are achievement data disaggregation, demographic and process data and curriculum. Additionally, when completing perception data, parent surveys were generated and parent responses were evaluated when conducting our SIP. All decisions reached by consensus included the votes of parent members of our school improvement team. PACSA concerns and suggestions were combined with those needs identified by the CNA to develop our SIP.

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

COMPREHENSIVE NEEDS ASSESSMENT

Parents as members of the SIT, are involved with the analysis of school perception, demographic, achievement, and process data which comprises our school's CNA. From our data and discussions, the SIT comes to a consensus on future actions/updates needed to successfully implement our school-wide plan.

SCHOOLWIDE REFORM STRATEGIES

In addition to the data from our CNA analysis, parents also gather information from their students with regards to how they prefer to learn. Using this information, as well as their personal experiences and knowledge, parents make suggestions for research based reform strategies based on the personal needs of their children. Based upon the needs identified in the CNA, the SIT including parents, implement research based reform strategies that address the needs of our students.

HIGHLY QUALIFIED STAFF

Parents are integral members of the school leadership team. As such, parents serve as members of the school leadership team which interviews potential personnel members of the school. During the interviewing process, parents are able to pose questions and make known their educational concerns for their children. In this way, parents are involved in ensuring that only highly qualified persons become members of our instructional staff.

STRATEGIES TO ATTRACT HIGHLY QUALIFIED STAFF

Parents as members of the school leadership team, are privy to the strategies that we implement as a school to attract and retain highly qualified staff. Parental approval is required to access funding for such school-wide initiatives as ongoing professional development for staff, the acquisition of technical equipment that supports differentiation of instruction, and the hiring of additional support staff.

PROFESSIONAL DEVELOPMENT

As members of the SIT, parents are involved in researching best practices that support the implementation of the schoolwide reform strategies. It is this research, which forms the basis of the ongoing professional development schedule.

PARENTAL INVOLVEMENT STRATEGIES

Parents are involved as members of both the SIT and PACSA. Parents plan and organize monthly PACSA meetings, schedule parental professional development, and also participate in annual Title I meetings.

PRESCHOOL TRANSITION

WSA does not service preschool aged students, however we offer a summer transition academy that acclimates middle school students to

high school. Parents are involved in this transition process. When parents attend the summer transition orientation they are apprised of the expectations, course requirements, and responsibilities required for their student to be academically successful.

ASSESSMENT DECISIONS

As parents are on the SIT and are fully aware of the student population service at the school. Parents are very vocal as it comes to deciding upon assessments that will provide data that will lead to curriculum decisions that best help students to achieve.

TIMELY AND ADDITIONAL ASSISTANCE

Parents have the opportunity to request timely and additional assistance (summer school, afterschool tutoring, online classes, push-in and pull-out services) for their students requiring needed supports to improve academically.

COORDINATION OF RESOURCES

As members of PACSA and SIT, parents play an important role in the decisions that impact how resources are allocated within the school. Parental suggestions and concerns are included in all funding decisions that may impact the purchase and coordination of school-wide programs and services.

EVALUATION

As members of the SIT and PACSA, parents play a huge role in the disaggregation of data. With this knowledge, they are aware of student progress on various curricular assessments and are very active in evaluating the outcomes of said assessments. Depending upon these evaluations and suggestions from administrators, parents, and teachers, actions are implemented.

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

Evaluation of our school-wide plan is an ongoing process that takes place at monthly scheduled school improvement meetings. All SIT members, including parents attend school improvement evaluation meetings. Among the topics discussed at SIT meetings are achievement data, process data, perception data, and curriculum decisions. All SIT members discuss and come to a consensus on all aspects of the evaluation of the school improvement plan. Feedback and suggestions from all members, including parents are weighed equally during the monthly evaluation process. For those parents not able to attend monthly SIP meetings, the SIT mails surveys and have those available for parents in the office during school visits (parent-teacher conferences, school events) to ensure their voice is heard. The parental surveys question our parents about their opinions of how effective we are as a school implementing our annual SIP. Included in the surveys are questions evaluating our annual implementation of demographic, process, perception, and achievement data, workshops and parental activities.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		2015-18 WSA PIP

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

 West Side Academy (WSA) shall provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the State's academic content standards and student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children 1118(e)

(1).

- Student academic assessments and proficiency: our process for assessing achievement which includes a description of the state and district academic content standards, local assessments and proficiency levels students are expected to meet, most recent student achievement data and current goals and targets;

- We will hold monthly parent meetings where strategies to help students at home will be presented as well as an open forum to discuss concerns parents might have with the school. Most meetings will be facilitated by other parents (Detroit Parent Network).

West Side Academy (WSA) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement 1118(e)(2).

- As stakeholders, we all agree that parent involvement at home, school and in the community directly impact each student's academic and social achievement. To this end, support will be provided for our parents by ensuring that they understand the importance of and have the skills to support their student's learning
- Train other parents and facilitate parent meeting

Assist parents in parenting:
- Host parent workshops providing information on how to help their children at home mentally, physically, emotionally and financially;
- Host RAP sessions (Relatives as Parents);
- Student Orientation;

Improve student achievement:
- Provide longer class periods for increased learning opportunities
- Offer after school credit recovery
- Help students set and reach educational goals
- Understanding students various learning styles and differentiate instruction to accommodate all students

West Side Academy (WSA) with the assistance of parents, educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school 1118(e)(3).
- It is understood that helping parents to be actively engaged in the educational process of our students requires the commitment and support of our entire staff. Therefore all staff will have an opportunity to participate in parent approved and designed job-embedded professional development that supports their ability to better support parent involvement and quality family engagement.

- The district's parental oversight organization, Parent Network, along with the West Side Academy PACSA president will provide in-service opportunities for teachers, administrators and support personnel on relationship building with parents and extending educational communication with parents.

West Side Academy (WSA) shall to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children Section 1118(e)(4).

- Monthly PACSA meetings with topics geared towards increasing parental involvement in their child's life
- Parental involvement on School Improvement Team
- Offering a variety of family engagement strategies aimed at informing parents about their child's education
- Giving parents the opportunity to ask questions and offer suggestions during meetings

Analyzing parent surveys that are distributed at every PACSA meeting

West Side Academy (WSA) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practical, in a language the parents can understand 1118(e)(5).

- All communication in regards to activities occurring at West Side Academy is sent to parents via phone blasts, flyers, and via USPS in a language that they can understand.

West Side Academy (WSA) shall provide such other reasonable support for parental involvement activities under this section as parents may request 1118(e) (14).

West Side Academy (WSA) shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 in a format and in a language that parents can understand, in carrying out parental involvement policy 1118(f).

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

As part of our ongoing evaluation of our SIP, all areas of our SIP are routinely reviewed including, but not limited to our parental involvement component. At our monthly SIT meetings, all SIT members (including parents) discuss and update our parent involvement policy using suggestions from parent perception surveys and PACSA members. SIT uses the suggestions as a gauge to the overall effectiveness of our parental involvement component. Parent perceptions and input are then implemented and updated as needed.

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

Parents as members of the SIT, will assist with the process of ongoing evaluation of our school improvement plan. Along with our student achievement data, school process data, parent perception data, and any demographic changes to our student population, the SIT which includes parents, will evaluate these sources of data. Based on our analysis of the data, we will then as a team focus on those areas which the data has demonstrated to be either underperforming or ineffective, relative to improving the academic performances of our students. The SIT then further evaluates our SIP to isolate the areas of our plan in greatest need of improvement. Those identified areas needing the greatest improvement are then researched and evaluated by all SIT members for the purpose of improving our overall school wide program. All subsequent research and data are then discussed by the SIT. Any future decisions relative to either the omission or addition to the SIP then requires a consensus vote from all SIT members, including parents.

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

In collaboration with parents and students during the annual school improvement meeting, we developed a parent compact that serves to document the commitment of the administrators, teachers, parents, and students of West Side Academy to ensure high quality learning for all students. (1118) (d) (1)

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

Although West Side Academy is not an elementary school, we do distribute and discuss our parent compact to parents annually. West Side Academy (WSA), shall discuss the compact as it relates to the individual child's achievement during School wide fall parent teacher conferences. Parents that may be unable to attend the fall parent teacher conferences are able to receive a compact via student orientation, open house, and PACSA meetings. 1118(d (2)(A).

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

. The parent compact will be shared with all parents/guardians at the fall PTC, student orientation, open house, PACSA and professional development meetings; commitments will be sought from parents, teachers, and administrators to adhere to the strategies addressed in the compact. The Student Code of Conduct will also be disseminated and comprehensively explained to parents and students.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		2015-18 WSA Parent-School Compact

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

Westside Academy will provide individual student academic results in a language the parents can understand, including an interpretation of those results to the parent of a child who participates in the academic assessments required by section 111(b)(3).

WSA provides individual academic assessment results for parents during personalized PTC, at regularly scheduled SIT data meetings, and at parent professional development data meetings. During these meetings student academic assessment results are explained to parents in parent-friendly terminology. Parents with limited English proficiency, disabilities and/or literacy issues are provided additional supports. Also, any data, charts, graphs, or tables that parents may not understand are interpreted for them by teachers or administrators.

Component 7: Preschool Transition Strategies

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

West Side Academy (WSA) serves students from grade levels 9-12 and does not need to address preschool transitioning. However we do offer a six week transition program during the summer for middle school students entering high school. The program is designed to assist middle school students make the transition to high school to help prevent summer learning loss as well as introduce core content competencies to prepare them for high school. WSA provides a 9th grade orientation for all incoming 9th grade students and their parents. During this orientation, WSA's curriculum, pathways, expectations, rules, extra-curricular activities, and goals for students are discussed and include such topics as college and career readiness programs, Linked Learning, grading scale, dress code, and various other programs offered at WSA.

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

West Side Academy(WSA) serves students from grade levels 9-12 and does not need to address preschool transitioning. However we do offer a six week transition program during the summer for middle school students entering high school. In addition to the transition program offerings for students, WSA also provides training and in-services for parents of transition students and professional development opportunities for staff. WSA schedules orientations for the parents of 9th grade transitioning students. During orientation, parents are made aware of the academic responsibilities and expectations for their scholars, the rules and regulations of the school, and the expected parental contribution needed to support student academic success. Students who successfully complete the transition program are celebrated during the WSA summer transition commencement. WSA also offers regularly scheduled professional development for all staff. Staff are in-serviced on research based best practices that will enhance instruction geared to addressing the needs of WSA students.

Component 8: Teacher Participation in Making Assessment Decisions

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

At West Side Academy teachers have the ability to select, implement and make decisions based upon school based assessments. West Side Academy teachers and support staff engage in a number of strategies in which their input regarding assessment is desired. As a result of analyzing assessment data (State Assessment, MAP, District Content Area Assessments) teachers adjust teaching by adapting the curriculum, the development of localized formative assessments (chapter tests, weekly quizzes, exit tickets, project based assessments) and utilizing a pyramid of intervention that will help address the needs of all learners in a timely manner at West Side Academy. If further analysis reveals that certain student's academic needs still require additional supports, instructional staff then follows our response to intervention process. Identified students are then recommended by instructional staff for the additional supports based on academic assessment results, diagnostic results, progress reports, report cards, and parental concerns. The decisions regarding assessments are made collectively in the PLC content groups based on previous assessment data and changing state/core standards. Instructional staff and administrators have agreed along with stakeholders that assessments must be given frequently to constantly monitor student progress and to inform other instructional practices. All subsequent data analysis form the basis of our data driven instruction; teachers will then make instructional decisions based on assessment results.

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

Teachers are involved in analyzing student achievement data to improve the academics of all students. Data analysis occurs regularly. At data meetings staff looks at assessment data by curriculum, and by grade level to comparatively analyze student achievement with state and district proficiency targets. Additionally, as a staff we perform item analysis on data with the intent of identifying academic areas of deficiency of our students to be included in our instructional methodology. Teachers communicate the assessment results to parents by offering parent workshops on assessment data results (State Assessment, MAP, MI-Step) and by displaying data updates via Parent Connect. The SIT communicates assessments results to staff via ongoing professional development that both discusses achievement results, strategies to increase achievement, and how to incorporate data into daily instruction. Staff also analyzes assessment data during PLC data meetings, staff meetings, and curriculum meetings. The process by which students are recommended for interventions is a multistep approach. Along with analyzing school diagnostic data (Star Reading and Math) students are recommended for intervention services according to their achievement progress utilizing school-wide Tier 1 interventions (Response to Intervention), including but not limited to small group instruction, differentiated instruction, and close and critical reading.

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

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

All teachers at West Side Academy participate in Professional Learning Communities on a weekly basis where they review and analyze student achievement data in order to improve the academic achievement of all students.

These strategies include but are not limited to the following:

- Teachers Examine and disaggregate all student achievement data, including annual state assessment results and STAR math and reading results

- Teachers ensure that all analyzed student achievement data is reviewed at PLC department meetings.

- Throughout the school year core content teachers will engage in the process of developing common pacing guides and local assessments to inform teaching practices.

- All instructional decisions are made by stakeholders including teachers and parents based on the analysis of our four measures of data including: student achievement, perception, process and demographics.

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

1 .English

Reading

Grade Span: 9-12

Interventions: Star Reader (Online Diagnostic), 21st Century Literature, Extended Day, Summer School, Credit Recovery, Afterschool Tutorial, Brainpop, Edmentum Plato, Princeton Review

2. Writing

Grade Span: 9-12

Interventions: Star Reader, 21st Century Literature, Extended Day, Summer School, Credit Recovery, Afterschool Tutorial, Brainpop, Edmentum Plato, Princeton Review

3. Math

Grade Span: 9-12

Interventions: Star Math (online diagnostic), Carnegie Math, Title I Math, Summer School, Credit Recovery, Afterschool Tutorial, Extended Day, Brainpop, Edmentum Plato, Princeton Review

4. Science

Grade Span: 9-12

Interventions: Summer School, Afterschool Tutorial, Extended Day, Credit Recovery, Brainpop, Edmentum Plato

5. Social Studies

Grade Span: 9-12

Interventions: Summer school, Afterschool Tutorial, Extended Day, Credit Recovery, Brainpop, Edmentum Plato

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

In addition to the intervention activities as a school wide reform model the stakeholders have adopted differentiated instruction as a means to bridge the gap of student achievement. In an ongoing attempt to increase student achievement as a school we will address the individual needs of all students. First, we plan to identify struggling students by assessing the results of both local and state assessments, namely Star Reader and Star Math, which allows the stakeholders to identify reading and math level according to grade level. We also will identify those students who have an existing IEP for specialized services and/or Title I pull-out service. Students assessed at below grade level will then be able to utilize one or more of the aforementioned intervention activities. Students performing at or above grade level will then have the opportunity to continue advancing academically by accessing online course work, individual tutorials (i.e. Carnegie Math and Plato),and credit recovery classes. Also to assist teachers in the differentiation of instruction, the stakeholders have made a commitment to incorporate the use of technology into the daily delivery of instruction via the use of Smartboard technology and the like. The stakeholders will assess the overall effectiveness of the interventions by assessing the results of quarterly benchmark assessments, results of state-wide assessments, results of local assessments, and improved Star Reader and Math scores. Even if after all the interventions have been exhausted, should students require additional remediation the stakeholders are prepared to offer struggling students additional opportunities for achievement by Extended Day, Afterschool Tutorial, Math Instructional Specialist, summer school credit recovery, Edmentum Plato, Brainpop, and Princeton Review.

Brief Description of each program:
* Extended Day-allows students to recover credits after school in core content areas
* Afterschool Tutorial- small group tutoring for students who require additional assistance in English and Mathematics
* Summer School Credit Recovery- Allows students to recover credits during the school year
* Plato- Web-based, self-paced online student-centered learning program
* Carnegie Math- Web-based, practice and assessment tool for Math
* 21st Century Literature- small class instruction for students who have demonstrated below grade level proficiency. This class is taken in addition to their English course which allows struggling students to receive a "double dose" of English/Reading Instruction
* Title I Math/Reading- Pull out assistance for students who demonstrate below grade level proficiency
* ESPRO Math and English Coach- A content coach in the classroom listed that helps improve instruction to ensure student engagement.
*Princeton Review - Test preparation for Staff and Students
*Brainpop - online animated software featuring curricular content that engages students, supports educators, and bolsters achievement
*Math Instructional Specialist - Assist teachers with best practice strategies, modeling, coaching

All students at West Side Academy are given a reading and math diagnostic test on the STAR Math and STAR Reading online testing system to determine each students' grade level. Students who are not at grade level are programmed into courses that address their specific deficiencies and whose sole outcome is to equip students with the necessary skill set to succeed on the state assessment.

English language arts
Reading
Grade span: 9-12
Identification/criteria for selection: score below grade level on star reader, MAP quarterly assessment

Writing
Grade span: 9-12

Identification: score below grade level on star reader, and score on quarterly MAP assessment

Math

Grades: 9-12

Identification: score below grade level on star math and scores on quarterly MAP assessment, local and weekly assessments

Science

Grades: 9-12

Identification: score on state assessment,quarterly MAP assessments, and local weekly assessments

Social Studies:

Grades: 9-12

Identification: score on state assessment, district pre and post-tests, and local weekly assessments

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

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

The staff of WSA understands that federal, state, and local initiatives are provided to ensure that all students through various means of acquiring instruction have opportunities to obtain a quality education. Upon the procurement of said quality education, students will be able to show mastery of State standards as measured on state assessments (WIDA). In order to help students attain academic success and achieve the goals of these initiatives, numerous and various trainings and resources are provided to staff, students, and families. Rather than keeping initiatives separate and categorizing programs, WSA will consolidate Title I-Part A, Section 31 A, and State General Funds in order that it can streamline the school's coordination of instructional programs. With the streamlining of instructional programs, WSA believes that the academic achievement of all students, particularly those who are experiencing academic challenges will be streamlined too. In accordance with the requirements to receive Federal and State funding, data was assessed and a comprehensive plan created, WSA's Comprehensive Needs Assessment.

The following programs will be coordinated and put into place to help students achieve academic success, especially for those students experiencing great challenges, by providing additional staff: Title I - Part A, Section 31 A, State General Funds, and local funds. These staff members include class size reduction teachers, TFA teachers, resource teachers, extended day staff, summer school staff, evening school staff, school service assistants, attendance officers, and instructional specialist for Mathematics. These consolidated funds will also provide professional development for staff in the areas of Science, Reading, Mathematics, and Technology. Funds will support classroom instruction in the forms of classroom technology, field trips, supplemental materials and supplies for general education and special needs students, work-based learning experiences, and project-based learning curriculum.   Assessments will be purchased to provide data regarding students' progress towards meeting benchmark goals and State standards: STAR Reading, STAR Math, and Data Director for pre/posttests/formative tests. Classroom instruction will be supported and enriched through content based programs provided by educational buy-in resources (i.e., Brain Pop, Edmentum). Funding will support an increase in parental involvement as well as training for parents in the form of monthly PACSA workshops.

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

COMPONENT ONE- COMPREHENSIVE NEEDS ASSESSMENT
FEDERAL RESOURCES, PROGRAMS, AND GRANTS:
Title I Part A provides: Teachers, Instructional specialists, Attendance Officers, School Service Assistants, classroom technology, workshops, teacher and parent professional development, parental involvement, field trips, supplemental educational buy-in resources, Communities in Schools, character education, materials and supplies, and school improvement.
Special Education Services-31-A provides: Resource Teachers, Speech and Language services, School Psychologist, Social Worker, and supplemental materials and supplies for special needs students.
STATE RESOURCES, PROGRAMS, AND GRANTS:
General Funds provides: Staff, Professional Development, and Professional Learning Communities (members of the school improvement team).
LOCAL RESOURCES, PROGRAMS, AND GRANTS:

Linked Learning provides: Training and professional development for staff, work-based learning experiences for students, and project-based learning curriculum.

COMPONENT TWO- SCHOOLWIDE REFORM STRATEGIES

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Title I Part A provides: Teachers, Instructional Specialists, Attendance Officers, School Service Assistants, classroom technology, workshops, teacher and parent professional development, field trips, Communities in Schools, supplemental educational buy-in resources, extended day, online classes, summer school, character education, and resources and Speech and materials.

Special Education Services 31-A provides: Resource Teachers, Language services, School Psychologist, Social Worker, and supplemental materials and supplies for special needs students.

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Fund provides: Staff, Professional Development, curriculum, and Professional Learning Communities (members of the school improvement team).

LOCAL RESOURCES, PROGRAMS, AND GRANTS:

Linked Learning provides: Training and professional development for staff, work-based learning experiences for students, and project-based learning curriculum.

COMPONENT THREE- HIGHLY QUALIFIED STAFF

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Title I Part A provides: Highly Qualified Teachers, Instructional Specialists, School Service Assistants, and Professional Development.

Special Education Services 31-A provides: Resource Teachers, Speech and Language services, School Psychologist, Social Worker and Professional Development.

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Fund provides: Staff and Professional Development.

LOCAL RESOURCES, PROGRAMS, AND GRANTS:

Linked Learning provides: Training and professional development for teachers.

COMPONENT FOUR-ATTRACT AND RETAIN HIGHLY QUALIFIED STAFF

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Title I Part A provides: Teachers, Instructional Specialists, School Services Assistants, classroom technology, and Professional development.

Special Education Services 31-A provides: Resource Teachers, Speech and Language services, School Psychologist, Social Worker and Professional Development.

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Fund provides: Staff, Professional Development, curriculum, and resources and materials.

LOCAL RESOURCES, PROGRAMS, AND GRANTS:

Linked Learning provides: Training and professional development for teachers.

COMPONENT FIVE- HIGH QUALITY ON-GOING PROFESSIONAL DEVELOPMENT

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Title I Part A provides: Teachers, Instructional Specialists, Attendance Officers, School Service Assistants, classroom technology, workshops, teacher and parent professional development, field trips, Communities in Schools, supplemental educational buy-in resources, extended day, online classes, summer school, character education, and resources and Speech and materials.

Special Education Services 31-A provides: Resource Teachers, Language services, School Psychologist, Social Worker, and supplemental materials and supplies for special needs students.

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Fund provides: Staff, Professional Development, curriculum, and Professional Learning Communities (members of the school improvement team).

LOCAL RESOURCES, PROGRAMS, AND GRANTS:

Linked Learning provides: Training and professional development for staff, work-based learning experiences for students, and project-based learning curriculum.

COMPONENT SIX- PARENTAL INVOLVEMENT

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Title I Part A provides: Teachers, Instructional specialists, Attendance Officers, School Service Assistants, classroom technology, workshops, teacher and parent professional development, parental involvement, field trips, supplemental educational buy-in resources, Communities in Schools, character education, materials and supplies, and school improvement.

Special Education Services-31-A provides: Resource Teachers, Speech and Language services, School Psychologist, Social Worker, and supplemental materials and supplies for special needs students.

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds provides: Staff, Professional Development, and Professional Learning Communities (members of the school improvement team).

LOCAL RESOURCES, PROGRAMS, AND GRANTS:

Linked Learning provides: Training and professional development for staff, work-based learning experiences for students, and project-based learning curriculum.

COMPONENT SEVEN-PRESCHOOL TRANSITION STRATEGIES

(West Side Academy is a high school and does service preschool aged children. However, we do offer a summer transition program for middle school students entering into the ninth grade.)

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Title I Part A provides: Teachers, Instructional specialists, Attendance Officers, School Service Assistants, classroom technology, workshops, teacher and parent professional development, parental involvement, field trips, supplemental educational buy-in resources, Communities in Schools, character education, materials and supplies, and school improvement.

Special Education Services-31-A provides: Resource Teachers, Speech and Language services, School Psychologist, Social Worker, and supplemental materials and supplies for special needs students.

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds provides: Staff, Professional Development, and Professional Learning Communities (members of the school improvement team).

LOCAL RESOURCES, PROGRAMS, AND GRANTS:

Linked Learning provides: Training and professional development for staff, work-based learning experiences for students, and project-based learning curriculum.

COMPONENT EIGHT- TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Title I Part A provides: Teachers, Instructional specialists, Attendance Officers, School Service Assistants, classroom technology, workshops, teacher and parent professional development, parental involvement, field trips, supplemental educational buy-in resources, Communities in Schools, character education, materials and supplies, and school improvement.

Special Education Services-31-A provides: Resource Teachers, Speech and Language services, School Psychologist, Social Worker, and supplemental materials and supplies for special needs students.

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds provides: Staff, Professional Development, and Professional Learning Communities (members of the school improvement team).

LOCAL RESOURCES, PROGRAMS, AND GRANTS:

Linked Learning provides: Training and professional development for staff, work-based learning experiences for students, and project-based learning curriculum.

COMPONENT NINE- TIMELY & ADDITIONAL ASSISTANCE

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Title I Part A provides: Teachers, Instructional specialists, Attendance Officers, School Service Assistants, classroom technology, workshops, teacher and parent professional development, parental involvement, field trips, supplemental educational buy-in resources, Communities in Schools, character education, summer school, extended day, summer transition program, push-in and pull-out services, materials and supplies, and school improvement.

Special Education Services-31-A provides: Resource Teachers, Speech and Language services, School Psychologist, Social Worker, and supplemental materials and supplies for special needs students.

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds provides: Staff, Professional Development, and Professional Learning Communities (members of the school improvement team).

LOCAL RESOURCES, PROGRAMS, AND GRANTS:

Linked Learning provides: Training and professional development for staff, work-based learning experiences for students, and project-based learning curriculum.

COMPONENT TEN- COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Title I Part A provides: Teachers, Instructional specialists, Attendance Officers, School Service Assistants, classroom technology, workshops, teacher and parent professional development, parental involvement, field trips, supplemental educational buy-in resources, Communities in Schools, character education, materials and supplies, and school improvement.

Special Education Services-31-A provides: Resource Teachers, Speech and Language services, School Psychologist, Social Worker, and supplemental materials and supplies for special needs students.

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds provides: Staff, Professional Development, and Professional Learning Communities (members of the school improvement team).

LOCAL RESOURCES, PROGRAMS, AND GRANTS:

Linked Learning provides: Training and professional development for staff, work-based learning experiences for students, and project-based learning curriculum.

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

WSA integrates state and local programs and services with the school to support the achievement of its school-wide goals.

VIOLENCE PREVENTION PROGRAM

WSA utilizes General Funds to offer the 180 Degree Program as a part of their ongoing commitment to build character and decrease and/or prevent violence. The 180 Degree Program is designed to provide schools and parents with proven strategies to correct student behavior, improve classroom management and support educational professionals in developing the academic environment necessary to accelerate student growth (academically and personally).

NUTRITION PROGRAM

Annually WSA utilizes their Local Resources in order to provide its student population free or reduced lunch meal plans to ensure they (students) are receiving adequate nutrition which aides in academic success. This school year WSA was granted the opportunity to provide the entire student body a free and nutritious breakfast Monday-Friday, regardless of their socio-economic status.

VOC TECH/JOB TRAINING

Local Resources and grant monies are used to provide students with job training via WSA's partnership with Linked Learning. In addition funds are allocated so students have the opportunity to receive hands-on experience and high school credit through one of three Detroit Public Schools career tech schools.

Evaluation:

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

Annually in June, all West Side Academy stakeholders led by the School Improvement Team, instructional staff, a student representative, parent liaisons, and administrators, meet at our school for a comprehensive needs assessment/evaluation of our school-wide program. The primary focus of this assessment process is an evaluation of the overall effectiveness of our school improvement plan.

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

The school improvement team determines whether the school wide program has been effective in increasing the achievement of students who had been the furthest from achieving the standards by evaluating West Side Academy's local assessment data, such as STAR Reading/STAR Math, quarterly MAP assessments and weekly local assessments. These local assessments allow the instructional staff to help provide the lowest achieving students with timely and additional assistance prior to the state's measurement of academic achievement. To determine the effectiveness of our school wide program the stakeholders use comparative analysis of data results from diagnostics and local assessments to measure improvement. The School Improvement Team has determined from evaluating the most recent (2015) state assessment data results, that our program continues to need revision as evidenced by the fact that 0% of our students performed at a combined level 1&2 in Reading; 0% of our students performed at a combined level 1&2 in Writing; and 0% of our students performed at a combined level 1&2 for Mathematics, Science, and Social Studies respectively.

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

Quarterly the SIT determines the effectiveness of our school improvement plan by utilizing the following process: the staff led by the SIT meets weekly in Professional Learning Community (PLCs) at West Side Academy to evaluate student state assessment data, quarterly MAP assessment data, and local formative and perception data. After which, we are able to determine if the research-based strategies implemented are effective as evidenced by increasing student performance on assessment data. Meeting during the professional learning communities affords all stakeholders the opportunity to collaborate, discuss best practices and instructional strategies, and monitor the proper implementation of our plan. If our strategies and planned initiatives are deemed ineffective (no student achievement gains), the school improvement and professional development plan are revised by the SIT and stakeholders to reflect the findings.

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

After our once a year evaluation, the SIT reconvenes to revise our SIP according to the needs determined by evaluating our school-wide program, results from our testing data (state assessment, MAP, STAR diagnostics), and input from our school stakeholders. The SIT revises our SIP in June once a year; however, we meet at the beginning of the school year in August, the end of the first semester in January, and

again in March to discuss the ongoing implementation of our SIP. The SIT meets at our school to make revisions to our SIP for the upcoming school year. At our meeting we analyze data results from our school assessments, (state assessment, quarterly MAP Assessment data, STAR diagnostics, and District content area assessments), perception data from stakeholders, and our SIP goals to evaluate the effectiveness of our SIP. The SIT uses both school data results and comparative analysis of district/state data results to update our SIP. The SIT then evaluates whether or not our school wide program was successful in meeting our instructional learning goals as evidenced by increased achievement on our state assessment results. Revisions are based on the results of our evaluation. The SIT then evaluates the implementation of our school wide strategies cross curriculum and edits our SIP where/as necessary.

2015-2018 WSA School Improvement Plan

Overview

Plan Name

2015-2018 WSA School Improvement Plan

Plan Description

Goals

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at West Side Academy will become proficient in Mathematics.	Objectives: 1 Strategies: 5 Activities: 24	Academic	$664150
2	All students at West Side Academy will become proficient writers.	Objectives: 1 Strategies: 6 Activities: 32	Academic	$187120
3	All students will increase student achievement in Reading as measured by local, district, state (MME), and national (ACT) assessments.	Objectives: 1 Strategies: 6 Activities: 38	Academic	$105009
4	All students at West Side Academy will become proficient in Science	Objectives: 1 Strategies: 5 Activities: 21	Academic	$180750
5	All students at West Side Academy will become proficient in Social Studies.	Objectives: 1 Strategies: 5 Activities: 24	Academic	$67400

Goal 1: All students at West Side Academy will become proficient in Mathematics.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in the content area of in Mathematics by 06/14/2018 as measured by national, state, district, and local assessments..

Strategy 1:

Differentiated Instruction - Teachers will incorporate various instructional strategies (collaborative learning, project-based lessons, blended learning, small group instruction, content specific vocabulary, close and critical reading, alternative assessments, etc.) aside from direct instruction, to better engage students' interests and increase academic achievement of our students as evidenced by national, state, district, and local assessment data.

Category:

Research Cited: Bryant, Shelly (2008)

Tier: Tier 1

Activity - Student Interest Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the fall of 2015 and the spring of 2016, student interest surveys will be administered to find out what student interests are. Based on their responses, resources will be appropriated in those areas as applicable.	Other	Tier 1		09/02/2015	06/14/2018	$30000	Title I Schoolwide	Student Life Professional Learning Community members and administration

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

| Math teachers will provide students with a cross-curricular extended learning opportunity through the integration of Academic Games. Academic Games is a series of games designed to test a student's knowledge in several different subject areas. Students compete in games that cover math, English, social studies, and logic. The primary purpose of Academic Games is to make learning fun for students. All too often, it seems as if students turn off to math, English, or social studies because they may be bored or not challenged by the material. Academic Games (AG) helps to alleviate that problem by challenging students to pursue their own education in these subjects in order to succeed in the competition. | Other | Tier 1 | Monitor | 09/02/2015 | 06/14/2018 | $0 | No Funding Required | Math teachers and administration |

Activity - Double Dosing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students diagnosed and found to be below grade level with regards to mathematical proficiency are given additional math classes to address deficiencies.	Other	Tier 2	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Administration and School counselors

Activity - Edmentum Online Class Offerings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered online courses to receive additional assistance toward credit recovery in all subject areas.	Technology	Tier 1	Monitor	09/02/2015	06/14/2018	$14400	Title I Part A	Instructional staff and School administration

Activity - After-School Tutorial	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

After-school tutoring is provided for students who have been targeted to receive additional academic support for remediation and those seeking out additional academic support for clarification and reinforcement.	Academic Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Title I Part A	Tutorial instructional staff, instructional staff, school administration, and school counselors

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our Summer School program, teachers will assist students with credit recovery, extended learning opportunities, increased instructional time, and provide 8th graders with a summer transitional program.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Instructional staff and school administration

Activity - Algebra 1 for All - Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build deep mathematical content knowledge and effective pedagogical practices in grades 7-12 for Algebra 1. Teachers will attend sessions (8), receive classroom coaching, and attend after school monthly meetings with a $50 stipend.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	Title I Schoolwide	Algebra Teachers

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

| Teachers will instruct students to:
1. A 1.1.1 Give a verbal description of an expression that is presented in symbolic form, write and algebraic expression from a verbal description, and evaluate expressions given values of the variables.
2. A 1.2.1 Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve.
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3. L 1.2.1 Use mathematical symbols to represent quantitative relationships and situations. | Other | Tier 1 | Monitor | 09/02/2015 | 06/14/2018 | $0 | No Funding Required | Math teachers |

Strategy 2:

Pyramid of Intervention using R.T.I. as a Model - The instructional staff including resource teachers will implement intensive instructional interventions for students that require more support than the instructional strategies incorporated during Tier I. Some of these interventions include modified lessons, extended time, small group instruction, push-in services, pull-out services, and individualized instruction.

Category:

Research Cited: Reeves, D.B. (2000) - 90, 90, 90 schools

Tier: Tier 1

Activity - Carnegie Math - Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will differentiate instruction with an online, supplemental, math tutorial program. The program will provide assistance to all students based on the grade level and pacing of the student. The focus is to bridge the gap between students' functioning grade level and their current grade level. Math teachers will reassess students quarterly to document and analyze areas of improvement.	Other	Tier 2	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Math teachers and school administration

Activity - Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will use targeted instructional interventions aimed at all students not making sufficient progress with Tier 1 interventions. | Other | Tier 2 | Monitor | 09/02/2015 | 06/14/2018 | $0 | No Funding Required | Math teachers |

Activity - Using Data to Identify Students Needing Intervention - Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on the disaggregation of Math data results from NWEA MAP Assessments and MME. They will also be trained on how to use data results to identify students needing intervention to drive instruction, particularly in the areas of student deficiencies and greatest needs.	Professional Learning	Tier 2	Monitor	09/02/2015	06/14/2018	$0	MI-Excel	Testing Team

Activity - Title 1 Pullout with Tier 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Math teachers will pull out the lowest achieving 5% of students to receive intensive intervention which is instruction that involves steps to take after a problem has been identified.	Other	Tier 3	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Math and Title I resource teachers

Strategy 3:

Professional Learning Communities - Teachers will meet weekly in curricular and operational (Parent Involvement and Community Relations, Data and Technology, Professional Development, Student Life and School Culture) to develop and implement local, common, formative assessments to:

a)frequently monitor each student's learning of essential outcomes

b)provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.

c)examine data

d)study research

e)plan interventions for targeted population

Category:

Research Cited: Research Cited: Getting Started - Richard DuFour (2002)

Framework for Understanding Poverty - Ruby Payne (1998)

Exploring Formative Assessments - Susan Brookhart (2009)

90,90,90 Schools - D. B. Reeves (2000)

Tier: Tier 1

Activity - Collaboration Meetngs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in groups based on content area and subject taught on a weekly basis. Teams will carefully analyze data and develop curriculum pacing guides based on their "Power Standards." One page pacing guides will be constructed, reviewed, and analyzed quarterly based on benchmark assessment data.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$17750	Title I Schoolwide	All instructional staff and school administration

Activity - Teacher-Parent Interaction Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained on how to assist parents in any area of need related to student achievement, but not readily accessed by parents. Teachers will be trained on how to interpret data from test results (MME, Quarterly Assessment, STAR Diganostics, Local Assessments) and present the information to parents in "parent-friendly" manner that allows them to understand their child's performance. Teachers also will be professionally developed on presenting the state's curriculum (HSCE's) to parents and demonstrating to the parents how the instructional practices, district pacing sequences, and HSCE's align. Additionally teachers will also assist parents in interpreting educational language sometimes uncommon to certain parents.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$92000	Title I Schoolwide	All instructional staff and administration

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

| The Math Department will dissaggregate the data of 2015-2018 schoolwide standardized tests to identify deficiencies in Math to assist with the implementation of a schoolwide math program/curriculum to improve student scores on state and national assessments. | Other | Tier 1 | Getting Ready | 09/02/2015 | 06/14/2018 | $0 | No Funding Required | Math teachers |

Activity - Departmental Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in groups based on content area and subject taught to develop formative assessments. Teachers will decide which common formative assessments will be and how the team will determine if a student is proficient. Teachers will set SMART goals for learning - 70% or our team's students will score 70% or better on the common assessments. Initially, two assessments will be developed - midterm and final. Teachers will share and review assessment data to determine which objectives are being learned and which are not. Teachers will continue to modify instruction based on assessment results. Teachers will compare common assessment data to standardized assessment data. Teachers will consider and determine which technology will be used in the formative assessment implementation process. Teachers will also meet weekly to analyze charts and graphs, building vocabulary, data director, differentiating instruction, discovering education, nook-e reader, quarterly pacing guide reconstruction, using student responders.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$409000	Title I Schoolwide	All instructional staff and administration.

Activity - Interpreting Math MME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be inserviced on how to interpret MME Math Data.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Testing Team

Activity - Local Common Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and implement local, common, formative assessments to: a)frequently monitor each student's learning of essential outcomes. b)provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets selected.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Instructional Staff and Administration

Activity - Math Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructional staff will meet on a weekly basis to share successfully implemented strategies for students at all levels on the Pyramid of Interventions. Staff of student specialized services are available as a resource for teachers.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Math Instructional Staff

Activity - Mathematics Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in weekly PLC groups and discuss best strategies that have proven successful in their classrooms. The best practices will be researched-based, shared, and discovered either through classroom walk-throughs or during collaboration time when teachers meet to discuss content specific concerns.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$20000	Title I School Improvement (ISI)	All instructional and administrative staff

Activity - Monitoring of RTI Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A three-tiered model, or framework of instruction and intervention will be used as teachers identify students that have not met learning objectives. When those students have been identified. Teachers will then take some actions as necessary and appropriate before escalating to the next level: Teacher Level - Teacher conferences with parents, directed lunch study, required Test Prep Cafe' participation, reteaching, change of seat, and or teacher phone calls home. Counselor Level - If the above does not help improve the student's academic success then the counselor should escalate the concern by taking the following actions as necessary and appropriate: Counselor/administrator conference with student/parent, counselor/administrator phone call to parents, teacher referrals to attendance officer/counseling office/main office, school social worker, school psychologist referral, students placed on a daily progress reports, and or frequent progress reports sent home. Administrative Level - If the above does not help improve the student's academic success then they should escalate the concern by taking the following actions as necessary and appropriate: summer school, and or screening for specialized services that might be needed. | Other | Tier 1 | Monitor | 09/02/2015 | 06/14/2018 | $62000 | Title I Schoolwide | Geometry teachers |

Strategy 4:

Parental Involvement - In conjunction with parents, West Side Academy will work together to promote student achievement. Through this coalition, students will be provided access to more educational and occupational opportunities.

Category:

Research Cited: Reeves, D.B. 2000 and 90,90,90 Schools

Tier: Tier 1

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

School staff will provide parents with resources, strategies, and regularly scheduled professional development to assist parents with helping their children succeed academically. Ongoing professional development will be scheduled for parents on how to analyze and interpret test results (MME, STAR diagnostics, and Local Assessments). Parents will be made aware of their child's areas of strengths and weaknesses as well as how the instructional staff will use data derived from assessments to drive classroom instruction. Parents also will receive professional development on understanding the state's HSCE's by content area and how our school's current instructional practices align with the HSCE's. Moreover, parents will be notified of all upcoming assessments and receive information on any educational verbage that may hinder their interpretation of HSCE's. Any other changes in educational practices or updates to theses areas can be accessed using any of the parent resource mediums we have offered to our parent community, i.e. phone blasts, e-mails, newsletters, and mailings. Professional developments will be scheduled LSCO meetings, and the evenings (2) of both of our scheduled Title I meetings.	Parent Involvement	Tier 1	Monitor	09/02/2015	06/14/2018	$8000	Title I Schoolwide	All instructional staff and administration.

Activity - Schoolwide Gradebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will utilize the district mandated online grading and attendance program, MI Star. Parents will use the same type of calendar or planner to help students organize daily assignments and monitor academic achievement.	Technology	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	All instructional staff and Attendance Officer

Strategy 5:

Culture and Climate - To improve the overall culture and climate of WSA which will assist with setting the tone of the building. Activities will be centered on creating a school where students feel safe have emotional and behavioral supports when needed and are able to focus on academic achievement.

Category:

Research Cited: Butts, Patricia H (2009). Frequent absences? Help students keep up, not drop out. Kappa Delta Pi Record, v45 n4 p 163-165.

Tier:

Activity - Master Schedule Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will reconfigure the bell schedule to allow: A)Students ample time to report to school. B)Extended learning opportunities: Class periods have been extended allowing for more time. C)Instructional staff can meet in their professional learning communities (content specific meetings as well as operational meetings) for collaboration. D)Periodic late starts or early dismissals to meet with parents.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$10000	Title I School Improvement (ISI)	Administrative Team: Principal, Assistant Principals, Scheduling Team, Curriculum Leaders and Coordinators

Goal 2: All students at West Side Academy will become proficient writers.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in English Language Arts in Writing by 06/14/2018 as measured by national (ACT), state (MME), district, and local assessments.

Strategy 1:

Differentiated Instruction - Teachers will incorporate various instructional strategies (collaborative learning, project-based lessons, blended learning, small group

instruction, content specific vocabulary, close and critical reading, alternative assessments, etc.) aside from direct instruction, to better engage students' interests and

increase academic achievement of our students as evidenced by national, state, district, and local assessment data.

Category:

Research Cited: Bryant, Shelly (2008)

Tier: Tier 1

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Activity - Monitoring of Writing Across Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will monitor the implementation of Writing Across Curriculum during formal and informal teacher evaluations throughout the school year.	Walkthrough	Tier 1	Monitor	09/02/2015	06/14/2018	$100000	General Fund	Principal

Activity - Student Interest Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given student interest surveys in the Fall of 2015 to determine what their interests are. As a staff we disaggregate survey data. From the student interest data analysis we plan differentiated lessons, structure student activities, and adjust our school-wide program to further accommodate the interests of our student population.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$3000	Title I Schoolwide	All Staff

Activity - Edmentum Online Course Offerings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered online courses to receive additional assistance towards credit recovery in all subject areas.	Technology	Tier 1	Implement	09/02/2015	06/14/2018	$6720	Title I Part A	Instructional Staff and Administration

Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional instructional time in core content subject areas to obtain academic credit. Increasing instructional time from 7 to 9 hours.	Academic Support Program	Tier 2	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Core content subject area instructional staff and Administration

Activity - Afterschool Tutorial	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to receive additional instructional time to support academic achievement.	Academic Support Program	Tier 2	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Instructional Staff and Administration

Activity - 6+1 Traits of Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the 6+1 Traits of Writing in their coursework. 6+1 Traits is a research based writing strategy that encompasses the following components of writing: a. word choice b. ideas c. sentence fluency d. organization e. voice f. conventions g. presentation The teachers will implement this strategy to assist in all aspects of the writing process	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	All instructional staff

Activity - The Inclusive ELA Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Teachers will explore differentiated instruction strategies that assist all students in accessing the curriculum. Breakout sessions will provide the participants an opportunity to examine secondary strategies.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	Title I Schoolwide	All ELA Staff

Strategy 2:

Pyramid of Interventions Using RTI as a Model - The instructional staff including resource teachers will implement intensive instructional interventions for students that require more support than the instructional strategies incorporated during Tier I provide. Some of these interventions include modified lessons, extended time, small group instruction, push-in services, pull-out services, and individualized instruction.

Category:

Research Cited: Reeves, D.B. (2000) 90,90,90 Schools

Tier: Tier 2

Activity - Facilitating Restorative Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to facilitate an alternative, school discipline procedure called "Restorative Circles," recommended by Detroit Public Schools. Participants will learn how to hold students fully accountable for their behavior; reduce re-offending; earn parent support, and address the needs of those affected by the misconduct. Dialogue will occur to begin the process of integration into current policies and procedures.	Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$5000	Title I Schoolwide	All Staff

Activity - School-wide Positive Behavior Support Overview	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how schools around the country and in Wayne County are reducing office discipline referrals and increasing time spent on instruction. PBS provides a framework for school-based teams to collaborate and create positive expectations and strategies for all students, including those with significant behavioral needs. Schools that implement PBS use their own referral data to design more effective and sustainable school-wide practices. This course will provide an overview of the steps involved in implementing school-wide positive behavior support.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$5000	Title I Schoolwide	All Staff

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

A three-tiered model of instruction and intervention will be used as teachers identify students that have not met learning objectives. When those students have been identified teachers will then take some actions as necessary and appropriate before escalating to the level.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$6200	Title I Schoolwide	All Staff

Activity - Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement instructional interventions aimed at targeted students not making sufficient progress with Tier 1 interventions, including but not limited to Title I teacher push-in. Title I teachers will assist the teacher in co-teaching methods to assist students in the classrooms with the highest number of Tier 2 targeted students.	Academic Support Program	Tier 2	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	All Staff

Activity - Tier 3 Behavior Support - Functional Behavior Assessment and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive an overview of Tiers 2 and 3 behavior intervention plans and functional behavior assessment at both levels.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$4500	Title I Schoolwide	All Staff

Strategy 3:

Professional Learning Communities - Teachers will meet in professional learning communities to disaggregate data and discuss strategies aimed at increasing student achievement English Language Arts, mathematics, social studies, and science.

Category:

Research Cited: D.B. Reeves

Tier: Tier 1

Activity - ELA Curricular PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructional staff will meet biweekly basis to share successfully implemented strategies for students at all levels on the Pyramid of Interventions. Staff of student specialized services are available as a resource for teachers.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	ELA Instructional Staff

Activity - Data Analysis of National, State and Local Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data PLC will disaggregate the data of the previous school year assessments to identify the deficiencies in Writing to assist with the implementation of a school-wide Writing strategy to improve student scores on all assessments.	Professional Learning, Teacher Collaboration	Tier 1		09/02/2015	06/14/2018	$0	No Funding Required	Data PLC and Instructional Staff

Activity - Delve Deeper into ELA Common Core High School Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine the new ELA Common Core Standards and use the writing exemplars to begin to implement the new standards into their classroom instruction.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/14/2018	$1000	Title I Schoolwide	ELA Staff

Activity - Developing Quality Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop skills and knowledge necessary to develop and implement quality common assessments. Topics include: the purpose of common assessments, Clear learning assessments, writing quality test items; and using resulting data in meaningful ways.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/14/2018	$1000	Title I Schoolwide	Instructional staff

Activity - Formative Assessment in High School ELA Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about the formative assessment process and how it applies to middle and high school ELA. They will walk away with a better understanding of formative assessment and numerous strategies and techniques to implement formative assessment upon return to the classroom.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/14/2018	$1000	Title I Schoolwide	ELA Staff

Activity - Introducing and Implementing the New Common Core ELA Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about the new state adopted Common Core English Language Arts and standards and begin to build an understanding of content knowledge and effective practices embedded in these ELA standards. Sessions 1 and 2	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	Title I Schoolwide	ELA Staff

Activity - Reading and Writing Workshops at the Secondary Level	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to teach students how to successfully respond to the rigorous demands of reading and writing in the new common core ELA standards. Ways to organize and integrate instruction will be shared as well.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	Title I Schoolwide	All Staff

Strategy 4:

Parental Involvement - Parents as members of the Parental Involvement and Community Relations will offer ideas and suggestions to assist with increasing parental

involvement and student academic achievement.

Category:

Research Cited: Reeves

Tier: Tier 1

Activity - Teacher/Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained on how to assist parents in any area of need related to student achievement but not readily accessed by parents. Teachers will be trained on how to interpret data from national, state, and local assessments and present information to parents in a "parent-friendly" that allows them to understand child's performance.	Parent Involvement	Tier 1	Monitor	09/02/2015	06/14/2018	$4600	Title I Schoolwide	All Instructional Staff and Administration

Activity - Teacher/Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on presenting the Common Core Standards to parents and demonstrating how instructional practices, district pacing sequences, and Common Core Standards align. Additionally teachers will also assist parents in interpreting educational language sometimes uncommon to certain parents.	Parent Involvement	Tier 1	Monitor	09/02/2015	06/14/2018	$4600	Title I Schoolwide	All Instructional Staff and Administration

Activity - Resume' Writing Workshop Basic Composition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be given instruction about the mechanics of resume' writing and the basic composition of entry level college essays.	Other, Parent Involvement	Tier 1	Implement	09/02/2015	06/14/2018	$0	No Funding Required	ELA Teachers

Strategy 5:

Culture and Climate - Culture and Climate will assist with setting the tone of the building. Activities will be centered on creating a school where students feel safe, have

emotional and behavioral supports when needed, and are able to focus on academic achievement.

Category:

Research Cited: Butts, Patricia H (2009) Frequent Absences? Help Students Keep Up, Not Drop Out. Kappa Delta Pi Record

Tier: Tier 1

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to facilitate an alternative, school discipline procedure called Restorative Circles recommended by American Psychological Association. Participants will learn how to hold students fully accountable for their behavior; re-offending; earn parents support; and address the needs of those affected by misconduct. Teachers will also discuss how this process can be integrated into current policies and procedures.	Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$5000	Title I Schoolwide	All Staff

Activity - Signs of Suicide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to implement this nationally recognized program designed for middle and high school-age students. The program teaches students how to identify the symptoms of depression and suicide in themselves or their friends, and encourages help-seeking through the use of the ACT technique (Acknowledge, Care, Tell). Through the use of modeling, youth are taught to recognize the signs of distress, in either themselves or a friend, and to respond effectively.	Behavioral Support Program	Tier 1		09/02/2015	06/14/2018	$4500	Title I Schoolwide	All Staff

Activity - Bully Free Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will learn how to impact the behavior of youth who exhibit aggression and other bullying behaviors; establish a behavior rubric to ensure a consistent response to these behaviors; reinforce positive behaviors; and develop strong parent partnerships. Bullying and other aggressive behaviors affect all students' ability to learn by undermining emotional and physical safety. Teachers will leave this course with a clear understanding of this research based process that will substantially change the aggressive behaviors in our school. Strategies discussed will unfold readily into existing behavior-based initiatives, such as Character Education, Positive Behavior Supports and Peer Mediation. | Behavioral Support Program | | Monitor | 09/02/2015 | 06/14/2018 | $5000 | Title I Schoolwide | All Staff |

Activity - Creating a Healthy School Culture to Improve Academic Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will look at simple practices that can create positive changes in the climate and culture of a school.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$5000	Title I Schoolwide	All Staff

Activity - MI Model for Health: Nutrition and Physical Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will leave this course prepared to teach skill based lesson high school modules focused on nutrition and physical activity. The 9-12th grade modules are "Help Yourself to Good Nutrition and Stay Physically Active For Life." Participants will discover the importance of facilitating student skill development to make meaningful behavior changes. This curriculum can be used to meet some of the MMC High School Guidelines for Health Education - 1 credit in Health and physical Education.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$4500	Title I Schoolwide	Health Teacher and Support Staff

Activity - A Silent Crisis: Creating Safe Schools for Sexual Minority Youth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and Staff will sharpen interpersonal skills and professional practices to better address the needs of sexual minority youth-those who identify as gay, lesbian, bisexual, transgender, or questioning; review legal obligations and model policies that promote safe schools; learn strategies for stopping harassment; and receive an extensive Resource Guide for Educators. This workshop is designed to help educators improve school climate and safety for all youth. Research consistently finds sexual minority youth to be at a high risk of homelessness, alcohol and substance abuse, harassment, assaults, suicide, school failure/dropouts, and truancy. Several school districts around the country have dealt significant defeats in the courts for failing to provide services and a safe environment for sexual minority youth. Some of the legal and ethical obligations that school systems and their employees have to serve and protect this population will be addressed.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/02/2015	06/14/2018	$3000	Title I Schoolwide	All Staff

Activity - MI Model for Health: Violence Prevention and Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will leave this course prepared to teach skill based lessons in high school modules focused on violence prevention and character education. The 9-12th grade modules are "Managing Conflict and Preventing Violence and Managing Life in a Less Than Perfect World." Participants will discover the importance of facilitating student skill develop to make meaningful behavior changes.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$4500	Title I Schoolwide	Health Teacher, Counselors, and Administrators

Activity - Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school agent and teachers will collaborate to develop and implement a school-wide attendance program aimed at improving student academic achievement.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	All Staff

Strategy 6:

Teaching and Learning Supports - Teachers will have the opportunity to seek professional development training to improve student academic achievement, pedagogical style, classroom management, and the utilization of technology in the classroom.

Category:

Research Cited: Reeves

Tier: Tier 1

Activity - NASSP Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NASSP is the leading organization of and voice for middle level and high school principals, assistant principals, and school leaders from across the United States and 35 countries around the world. Founded in 1916, NASSP's mission is to connect and engage school leaders through advocacy, research, education, and student programs. NASSP provides our members with the professional research-based and peer-tested resources, and practical tools and materials they need to serve as visionary school leaders.Through our award winning publications, professional development opportunities, ready access to relevant research, and persistence in advocating on behalf of school leaders, we help to advance middle level and high school education by: •Promoting high professional standards •Focusing attention on school leaders' challenges •Providing a "national voice" for school leaders •Building public confidence in education •Strengthening the role of the principal as instructional leader •Publicizing the issues and interests of our members in the news media	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$5000	Title I Part A	Select Staff

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

Founded as the International Reading Association (IRA), the International Literacy Association (ILA) has worked to enhance literacy instruction through research and professional development for 60 years. Attendance at the IRA Conference will help hone the skills of literacy educators through practical use of research journals, publications, professional development, conferences, and advocacy efforts which will assist with improving student achievement.	Professional Learning	Tier 1		09/02/2015	06/14/2018	$5000	Title I Part A	Select Staff

Goal 3: All students will increase student achievement in Reading as measured by local, district, state (MME), and national (ACT) assessments.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in English Language Arts in Reading by 06/14/2018 as measured by national (ACT), state (MME), district, and local assessments.

Strategy 1:

Differentiated Instruction - Teachers will incorporate various instructional strategies (collaborative learning, project-based lessons, blended learning, small group instruction, content specific vocabulary, close and critical reading, alternative assessments, etc.), aside from direct instruction, to better engage students' interests and increase the academic achievement of our students as evidenced by national, state, district, and local assessment data.

Category:

Research Cited: Shelly, Bryan (2008)

Tier: Tier 1

Activity - Student Interest Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students are surveyed by the School Improvement Team, which includes school instructional staff. Students are polled to gauge their interests, concerns, and preferences related to learning. The surveys also survey the students' learning styles. The survey data is collected and disaggregated. The subsequent survey data analysis then informs which differentiated practices are incorporated by the instructional staff to increase student learning and achievement. | Other | Tier 1 | Evaluate | 09/02/2015 | 06/14/2018 | $0 | No Funding Required | School Improvement Team members and instructional staff. |

Activity - ELA DifferentiatedStrategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts teachers will explore and research differentiated best practices that have been researched and proven to be effective at increasing the achievement of at-risk student populations. Teachers will also identify differentiated strategies that assist students with accessing curriculum content. Breakout sessions will provide the participants an opportunity for dialogue, exchange of ideas, and exploration of secondary strategies as well.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	Title I Part A	English Language Arts Instructional Specialists

Activity - Teaching Common Core Reading Standards Through Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine Common Core Standards and work collaboratively to integrate the strategy of Close and Critical Reading into their instructional delivery of the standards. Teachers will analyze the process of Close and Critical Reading, and the relationship between text, comprehension, analysis, evaluation, and critical thinking. Teachers will also focus on the four essential Close and Critical Reading questions: what does it say?, how does it say it?, what does it mean?, and so what?	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	Title I Part A	English Language Arts Instructional Specialist

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

| Those students who are assessed and scored at a level below proficient as evidenced by state, district, and local assessment data, will be scheduled into an additional English (21st Century Literaturel) class for support. Students will be able to access informational materials for remediation and acceleration as necessary. | Academic Support Program | Tier 2 | Implement | 09/02/2015 | 06/14/2018 | $0 | Title I Part A | ELA staff |

Activity - Edmentum On-line Class Offerings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All eligible students have the option of registering for on-line classes. On-line classes allow students in need of timely and additional assistance, to recover credits in all subject areas.	Technology	Tier 1	Monitor	09/02/2015	06/14/2018	$14400	Title I Part A	Select Instructional Staff

Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All eligible students in need of timely and additional assistance will be provided with an opportunity to register for extended day classes. Extended day classes allow students in need of credit recovery an additional opportunity for accelerated graduation and course content mastery.	Academic Support Program	Tier 2	Monitor	09/02/2015	06/14/2018	$40609	Title I Part A	Select Instructional Staff

Activity - After School Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of timely and additional assistance beyond normal instruction, will be provided with additional learning opportunities which extend beyond classroom hours. Students have access to instructional staff for the purposes of clarification, reinforcement, and remediation.	Academic Support Program	Tier 2		09/02/2015	06/14/2018	$0	Title I Part A	Select Instructional Staff

Strategy 2:

Pyramid of Intervention using RTI as a Model - The instructional staff, including resource teachers, will implement intensive instructional interventions for students that require more support than the strategies incorporated during Tier I provide. Some of these interventions include modified lessons,extended time, small group instruction, push-in service, pull-out service, and individualized instruction.

Category:

Research Cited: Reeves, D.B. (2000) 90, 90, 90 Schools.

Tier: Tier 2

Activity - Differentiated Instructional Strategies for Tier I Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on researching and implementing differentiated reading strategies that assist struggling learners gain mastery of content. Some of these strategies include previewing, using prior knowledge, making connections within text, analyzing text structure, using context clues, and making inferences.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	Title I Part A	ELA Instructional Specialist and instructional staff

Activity - School-Wide Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be in-serviced on how schools in Wayne County and across the country are reducing disciplinary referrals and increasing the time on task of at-risk students. Positive Behavior Support provides a framework for school-based teams to collaborate and create positive expectations and strategies for all students, including those with documented behavioral concerns.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	Special Education	Resource and Instructional Staff

Activity - Systematic Interventions-Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use the three-tiered model or framework of instruction to identify students that have consistently not met learning objectives as evidenced by state, district, and local assessment and achievement data. Teachers will use this process to identify the corrective intervention necessary to assist students in accessing the timely and additional supports available to them. Level 1 interventions may include: teacher-parent conferences, directed lunch study, required tutoring, and reteaching. Tier 2 interventions may include: administrative/teacher conference with parents and students, referrals to specialized service personnel, and daily progress reports. Tier 3 interventions may include: mandatory extended learning opportunities such as extended day, after school tutoring, or referral via the RCT process.	Academic Support Program	Tier 2		09/02/2015	06/14/2018	$0	Title I Part A	Instructional and Resource staff

Activity - Tier 2- Targeted Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement targeted instructional interventions aimed at students identified as failing to make sufficient progress with Tier 1 interventions and performing below state, district, and local assessments as evidenced by subsequent assessment data. Resource teachers will assist instructional staff with targeted interventions including but not limited to: modified lessons, extended time, small group instruction, and push-in service.	Academic Support Program	Tier 2	Implement	09/02/2015	06/14/2018	$0	Title I Part A	Instructional and Resource staff

Activity - Tier 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify those students that have received Tier 2 supports, but have not improved academically, as the lowest performing 5%. The lowest 5% of students will be targeted to receive Tier 3 supports. Tier 3 supports include pull-out services and individualized instruction. During this intervention students will receive corrective Reading assistance.	Academic Support Program	Tier 3	Monitor	09/02/2015	06/14/2018	$0	Special Education	Resource Staff

Strategy 3:

Professional Learning Communities - Teachers will meet weekly in curricular and operational (Data & Technology, Parental Involvement & Community Relations, Student Life & School Culture, and Professional Development) communities to develop and implement local, common, and formative assessments to: a) frequently monitor each students' learning of essential outcomes, b) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets, c) examine data, d) study research, and e) plan interventions for targeted populations.

Category:

Research Cited: Dufour, Richard (2002) Getting Started

Payne, Ruby K., PhD. (2005) A Framework for Understanding Poverty

Brookhart, Susan (2009) Exploring Formative Assessments

Reeves, D. B. (2000) 90/90/90 Schools

Tier: Tier 1

Activity - Online Resources for Teachers and Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in curricular professional learning communities will discover ways to engage students, promote creativity, and collaboration using a variety on on-line tools which help students with poor attendance.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	Title I Part A	Instructional staff

Activity - IncreasingTeacher- Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will be in-serviced on improving communication with parents and assisting parents in any areas of need relative to student achievement, but not readily accessible to parents. Teachers will be trained on interpreting assessment data and conveying the results to parents in parent-friendly terminology. Professional learning will also assist teachers with introducing Common Core Standards to parents, along with detailing instructional strategies that support the implementation of the Core.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	Title I Part A	Instructional staff

Activity - Content Area Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in both content and grade level curricular professional learning communities. During these curricular professional learning communities, teachers will develop common formative assessments, implement common formative assessments, establish curricular learning targets to be used as baseline data for achievement, develop common midterm and final examinations, analyze assessment data, evaluate instructional practices, plan instruction, and plan for lesson differentiation.	Curriculum Development	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Title I Part A	Instructional staff

Activity - Data Analysis of State Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data PLC will disaggregate the data of of state, district,and local assessments to monitor the overall achievement of our students. The Data PLC will assist the instructional staff with interpreting the results and providing the appropriate intervention for targeted students.	Curriculum Development		Implement	09/02/2015	06/14/2018	$0	Title I Part A	Instructional staff (Data PLC members)

Activity - Delving Deeper Into the ELA Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine the new ELA common core standards and use the reading and writing exemplars to begin to implement the new standards into their classroom planning and instruction.	Professional Learning, Teacher Collaboration		Implement	09/02/2015	06/14/2018	$0	Title I Part A	Instructional Staff

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

| Teachers will meet in their professional learning communities to develop the skills and knowledge necessary to create and implement quality common assessments. | Academic Support Program, Professional Learning, Teacher Collaboration | | Implement | 09/02/2015 | 06/14/2018 | $0 | Title I Part A | Instructional Staff |

Activity - ELA Curricular PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructional staff members will meet on a weekly basis to share successfully implemented strategies for students at Tier I, Tier II, and Tier III.	Curriculum Development, Professional Learning, Teacher Collaboration			09/02/2015	06/14/2018	$0	Title I Part A	ELA Instructional Staff and Resource Staff

Activity - Formative Assessments in the High School ELA Classrom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about the formative assessment process and how it applies to high school ELA.	Curriculum Development, Professional Learning, Teacher Collaboration			09/02/2015	06/14/2018	$0	Title I Part A	ELA Instructional Staff

Activity - Implementing Common Core ELA Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ELA teachers will learn best practices for implementing the Common Core ELA standards.	Curriculum Development, Professional Learning, Teacher Collaboration		Implement	09/02/2015	06/14/2018	$0	Title I Part A	ELA Instructional Staff

Activity - Secondary Reading and Writing Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on best practices for teaching students to respond to the expectations of the Common Core.	Curriculum Development, Professional Learning, Teacher Collaboration		Implement	09/02/2015	06/14/2018	$0	Title I Part A	ELA Instructional Staff

Activity - Reading Support Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in weekly professional learning communities and discuss strategies that have proven to be successful at assisting struggling readers to improve academically.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration		Implement	09/02/2015	06/14/2018	$0	Title I Part A	All Instructional Staff

Activity - Why are we not improving?	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data PLC will focus on an evidence-based, systematic approach to improving the fidelity of our school-wide implementation of reform strategies and practices.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration, Technology			09/02/2015	06/14/2018	$0	Title I Part A	All Instructional Staff

Strategy 4:

Parental Involvement - West Side Academy staff, in conjunction with parents and community members, will work together to promote student achievement. Through this cooperation students will be provided access to more educational and occupational opportunities.

Category:

Research Cited: Reeves, D.B. (2000). 90/90/90 Schools.

Tier:

Activity - Creating Safe Schools for Sexual Minority Youth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and staff will develop interpersonal skills and professional practices that better address the needs of sexual minority youth that identify themselves as gay, lesbian, bisexual, transgender, or otherwise in question.	Community Engagement, Parent Involvement, Behavioral Support Program		Implement	09/02/2015	06/14/2018	$3000	Title I Part A	PACSA members and Instructional Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will provide parents with resources, strategies, and regularly scheduled professional development to assist parents with helping their children succeed academically.	Parent Involvement, Behavioral Support Program, Professional Learning		Implement	09/02/2015	06/14/2018	$8000	Title I Part A	PACSA members, parents, and Instructional Staff

Activity - Parental Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team, assisted by the data professional learning community, will assist parents with interpreting and and analyzing national, state, and local assessment data results.	Community Engagement, Parent Involvement, Technology		Monitor	09/02/2015	06/14/2018	$0	Title I Part A	SIT, PACSA members, parents, and Instructional Staff.

Activity - Understanding Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be in-serviced on the particulars of the Common Core standards, the implementation of the Common Core, and upcoming assessments influenced by the adoption of the Common Core.	Parent Involvement, Technology			09/02/2015	06/14/2018	$0	Title I Part A	PACSA members, parents, Instructional Staff.

Activity - Parental Involvement and Community Relations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

West Side Academy will create a parental involvement and community relations professional learning community to specifically address issues relating to increasing community participation and parental involvement within our school community.	Community Engageme nt, Professiona l Learning			09/02/2015	06/14/2018	$0	Title I Part A	SIT, PACSA members, parents, and Instructiona l Staff.

Strategy 5:

Culture and Climate - To improve the overall culture and climate of West Side Academy.

Category:

Research Cited: Butts, Patricia (2009). Frequent absences? Help students keep up, not drop out. Kappa Delta Pi Record, v45 n4 p. 163-165.

Tier:

Activity - MI Star Student Information System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
West Side Academy will establish an attendance professional learning community to address our student's attendance needs. Attendance data will be captured from the MI Star system.	Technology , Policy and Process			09/02/2015	06/14/2018	$5000	Title I Part A	Instructiona l Staff.

Activity - Bully Free Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will learn how to impact the behavior of youth who exhibit aggression and other bullying behaviors.	Behavioral Support Program, Professiona l Learning		Implement	09/02/2015	06/14/2018	$5000	Title I Part A	All Instructiona l Staff.

Activity - Creating a Healthy School Culture to Improve Academic Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will look at common practices that can create positive changes in the climate and culture of our school.	Behavioral Support Program, Professional Learning			09/02/2015	06/14/2018	$5000	Title I Part A	All Instructional Staff.

Activity - MI Model for Health: Nutrition & Physical Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete this course which is prepared to teach skill-based lesson modules focused on high school nutrition and physical activity.	Professional Learning		Implement	09/02/2015	06/14/2018	$4500	Title I Part A	Instructional Staff

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will participate in Peacemaking Circles that discuss conflict, bullying, disrespectful behavior, and behavioral expectations with students.	Academic Support Program, Professional Learning		Implement	09/02/2015	06/14/2018	$0	Title I Part A	Instructional Staff.

Activity - Signs of Suicide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on how to implement the ACT (acknowledge, care, and tell) technique, which will help students identify the warning signs of depression and symptoms of suicide.	Behavioral Support Program, Professional Learning			09/02/2015	06/14/2018	$4500	Title I Part A	Instructional Staff

Activity - Facilitating Restorative Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to facilitate an alternative school discipline procedure known as Restorative Conferencing.	Behavioral Support Program, Professional Learning			09/02/2015	06/14/2018	$5000	Title I Part A	Instructional Staff.

Strategy 6:

Teacher and Learning Supports - Overall student achievement and school morale will improve through the use of support programs and or processes that enhance the learning environment.

Category:

Research Cited: Shelly, Bryan (2008). Get smart: Co-curricular activities and academics. The Advocate, v2, 1st ed.

Tier:

Activity - NASSP Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select instructional and administrative staff will attend professional development conferences which provide training on best practices and strategies to better assist us in improving the overall academic achievement of our students.	Professional Learning		Implement	09/02/2015	06/14/2018	$5000	Title I Part A	Select staff members.

Activity - IRA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff members will attend the IRA conference to gain training on best practices and strategies that will assist our staff in improving overall student academic achievement.	Academic Support Program, Professional Learning		Implement	09/02/2015	06/14/2018	$5000	Title I Part A	Select staff members.

Goal 4: All students at West Side Academy will become proficient in Science

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in in Science by 06/14/2018 as measured by national, state, district, and local assessments..

Strategy 1:

Differentiated Instruction - Teachers will incorporate various instructional strategies (collaborative learning, project-based lessons, blended learning, small group instruction, content specific vocabulary, close and critical reading, alternative assessments, etc.) aside from direct instruction, to better engage students' interests and increase academic achievement of our students as evidenced by national, state, district, and local assessment data.

Category:

Research Cited: Shelly, Bryan (2008)

Tier: Tier 1

Activity - Student Interest Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will administer student interest surveys during the fall of 2015 and the spring of 2018 to find out what students are interested in. Based on their responses, resources will be appropriated in those areas as applicable.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$30000	Title I Schoolwide	Student Life Professional Learning Community Members and Administration

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

Instructional staff will offer students online courses to receive additional assistance toward credit recovery in all subject areas.	Technology	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Instructional Staff, Administration, and Counselors

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students with credit recovery, extended learning opportunities, increased instructional time, and provide 8th graders with a summer transitional program through our Summer School program.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Instructional Staff and Administration

Activity - Afternoon Tutorial	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with additional learning opportunities. We will offer students additional instructional time in an alternative setting utilizing differentiated instruction.	Other	Tier 2	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	English, Math, and Science Teachers

Activity - Tier 1 - Content Specific Vocabulary - Frayer Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will commit to utilize, The Frayer Model, an adaptation of the concept map. The framework of the Frayer Model includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non examples of the concept word. It is important to include both examples and non examples, so students are able to identify what the concept word is and what the concept word is not. First, the teacher will assign the concept word being studied, and then talk about the steps involved in completing the chart.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Instructional Staff

Activity - Scientific Reflections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implememt HSCEE 1.2.D Evaluate scientific explanations in a peer review process or discussion format.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Other	Science Teachers

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Science Teacher will coteach with classroom teachers to assist targeted students needing more individualized attention than what is available in Tier 1 instruction.	Other	Tier 2	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Science and Title I Teachers

Strategy 2:

Pyramid of Intervention using R.T.I. as a Model - Then instructional staff including resource teachers will implement intensive instructional interventions for students that require more support than the instructional strategies incorporated during Tier I. Some of these interventions include modified lessons, extended time, small group instruction, push-in services, pull-out services, and individualized instruction.

Category:

Research Cited: Reeves, D.B. (2000) - 90, 90, 90 schools

Tier: Tier 1

Activity - Tier 2 - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Science Teacher will coteach with classroom teachers to assist targeted students needing more individualized attention than what is available in Tier 1 instruction.	Other	Tier 2	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Science and Title I Teachers

Activity - Tier 3 - Intensive Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher will utilize intensive instructional strategies in the areas of science to assist the lowest achieving 5% of the student population by pulling out students requiring individualized instruction with specialized service personnel.	Other		Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Science and Title I Teachers

Strategy 3:

Professional Learning Communties - Teachers will meet weekly in curricular and operational (Parent Involvement and Community Relations, Data and Technology, Professional Development, Student Life and School Culture) to develop and implement local, common, formative assessments to: (a)frequently monitor each student's learning of essential outcomes, (b)provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets, (c)examine, (d)study research, and (e)plan interventions for target population.

Category:

Research Cited: Research Cited: Getting Started - Richard DuFour (2002) Framework for Understanding Poverty - Ruby Payne (1998) Exploring Formative Assessments - Susan Brookhart (2009) 90,90,90 Schools - D.B. Reeves (2000)

Tier: Tier 1

Activity - Biology for All	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology teacher will explore proven strategies and exciting activities that help ALL students. Teachers will leave this session with a variety of intervention strategies to help struggling students.	Professional Learning	Tier 2	Getting Ready	09/02/2015	06/14/2018	$1000	Title I Schoolwide	Science Teachers

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

| The Testing Team will dissaggregate the data of 2014-2015 schoolwide standardized tests to identify deficiencies in math and science to assist with the implementation of schoolwide strategies to improve student scores on national and state assessments. | Professional Learning | Tier 1 | Monitor | 09/02/2015 | 06/14/2018 | $0 | No Funding Required | Testing Team |

Activity - Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in groups based on content area and subject taught on a weekly basis. Teams will carefully analyze data and develop curriculum pacing guides based on their "Power Standards." One page pacing guides will be developed, reviewed, and revised based on benchmark assessment data.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$17750	Title I Schoolwide	All Instructional Staff and Administration

Activity - Formative Assessment in the High School Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about the formative assessment process and how it applies to middle and high school science. Teachers will walk away with a better understanding of formative assessment and numerous strategies and techniques to implement formative assessment upon return to the classroom.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	Title I Schoolwide	Science Teachers

Activity - Local Common Science Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and implement local, common, formative assessments to: (a)frequently monitor each student's learning of essential outcomes, and (b)provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Science Teachers

Activity - Science Curricular PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructional staff will meet on a weekly basis to share successfully implemented strategies for students at all levels on the Pyramid of Interventions and develop content specific strategies to assist in student achievement. Staff of student specialized services are available as a resource for teachers.	Other	Tier 3	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	Science Teachers

Activity - Science Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in weekly PLC groups and discuss best strategies that have proven to be successful in their classrooms. These practices will be discovered either through classroom walk-throughs or during times of collaboration to discuss content specific issues.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$20000	Title I School Improvement (ISI)	All Instructional and Administrative Staff

Activity - Preparing for the Next Generation of Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to align curriculum and hone pedagogy to prepare for the new Common Core in Science.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	Title II Part A	Science Teachers

Strategy 4:

Parental Involvement - In conjunction with parents, West Side Academy will work together to promote student achievement. Through this coalition, students will be provided access to more educational and occupational opportunities.

Category:

Research Cited: Reeves, D.B. (2000) and 90,90,90 Schools

Tier: Tier 1

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide parents with resources, strategies, and regularly scheduled professional development to assist parents with helping their children succeed academically. Ongoing professional development will be scheduled for parents on how to analyze and interpret test results (MME, STAR diagnostics, and local assessments). Parents will be made aware of their child's areas of strengths and weaknesses as well as how the instructional staff will use data derived from assessments to drive classroom instruction. Parents also will receive professional developments on understanding the HSCEs by content area and how our school's current instructional practices align with the HSCEs. Moreover, parents will be notified of all upcoming assessments and receive information on any educational verbage that may hinder their interpretation of HSCEs. Any other changes in educational practices or updates to these areas can be accessed using any of the parent resource mediums we have offered to our parent community, i.e. phone blasts, emails, newsletters, and mailings. Professional development will be scheduled on evenings of parent teacher conferences, mornings of regularly scheduled LSCO meetings, and the evenings (2) of both of our scheduled Title I meetings.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$8000	Title I Schoolwide	All Instructional Staff and Administration

Activity - Teacher/Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained on how to assist parents in any area of need related to student achievement but not readily accessed by parents. Teachers will be trained on how to interpret data from test results (MME, STAR Diagnostics, Local Assessments) and present the information to parents in "parent-friendly" manner that allows them to understand their child's performance. Teachers also will be professionally developed on presenting the stat's curriculum (HSCEs) to parents and demonstrating to the parents how the instructional practices, district pacing sequences, and HSCEs align. Additionally, teachers will also assist parents in interpreting educational language sometimes uncommon to certain parents.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$92000	Title I Schoolwide	All Instructional Staff and Administration

Strategy 5:

Culture and Climate - To improve the overall culture and climate of WSA which will assist with setting the tone of the building. Activities will be centered on creating a school where students feel safe have emotional and behavioral supports when needed and are able to focus on academic achievement.

Category:

Research Cited: Butts, Patricia H (2009). Frequent absences? Help students keep up, not drop out. Kappa Delta Pi Record, v45 n4 p. 163-165.

Tier: Tier 1

Activity - Master Schedule Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A)Extended learning opportunities: class periods when core math and English courses are offered have been extended allowing for more time. B)Instructional staff can meet in their professional learning communities (content specific meetings as well as operational meetings) for collaboration. C)Periodic late starts or early dismissals to meet with parents.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$10000	Title I School Improvement (ISI)	Administrative Team: Principals, Assistant Principals, Curriculum Leaders and Coordinators, Scheduling Team, parents, LSCO.

Activity - School Wide Grade Book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize the district mandated online attendance and grading system, MI Star.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	No Funding Required	All instructional staff

Goal 5: All students at West Side Academy will become proficient in Social Studies.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in Social Studies in Social Studies by 06/14/2018 as measured by national, state, and local assessment data.

Strategy 1:

Differentiated Instruction - Teachers will incorporate various instructional strategies (collaborative learning, project-based lessons, blended learning, small group instruction, content specific vocabulary, close and critical reading, alternative assessments, etc.) aside from direct instruction, to better engage students' interests and increase academic achievement of our students as evidenced by national, state, district, and local assessment data.

Category:

Research Cited: Bryant, Shelly (2008).

Tier:

Activity - Student Interest Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete student interest surveys which will gauge their interests, input, and suggestions for learning.	Other, Recruitment and Retention	Tier 1	Implement	09/02/2015	06/14/2018	$0	Title I Part A	Instructional Staff

Activity - After School Tutorials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will offer students additional learning opportunities and instruction after normal school hours. | Academic Support Program, Supplemental Materials, Direct Instruction | Tier 2 | Implement | 09/02/2015 | 06/14/2018 | $0 | Title I Part A | Select Instructional Staff |

Activity - Project Citizen & Service Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on the stages necessary for creating a plan that addresses community needs and results in a class portfolio which defines a course of action.	Community Engagement, Professional Learning, Technology	Tier 1	Getting Ready	09/02/2015	06/14/2018	$1000	Title I Part A	Social Studies Instructional Staff

Activity - Using Global Systems in World History & Geography	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate information and technology from geographic positioning system (GPS) and remote sensing into the instruction of world history and geography.	Academic Support Program, Technology	Tier 1	Getting Ready	09/02/2015	06/14/2018	$1000	Title I Part A	Social Studies Instructional Staff

Activity - Using Google Earth to Teach U.S. History in High School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will utilize Google Earth virtual globe software to teach U.S. History and provide students with hands-on experience integrating technology into coursework.	Academic Support Program, Supplemental Materials, Technology		Getting Ready	09/02/2015	06/14/2018	$1000	Title I Part A	Select Social Studies Instructional Staff

Activity - Inquiry, Research, and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present their findings.	Academic Support Program, Direct Instruction		Implement	09/02/2015	06/14/2018	$0	Title I Part A	Social Studies Instructional Staff

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will implement summarizing as a supplemental instructional strategy to assist students with content comprehension.	Academic Support Program, Supplemental Materials		Implement	09/02/2015	06/14/2018	$0	Title I Part A	Social Studies Instructional Staff

Strategy 2:

Pyramid of Intervention using RTI as a Model - The instructional staff, including resource teachers, will implement intensive instructional interventions for students that require more support than the strategies incorporated during Tier I provide. Some of these interventions include modified lessons, extended time, small group instruction, push-in service, pull-out service, and individualized instruction.

Category:

Research Cited: Reeves, D.B. (2000). 90/90/90 Schools.

Tier: Tier 2

Activity - Monitoring Social Studies Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be trained on data analysis and using the data to implement the three-tiered framework of instruction and intervention cycles.	Professional Learning, Technology		Implement	09/02/2015	06/14/2018	$6200	Title I Part A	All Instructional Staff

Activity - Tier II Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use close and critical reading as a Tier II intervention for students that need additional assistance with comprehension skills.	Academic Support Program	Tier 2	Implement	09/02/2015	06/14/2018	$0	Title I Part A	All Instructional Staff

Activity - Tier II Persuasive Writing in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will be trained on implementing a common, school-wide persuasive writing rubric to be used with Tier II students across curriculum.	Academic Support Program, Professional Learning	Tier 2	Implement	09/02/2015	06/14/2018	$0	Title I Part A	All Instructional Staff

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to create a common writing rubric in addition to planning a modified rubric for Tier II students.	Professional Learning, Teacher Collaboration	Tier 2	Implement	09/02/2015	06/14/2018	$0	Title I Part A	All Instructional Staff

Activity - Social Studies Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will implement Tier II interventions for students requiring more support than those offered during Tier I.	Academic Support Program, Supplemental Materials	Tier 2		09/02/2015	06/14/2018	$0	Title I Part A	Social Studies Instructional Staff

Activity - Tier III Intensive Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will utilize intensive instructional strategies and practices to provide support for the lowest performing 5% of students.	Academic Support Program	Tier 3	Implement	09/02/2015	06/14/2018	$0	Title I Part A	All Instructional Staff

Strategy 3:

Professional Learning Communities - Teachers will meet in curricular and operational (Data & Technology, Parental Involvement & Community Relations, Student Life & School Culture, and Professional Development) communities to develop and implement local, common, and formative assessments to: a) frequently monitor each student's learning of essential outcomes, b) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets, c) examine data, d) study research, and e) plan interventions for targeted populations.

Category:

Research Cited: DuFour, Richard (2002). Getting Started.

Payne, Ruby K., PhD (2005). A Framework for Understanding Poverty.

Tier:

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

Social studies teachers will meet weekly in departmental curricular professional learning communities to discuss content strategies, writing, common planning, and assessment data results.	Curriculum Development, Teacher Collaboration		Implement	09/02/2015	06/14/2018	$17500	Title I Part A	Social Studies Instructional Staff

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data PLC in conjunction with the social studies plc, will gather assessment data, disaggregate data results, and plan for the implementation of school-wide reforms.	Academic Support Program, Professional Learning		Implement	09/02/2015	06/14/2018	$0	Title I Part A	Instructional Staff

Activity - Local Common Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in curricular professional learning communities to develop and implement local, common, and formative assessments to monitor student achievement and establish performance data.	Curriculum Development, Professional Learning		Implement	09/02/2015	06/14/2018	$6500	Title I Part A	All Instructional Staff

Activity - Social Studies Curricular Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will meet in weekly plc's to plan interventions for Tier I, II, and III students.	Curriculum Development, Professional Learning		Implement	09/02/2015	06/14/2018	$0	Title I Part A	Instructional Staff

Activity - Social Studies Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will collaborate in weekly curricular professional learning communities to research and discuss strategies and best practices for social studies.	Academic Support Program, Curriculum Development, Professional Learning		Implement	09/02/2015	06/14/2018	$2000	Title I Part A	Social Studies Instructional Staff

Strategy 4:

Parental Involvement - West Side Academy, in conjunction with parents and community members, will work together to promote student achievement. By working in tandem, students will be provided access to more educational and occupational opportunities.

Category:

Research Cited: Reeves, D.B. (2000). 90/90/90 Schools.

Tier:

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The West Side Academy staff, led by the school improvement team and the community relations professional learning community, will provide parents with ongoing training, resources, and strategies that assist parents with helping their children to succeed academically. This subsequent professional development will cover topics such as interpreting test data results, understanding Common Core standards, and analyzing school data.	Academic Support Program, Community Engagement, Professional Learning, Policy and Process		Implement	09/02/2015	06/14/2018	$8000	Title I Part A	All Instructional Staff

Activity - Teacher/Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All instructional staff will be trained on how to assist parents in any areas of need related to increasing student achievement, explaining data results to parents in parent-friendly language, and presenting the State's adoption of the Common Core standards to parents. | Community Engageme nt, Professiona l Learning | | Implement | 09/02/2015 | 06/14/2018 | $9200 | Title I Part A | All Instructiona l Staff |

Strategy 5:

Culture and Climate - Culture and climate will assist with setting the tone of the building. Activities will be centered on creating a school where students feel safe, have

emotional and behavioral supports when needed, and are able to focus on academic achievement.

Category:

Research Cited: Butts, Patricia H. (2009). Frequent Absences? Help Students Keep Up, Not Drop Out. Kappa Delta Pi Record..

Tier:

Activity - Master Schedule Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Administration will create the master schedule prior to the semester, which will allow for specific times for common planning, professional learning communities, and an advisory time for mentoring students.	Technology , Policy and Process			09/02/2015	06/14/2018	$10000	Title I Part A	Administrati ve Staff

Activity - Master Schedule/Block Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
To increase student achievement, West Side Academy will implement block scheduling. The benefits of block scheduling include extended learning time for students, flexibility with respect to start times, and increased opportunities for collaboration between staff.	Academic Support Program, Teacher Collaborati on, Policy and Process		Implement	09/02/2015	06/14/2018	$0	Title I Part A	Administrati ve and Instructiona l Staff

Activity - Student Government	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be introduced to the lawmaking process, develop and improve community relations, encourage active student participation, and represent the views and rights of the student body.	Academic Support Program, Field Trip, Extra Curricular		Implement	09/02/2015	06/14/2018	$5000	Title I Part A	Select Instructional Staff

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students with credit recovery, extended learning opportunities and increased instructional time. Teachers will also provide incoming middle school students with a summer transitional program which acclimates new students to the high school environment.	Academic Support Program, Supplemental Materials	Tier 2	Monitor	09/02/2015	06/14/2018	$0	Title I Part A	Select Instructional Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

MI-Excel

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Using Data to Identify Students Needing Intervention - Tier 2	Staff will be trained on the disaggregation of Math data results from NWEA MAP Assessments and MME. They will also be trained on how to use data results to identify students needing intervention to drive instruction, particularly in the areas of student deficiencies and greatest needs.	Professional Learning	Tier 2	Monitor	09/02/2015	06/14/2018	$0	Testing Team

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School-Wide Positive Behavior Support	Instructional staff will be in-serviced on how schools in Wayne County and across the country are reducing disciplinary referrals and increasing the time on task of at-risk students. Positive Behavior Support provides a framework for school-based teams to collaborate and create positive expectations and strategies for all students, including those with documented behavioral concerns.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	Resource and Instructional Staff
Tier 3 Interventions	Teachers will identify those students that have received Tier 2 supports, but have not improved academically, as the lowest performing 5%. The lowest 5% of students will be targeted to receive Tier 3 supports. Tier 3 supports include pull-out services and individualized instruction. During this intervention students will receive corrective Reading assistance.	Academic Support Program	Tier 3	Monitor	09/02/2015	06/14/2018	$0	Resource Staff

Title I Schoolwide

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

Formative Assessment in the High School Science	Teachers will learn about the formative assessment process and how it applies to middle and high school science. Teachers will walk away with a better understanding of formative assessment and numerous strategies and techniques to implement formative assessment upon return to the classroom.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	Science Teachers
MI Model for Health: Violence Prevention and Character Education	Teachers will leave this course prepared to teach skill based lessons in high school modules focused on violence prevention and character education. The 9-12th grade modules are "Managing Conflict and Preventing Violence and Managing Life in a Less Than Perfect World." Participants will discover the importance of facilitating student skill develop to make meaningful behavior changes.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$4500	Health Teacher, Counselors, and Administrators
Delve Deeper into ELA Common Core High School Standards	Teachers will examine the new ELA Common Core Standards and use the writing exemplars to begin to implement the new standards into their classroom instruction.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/14/2018	$1000	ELA Staff
Parental Involvement	Instructional staff will provide parents with resources, strategies, and regularly scheduled professional development to assist parents with helping their children succeed academically. Ongoing professional development will be scheduled for parents on how to analyze and interpret test results (MME, STAR diagnostics, and local assessments). Parents will be made aware of their child's areas of strengths and weaknesses as well as how the instructional staff will use data derived from assessments to drive classroom instruction. Parents also will receive professional developments on understanding the HSCEs by content area and how our school's current instructional practices align with the HSCEs. Moreover, parents will be notified of all upcoming assessments and receive information on any educational verbage that may hinder their interpretation of HSCEs. Any other changes in educational practices or updates to these areas can be accessed using any of the parent resource mediums we have offered to our parent community, i.e. phone blasts, emails, newsletters, and mailings. Professional development will be scheduled on evenings of parent teacher conferences, mornings of regularly scheduled LSCO meetings, and the evenings (2) of both of our scheduled Title I meetings.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$8000	All Instructional Staff and Administration

Developing Quality Common Assessments	Teachers will develop skills and knowledge necessary to develop and implement quality common assessments. Topics include: the purpose of common assessments, Clear learning assessments, writing quality test items; and using resulting data in meaningful ways.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/14/2018	$1000	Instructional staff
Tier 3 Behavior Support - Functional Behavior Assessment and Intervention	Teachers will receive an overview of Tiers 2 and 3 behavior intervention plans and functional behavior assessment at both levels.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$4500	All Staff
The Inclusive ELA Classroom	ELA Teachers will explore differentiated instruction strategies that assist all students in accessing the curriculum. Breakout sessions will provide the participants an opportunity to examine secondary strategies.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	All ELA Staff
Reading and Writing Workshops at the Secondary Level	Teachers will learn how to teach students how to successfully respond to the rigorous demands of reading and writing in the new common core ELA standards. Ways to organize and integrate instruction will be shared as well.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	All Staff
Collaboration Meetings	Teachers will meet in groups based on content area and subject taught on a weekly basis. Teams will carefully analyze data and develop curriculum pacing guides based on their "Power Standards." One page pacing guides will be developed, reviewed, and revised based on benchmark assessment data.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$17750	All Instructional Staff and Administration
Biology for All	Biology teacher will explore proven strategies and exciting activities that help ALL students. Teachers will leave this session with a variety of intervention strategies to help struggling students.	Professional Learning	Tier 2	Getting Ready	09/02/2015	06/14/2018	$1000	Science Teachers
Algebra 1 for All - Tier 1	Teachers will build deep mathematical content knowledge and effective pedagogical practices in grades 7-12 for Algebra 1. Teachers will attend sessions (8), receive classroom coaching, and attend after school monthly meetings with a $50 stipend.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	Algebra Teachers
Collaboration Meetngs	Teachers will meet in groups based on content area and subject taught on a weekly basis. Teams will carefully analyze data and develop curriculum pacing guides based on their "Power Standards." One page pacing guides will be constructed, reviewed, and analyzed quarterly based on benchmark assessment data.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$17750	All instructional staff and school administration

Student Interest Survey	In the fall of 2015 and the spring of 2016, student interest surveys will be administered to find out what student interests are. Based on their responses, resources will be appropriated in those areas as applicable.	Other	Tier 1		09/02/2015	06/14/2018	$30000	Student Life Professional Learning Community members and administration
Bully Free Schools	Teachers will learn how to impact the behavior of youth who exhibit aggression and other bullying behaviors; establish a behavior rubric to ensure a consistent response to these behaviors; reinforce positive behaviors; and develop strong parent partnerships. Bullying and other aggressive behaviors affect all students' ability to learn by undermining emotional and physical safety. Teachers will leave this course with a clear understanding of this research based process that will substantially change the aggressive behaviors in our school. Strategies discussed will unfold readily into existing behavior-based initiatives, such as Character Education, Positive Behavior Supports and Peer Mediation.	Behavioral Support Program		Monitor	09/02/2015	06/14/2018	$5000	All Staff
Departmental Meetings	Teachers will meet weekly in groups based on content area and subject taught to develop formative assessments. Teachers will decide which common formative assessments will be and how the team will determine if a student is proficient. Teachers will set SMART goals for learning - 70% or our team's students will score 70% or better on the common assessments. Initially, two assessments will be developed - midterm and final. Teachers will share and review assessment data to determine which objectives are being learned and which are not. Teachers will continue to modify instruction based on assessment results. Teachers will compare common assessment data to standardized assessment data. Teachers will consider and determine which technology will be used in the formative assessment implementation process. Teachers will also meet weekly to analyze charts and graphs, building vocabulary, data director, differentiating instruction, discovering education, nook-e reader, quarterly pacing guide reconstruction, using student responders.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$409000	All instructional staff and administration.

Introducing and Implementing the New Common Core ELA Standards	Teachers will learn about the new state adopted Common Core English Language Arts and standards and begin to build an understanding of content knowledge and effective practices embedded in these ELA standards. Sessions 1 and 2	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	ELA Staff
MI Model for Health: Nutrition and Physical Activity	Teachers will leave this course prepared to teach skill based lesson high school modules focused on nutrition and physical activity. The 9-12th grade modules are "Help Yourself to Good Nutrition and Stay Physically Active For Life." Participants will discover the importance of facilitating student skill development to make meaningful behavior changes. This curriculum can be used to meet some of the MMC High School Guidelines for Health Education - 1 credit in Health and physical Education.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$4500	Health Teacher and Support Staff
Formative Assessment in High School ELA Classroom	Teachers will learn about the formative assessment process and how it applies to middle and high school ELA. They will walk away with a better understanding of formative assessment and numerous strategies and techniques to implement formative assessment upon return to the classroom.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/02/2015	06/14/2018	$1000	ELA Staff
Restorative Practices	Teachers will learn how to facilitate an alternative, school discipline procedure called Restorative Circles recommended by American Psychological Association. Participants will learn how to hold students fully accountable for their behavior; re-offending; earn parents support; and address the needs of those affected by misconduct. Teachers will also discuss how this process can be integrated into current policies and procedures.	Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$5000	All Staff

Monitoring of RTI Data	A three-tiered model, or framework of instruction and intervention will be used as teachers identify students that have not met learning objectives. When those students have been identified. Teachers will then take some actions as necessary and appropriate before escalating to the next level: Teacher Level - Teacher conferences with parents, directed lunch study, required Test Prep Cafe' participation, reteaching, change of seat, and or teacher phone calls home. Counselor Level - If the above does not help improve the student's academic success then the counselor should escalate the concern by taking the following actions as necessary and appropriate: Counselor/administrator conference with student/parent, counselor/administrator phone call to parents, teacher referrals to attendance officer/counseling office/main office, school social worker, school psychologist referral, students placed on a daily progress reports, and or frequent progress reports sent home. Administrative Level - If the above does not help improve the student's academic success then they should escalate the concern by taking the following actions as necessary and appropriate: summer school, and or screening for specialized services that might be needed.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$62000	Geometry teachers
Facilitating Restorative Circles	Teachers will learn how to facilitate an alternative, school discipline procedure called "Restorative Circles," recommended by Detroit Public Schools. Participants will learn how to hold students fully accountable for their behavior; reduce re-offending; earn parent support, and address the needs of those affected by the misconduct. Dialogue will occur to begin the process of integration into current policies and procedures.	Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$5000	All Staff
Teacher/Parental Involvement	All staff will be trained on how to assist parents in any area of need related to student achievement but not readily accessed by parents. Teachers will be trained on how to interpret data from national, state, and local assessments and present information to parents in a "parent-friendly" that allows them to understand child's performance.	Parent Involvement	Tier 1	Monitor	09/02/2015	06/14/2018	$4600	All Instructional Staff and Administration

A Silent Crisis: Creating Safe Schools for Sexual Minority Youth	Parents and Staff will sharpen interpersonal skills and professional practices to better address the needs of sexual minority youth-those who identify as gay, lesbian, bisexual, transgender, or questioning; review legal obligations and model policies that promote safe schools; learn strategies for stopping harassment; and receive an extensive Resource Guide for Educators. This workshop is designed to help educators improve school climate and safety for all youth. Research consistently finds sexual minority youth to be at a high risk of homelessness, alcohol and substance abuse, harassment, assaults, suicide, school failure/dropouts, and truancy. Several school districts around the country have dealt significant defeats in the courts for failing to provide services and a safe environment for sexual minority youth. Some of the legal and ethical obligations that school systems and their employees have to serve and protect this population will be addressed.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/02/2015	06/14/2018	$3000	All Staff
Teacher/Parental Involvement	All staff will be trained on how to assist parents in any area of need related to student achievement but not readily accessed by parents. Teachers will be trained on how to interpret data from test results (MME, STAR Diagnostics, Local Assessments) and present the information to parents in "parent-friendly" manner that allows them to understand their child's performance. Teachers also will be professionally developed on presenting the stat's curriculum (HSCEs) to parents and demonstrating to the parents how the instructional practices, district pacing sequences, and HSCEs align. Additionally, teachers will also assist parents in interpreting educational language sometimes uncommon to certain parents.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$92000	All Instructional Staff and Administration

Parental Involvement	School staff will provide parents with resources, strategies, and regularly scheduled professional development to assist parents with helping their children succeed academically. Ongoing professional development will be scheduled for parents on how to analyze and interpret test results (MME, STAR diagnostics, and Local Assessments). Parents will be made aware of their child's areas of strengths and weaknesses as well as how the instructional staff will use data derived from assessments to drive classroom instruction. Parents also will receive professional development on understanding the state's HSCE's by content area and how our school's current instructional practices align with the HSCE's. Moreover, parents will be notified of all upcoming assessments and receive information on any educational verbage that may hinder their interpretation of HSCE's. Any other changes in educational practices or updates to theses areas can be accessed using any of the parent resource mediums we have offered to our parent community, i.e. phone blasts, e-mails, newsletters, and mailings. Professional developments will be scheduled LSCO meetings, and the evenings (2) of both of our scheduled Title I meetings.	Parent Involvement	Tier 1	Monitor	09/02/2015	06/14/2018	$8000	All instructional staff and administration.
Signs of Suicide	Teachers will learn how to implement this nationally recognized program designed for middle and high school-age students. The program teaches students how to identify the symptoms of depression and suicide in themselves or their friends, and encourages help-seeking through the use of the ACT technique (Acknowledge, Care, Tell). Through the use of modeling, youth are taught to recognize the signs of distress, in either themselves or a friend, and to respond effectively.	Behavioral Support Program	Tier 1		09/02/2015	06/14/2018	$4500	All Staff
Student Interest Survey	Students are given student interest surveys in the Fall of 2015 to determine what their interests are. As a staff we disaggregate survey data. From the student interest data analysis we plan differentiated lessons, structure student activities, and adjust our school-wide program to further accommodate the interests of our student population.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$3000	All Staff
Creating a Healthy School Culture to Improve Academic Achievement	Teachers will look at simple practices that can create positive changes in the climate and culture of a school.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$5000	All Staff

Systematic Intervention	A three-tiered model of instruction and intervention will be used as teachers identify students that have not met learning objectives. When those students have been identified teachers will then take some actions as necessary and appropriate before escalating to the level.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$6200	All Staff
School-wide Positive Behavior Support Overview	Teachers will learn how schools around the country and in Wayne County are reducing office discipline referrals and increasing time spent on instruction. PBS provides a framework for school-based teams to collaborate and create positive expectations and strategies for all students, including those with significant behavioral needs. Schools that implement PBS use their own referral data to design more effective and sustainable school-wide practices. This course will provide an overview of the steps involved in implementing school-wide positive behavior support.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$5000	All Staff
Student Interest Survey	Instructional staff will administer student interest surveys during the fall of 2015 and the spring of 2018 to find out what students are interested in. Based on their responses, resources will be appropriated in those areas as applicable.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$30000	Student Life Professional Learning Community Members and Administration
Teacher/Parental Involvement	Teachers will receive professional development on presenting the Common Core Standards to parents and demonstrating how instructional practices, district pacing sequences, and Common Core Standards align. Additionally teachers will also assist parents in interpreting educational language sometimes uncommon to certain parents.	Parent Involvement	Tier 1	Monitor	09/02/2015	06/14/2018	$4600	All Instructional Staff and Administration
Teacher-Parent Interaction Training	All staff will be trained on how to assist parents in any area of need related to student achievement, but not readily accessed by parents. Teachers will be trained on how to interpret data from test results (MME, Quarterly Assessment, STAR Diganostics, Local Assessments) and present the information to parents in "parent-friendly" manner that allows them to understand their child's performance. Teachers also will be professionally developed on presenting the state's curriculum (HSCE's) to parents and demonstrating to the parents how the instructional practices, district pacing sequences, and HSCE's align. Additionally teachers will also assist parents in interpreting educational language sometimes uncommon to certain parents.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$92000	All instructional staff and administration

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring of Writing Across Curriculum	Principal will monitor the implementation of Writing Across Curriculum during formal and informal teacher evaluations throughout the school year.	Walkthrough	Tier 1	Monitor	09/02/2015	06/14/2018	$100000	Principal

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scientific Reflections	Teachers will implememt HSCEE 1.2.D Evaluate scientific explanations in a peer review process or discussion format.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Science Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Inquiry, Research, and Analysis	Teachers will instruct students on how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present their findings.	Academic Support Program, Direct Instruction		Implement	09/02/2015	06/14/2018	$0	Social Studies Instructional Staff
IRA Conference	Founded as the International Reading Association (IRA), the International Literacy Association (ILA) has worked to enhance literacy instruction through research and professional development for 60 years. Attendance at the IRA Conference will help hone the skills of literacy educators through practical use of research journals, publications, professional development, conferences, and advocacy efforts which will assist with improving student achievement.	Professional Learning	Tier 1		09/02/2015	06/14/2018	$5000	Select Staff
Writing Across the Curriculum	Teachers will be trained on how to create a common writing rubric in addition to planning a modified rubric for Tier II students.	Professional Learning, Teacher Collaboration	Tier 2	Implement	09/02/2015	06/14/2018	$0	All Instructional Staff
Tier II Persuasive Writing in Social Studies	Social Studies teachers will be trained on implementing a common, school-wide persuasive writing rubric to be used with Tier II students across curriculum.	Academic Support Program, Professional Learning	Tier 2	Implement	09/02/2015	06/14/2018	$0	All Instructional Staff

Signs of Suicide	Teachers will receive training on how to implement the ACT (acknowledge, care, and tell) technique, which will help students identify the warning signs of depression and symptoms of suicide.	Behavioral Support Program, Professional Learning			09/02/2015	06/14/2018	$4500	Instructional Staff
Teacher/Parental Involvement	All instructional staff will be trained on how to assist parents in any areas of need related to increasing student achievement, explaining data results to parents in parent-friendly language, and presenting the State's adoption of the Common Core standards to parents.	Community Engagement, Professional Learning		Implement	09/02/2015	06/14/2018	$9200	All Instructional Staff
NASSP Conference	Select instructional and administrative staff will attend professional development conferences which provide training on best practices and strategies to better assist us in improving the overall academic achievement of our students.	Professional Learning		Implement	09/02/2015	06/14/2018	$5000	Select staff members.
Using Global Systems in World History & Geography	Teachers will integrate information and technology from geographic positioning system (GPS) and remote sensing into the instruction of world history and geography.	Academic Support Program, Technology	Tier 1	Getting Ready	09/02/2015	06/14/2018	$1000	Social Studies Instructional Staff
Extended Day	All eligible students in need of timely and additional assistance will be provided with an opportunity to register for extended day classes. Extended day classes allow students in need of credit recovery an additional opportunity for accelerated graduation and course content mastery.	Academic Support Program	Tier 2	Monitor	09/02/2015	06/14/2018	$40609	Select Instructional Staff
MI Model for Health: Nutrition & Physical Activity	Teachers will complete this course which is prepared to teach skill-based lesson modules focused on high school nutrition and physical activity.	Professional Learning		Implement	09/02/2015	06/14/2018	$4500	Instructional Staff
Tier III Intensive Instruction	The teachers will utilize intensive instructional strategies and practices to provide support for the lowest performing 5% of students.	Academic Support Program	Tier 3	Implement	09/02/2015	06/14/2018	$0	All Instructional Staff
Parental Data Analysis	The school improvement team, assisted by the data professional learning community, will assist parents with interpreting and and analyzing national, state, and local assessment data results.	Community Engagement, Parent Involvement, Technology		Monitor	09/02/2015	06/14/2018	$0	SIT, PACSA members, parents, and Instructional Staff.

NASSP Conference	NASSP is the leading organization of and voice for middle level and high school principals, assistant principals, and school leaders from across the United States and 35 countries around the world. Founded in 1916, NASSP's mission is to connect and engage school leaders through advocacy, research, education, and student programs. NASSP provides our members with the professional research-based and peer-tested resources, and practical tools and materials they need to serve as visionary school leaders.Through our award winning publications, professional development opportunities, ready access to relevant research, and persistence in advocating on behalf of school leaders, we help to advance middle level and high school education by: •Promoting high professional standards •Focusing attention on school leaders' challenges •Providing a "national voice" for school leaders •Building public confidence in education •Strengthening the role of the principal as instructional leader •Publicizing the issues and interests of our members in the news media	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$5000	Select Staff
Content Area Meetings	Teachers will meet weekly in both content and grade level curricular professional learning communities. During these curricular professional learning communities, teachers will develop common formative assessments, implement common formative assessments, establish curricular learning targets to be used as baseline data for achievement, develop common midterm and final examinations, analyze assessment data, evaluate instructional practices, plan instruction, and plan for lesson differentiation.	Curriculum Development	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Instructional staff
Parental Involvement	School staff will provide parents with resources, strategies, and regularly scheduled professional development to assist parents with helping their children succeed academically.	Parent Involvement, Behavioral Support Program, Professional Learning		Implement	09/02/2015	06/14/2018	$8000	PACSA members, parents, and Instructional Staff
Summarizing	Social studies teachers will implement summarizing as a supplemental instructional strategy to assist students with content comprehension.	Academic Support Program, Supplemental Materials		Implement	09/02/2015	06/14/2018	$0	Social Studies Instructional Staff

Master Schedule/Block Scheduling	To increase student achievement, West Side Academy will implement block scheduling. The benefits of block scheduling include extended learning time for students, flexibility with respect to start times, and increased opportunities for collaboration between staff.	Academic Support Program, Teacher Collaboration, Policy and Process		Implement	09/02/2015	06/14/2018	$0	Administrative and Instructional Staff
Facilitating Restorative Conferences	Teachers will learn how to facilitate an alternative school discipline procedure known as Restorative Conferencing.	Behavioral Support Program, Professional Learning			09/02/2015	06/14/2018	$5000	Instructional Staff.
Social Studies Tier II Interventions	Social Studies teachers will implement Tier II interventions for students requiring more support than those offered during Tier I.	Academic Support Program, Supplemental Materials	Tier 2		09/02/2015	06/14/2018	$0	Social Studies Instructional Staff
Social Studies Instructional Practices	Social studies teachers will collaborate in weekly curricular professional learning communities to research and discuss strategies and best practices for social studies.	Academic Support Program, Curriculum Development, Professional Learning		Implement	09/02/2015	06/14/2018	$2000	Social Studies Instructional Staff
Edmentum Online Class Offerings	Students will be offered online courses to receive additional assistance toward credit recovery in all subject areas.	Technology	Tier 1	Monitor	09/02/2015	06/14/2018	$14400	Instructional staff and School administration
Why are we not improving?	The data PLC will focus on an evidence-based, systematic approach to improving the fidelity of our school-wide implementation of reform strategies and practices.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration, Technology			09/02/2015	06/14/2018	$0	All Instructional Staff
Creating a Healthy School Culture to Improve Academic Achievement	Teachers will look at common practices that can create positive changes in the climate and culture of our school.	Behavioral Support Program, Professional Learning			09/02/2015	06/14/2018	$5000	All Instructional Staff.

Summer School	Teachers will assist students with credit recovery, extended learning opportunities and increased instructional time. Teachers will also provide incoming middle school students with a summer transitional program which acclimates new students to the high school environment.	Academic Support Program, Supplemental Materials	Tier 2	Monitor	09/02/2015	06/14/2018	$0	Select Instructional Staff
After-School Tutorial	After-school tutoring is provided for students who have been targeted to receive additional academic support for remediation and those seeking out additional academic support for clarification and reinforcement.	Academic Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Tutorial instructional staff, instructional staff, school administration, and school counselors
Systematic Interventions-Tier 2	Teachers will use the three-tiered model or framework of instruction to identify students that have consistently not met learning objectives as evidenced by state, district, and local assessment and achievement data. Teachers will use this process to identify the corrective intervention necessary to assist students in accessing the timely and additional supports available to them. Level 1 interventions may include: teacher-parent conferences, directed lunch study, required tutoring, and reteaching. Tier 2 interventions may include: administrative/teacher conference with parents and students, referrals to specialized service personnel, and daily progress reports. Tier 3 interventions may include: mandatory extended learning opportunities such as extended day, after school tutoring, or referral via the RCT process.	Academic Support Program	Tier 2		09/02/2015	06/14/2018	$0	Instructional and Resource staff
Secondary Reading and Writing Workshops	Teachers will be trained on best practices for teaching students to respond to the expectations of the Common Core.	Curriculum Development, Professional Learning, Teacher Collaboration		Implement	09/02/2015	06/14/2018	$0	ELA Instructional Staff
Implementing Common Core ELA Standards	ELA teachers will learn best practices for implementing the Common Core ELA standards.	Curriculum Development, Professional Learning, Teacher Collaboration		Implement	09/02/2015	06/14/2018	$0	ELA Instructional Staff

Bully Free Schools	Teachers will learn how to impact the behavior of youth who exhibit aggression and other bullying behaviors.	Behavioral Support Program, Professional Learning		Implement	09/02/2015	06/14/2018	$5000	All Instructional Staff.
Using Google Earth to Teach U.S. History in High School	Teachers will utilize Google Earth virtual globe software to teach U.S. History and provide students with hands-on experience integrating technology into coursework.	Academic Support Program, Supplemental Materials, Technology		Getting Ready	09/02/2015	06/14/2018	$1000	Select Social Studies Instructional Staff
Local Common Formative Assessments	Teachers will meet in curricular professional learning communities to develop and implement local, common, and formative assessments to monitor student achievement and establish performance data.	Curriculum Development, Professional Learning		Implement	09/02/2015	06/14/2018	$6500	All Instructional Staff
Online Resources for Teachers and Students	Teachers in curricular professional learning communities will discover ways to engage students, promote creativity, and collaboration using a variety on on-line tools which help students with poor attendance.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	Instructional staff
After School Tutorials	Teachers will offer students additional learning opportunities and instruction after normal school hours.	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	09/02/2015	06/14/2018	$0	Select Instructional Staff
Differentiated Instructional Strategies for Tier I Students	Teachers will be trained on researching and implementing differentiated reading strategies that assist struggling learners gain mastery of content. Some of these strategies include previewing, using prior knowledge, making connections within text, analyzing text structure, using context clues, and making inferences.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	ELA Instructional Specialist and instructional staff
Student Government	Students will be introduced to the lawmaking process, develop and improve community relations, encourage active student participation, and represent the views and rights of the student body.	Academic Support Program, Field Trip, Extra Curricular		Implement	09/02/2015	06/14/2018	$5000	Select Instructional Staff
Master Schedule Creation	Administration will create the master schedule prior to the semester, which will allow for specific times for common planning, professional learning communities, and an advisory time for mentoring students.	Technology, Policy and Process			09/02/2015	06/14/2018	$10000	Administrative Staff

Formative Assessments in the High School ELA Classrom	Teachers will learn about the formative assessment process and how it applies to high school ELA.	Curriculum Development, Professional Learning, Teacher Collaboration			09/02/2015	06/14/2018	$0	ELA Instructional Staff
Tier 2- Targeted Assistance	Teachers will implement targeted instructional interventions aimed at students identified as failing to make sufficient progress with Tier 1 interventions and performing below state, district, and local assessments as evidenced by subsequent assessment data. Resource teachers will assist instructional staff with targeted interventions including but not limited to: modified lessons, extended time, small group instruction, and push-in service.	Academic Support Program	Tier 2	Implement	09/02/2015	06/14/2018	$0	Instructional and Resource staff
Social Studies Curricular Professional Learning Communities	Social studies teachers will meet in weekly plc's to plan interventions for Tier I, II, and III students.	Curriculum Development, Professional Learning		Implement	09/02/2015	06/14/2018	$0	Instructional Staff
MI Star Student Information System	West Side Academy will establish an attendance professional learning community to address our student's attendance needs. Attendance data will be captured from the MI Star system.	Technology, Policy and Process			09/02/2015	06/14/2018	$5000	Instructional Staff.
After School Tutorial Program	Students in need of timely and additional assistance beyond normal instruction, will be provided with additional learning opportunities which extend beyond classroom hours. Students have access to instructional staff for the purposes of clarification, reinforcement, and remediation.	Academic Support Program	Tier 2		09/02/2015	06/14/2018	$0	Select Instructional Staff
Reading-Double Dosing	Those students who are assessed and scored at a level below proficient as evidenced by state, district, and local assessment data, will be scheduled into an additional English (21st Century Literaturel) class for support. Students will be able to access informational materials for remediation and acceleration as necessary.	Academic Support Program	Tier 2	Implement	09/02/2015	06/14/2018	$0	ELA staff
Data Analysis of State Assessment	The Data PLC will disaggregate the data of of state, district,and local assessments to monitor the overall achievement of our students. The Data PLC will assist the instructional staff with interpreting the results and providing the appropriate intervention for targeted students.	Curriculum Development		Implement	09/02/2015	06/14/2018	$0	Instructional staff (Data PLC members)

Teaching Common Core Reading Standards Through Close and Critical Reading	Teachers will examine Common Core Standards and work collaboratively to integrate the strategy of Close and Critical Reading into their instructional delivery of the standards. Teachers will analyze the process of Close and Critical Reading, and the relationship between text, comprehension, analysis, evaluation, and critical thinking. Teachers will also focus on the four essential Close and Critical Reading questions: what does it say?, how does it say it?, what does it mean?, and so what?	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	English Language Arts Instructional Specialist
Parental Involvement	The West Side Academy staff, led by the school improvement team and the community relations professional learning community, will provide parents with ongoing training, resources, and strategies that assist parents with helping their children to succeed academically. This subsequent professional development will cover topics such as interpreting test data results, understanding Common Core standards, and analyzing school data.	Academic Support Program, Community Engagement, Professional Learning, Policy and Process		Implement	09/02/2015	06/14/2018	$8000	All Instructional Staff
Creating Safe Schools for Sexual Minority Youth	Parents and staff will develop interpersonal skills and professional practices that better address the needs of sexual minority youth that identify themselves as gay, lesbian, bisexual, transgender, or otherwise in question.	Community Engagement, Parent Involvement, Behavioral Support Program		Implement	09/02/2015	06/14/2018	$3000	PACSA members and Instructional Staff
Developing Quality Assessments	Teachers will meet in their professional learning communities to develop the skills and knowledge necessary to create and implement quality common assessments.	Academic Support Program, Professional Learning, Teacher Collaboration		Implement	09/02/2015	06/14/2018	$0	Instructional Staff
Data Analysis	The Data PLC in conjunction with the social studies plc, will gather assessment data, disaggregate data results, and plan for the implementation of school-wide reforms.	Academic Support Program, Professional Learning		Implement	09/02/2015	06/14/2018	$0	Instructional Staff
Monitoring Social Studies Assessment Data	Instructional staff will be trained on data analysis and using the data to implement the three-tiered framework of instruction and intervention cycles.	Professional Learning, Technology		Implement	09/02/2015	06/14/2018	$6200	All Instructional Staff
Restorative Practices	Instructional staff will participate in Peacemaking Circles that discuss conflict, bullying, disrespectful behavior, and behavioral expectations with students.	Academic Support Program, Professional Learning		Implement	09/02/2015	06/14/2018	$0	Instructional Staff.

Delving Deeper Into the ELA Common Core	Teachers will examine the new ELA common core standards and use the reading and writing exemplars to begin to implement the new standards into their classroom planning and instruction.	Professional Learning, Teacher Collaboration		Implement	09/02/2015	06/14/2018	$0	Instructional Staff
Reading Support Instructional Practices	Teachers will collaborate in weekly professional learning communities and discuss strategies that have proven to be successful at assisting struggling readers to improve academically.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration		Implement	09/02/2015	06/14/2018	$0	All Instructional Staff
Edmentum Online Course Offerings	Students will be offered online courses to receive additional assistance towards credit recovery in all subject areas.	Technology	Tier 1	Implement	09/02/2015	06/14/2018	$6720	Instructional Staff and Administration
ELA DifferentiatedStrategies	English Language Arts teachers will explore and research differentiated best practices that have been researched and proven to be effective at increasing the achievement of at-risk student populations. Teachers will also identify differentiated strategies that assist students with accessing curriculum content. Breakout sessions will provide the participants an opportunity for dialogue, exchange of ideas, and exploration of secondary strategies as well.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	English Language Arts Instructional Specialists
IRA Conference	Select staff members will attend the IRA conference to gain training on best practices and strategies that will assist our staff in improving overall student academic achievement.	Academic Support Program, Professional Learning		Implement	09/02/2015	06/14/2018	$5000	Select staff members.
Project Citizen & Service Learning	Teachers will instruct students on the stages necessary for creating a plan that addresses community needs and results in a class portfolio which defines a course of action.	Community Engagement, Professional Learning, Technology	Tier 1	Getting Ready	09/02/2015	06/14/2018	$1000	Social Studies Instructional Staff
Collaboration Meetings	Social studies teachers will meet weekly in departmental curricular professional learning communities to discuss content strategies, writing, common planning, and assessment data results.	Curriculum Development, Teacher Collaboration		Implement	09/02/2015	06/14/2018	$17500	Social Studies Instructional Staff
Tier II Close and Critical Reading	Teachers will use close and critical reading as a Tier II intervention for students that need additional assistance with comprehension skills.	Academic Support Program	Tier 2	Implement	09/02/2015	06/14/2018	$0	All Instructional Staff

Edmentum On-line Class Offerings	All eligible students have the option of registering for on-line classes. On-line classes allow students in need of timely and additional assistance, to recover credits in all subject areas.	Technology	Tier 1	Monitor	09/02/2015	06/14/2018	$14400	Select Instructional Staff
Understanding Common Core Standards	Parents will be in-serviced on the particulars of the Common Core standards, the implementation of the Common Core, and upcoming assessments influenced by the adoption of the Common Core.	Parent Involvement, Technology			09/02/2015	06/14/2018	$0	PACSA members, parents, Instructional Staff.
Parental Involvement and Community Relations	West Side Academy will create a parental involvement and community relations professional learning community to specifically address issues relating to increasing community participation and parental involvement within our school community.	Community Engagement, Professional Learning			09/02/2015	06/14/2018	$0	SIT, PACSA members, parents, and Instructional Staff.
ELA Curricular PLC	ELA instructional staff members will meet on a weekly basis to share successfully implemented strategies for students at Tier I, Tier II, and Tier III.	Curriculum Development, Professional Learning, Teacher Collaboration			09/02/2015	06/14/2018	$0	ELA Instructional Staff and Resource Staff
IncreasingTeacher-Parental Involvement	All instructional staff will be in-serviced on improving communication with parents and assisting parents in any areas of need relative to student achievement, but not readily accessible to parents. Teachers will be trained on interpreting assessment data and conveying the results to parents in parent-friendly terminology. Professional learning will also assist teachers with introducing Common Core Standards to parents, along with detailing instructional strategies that support the implementation of the Core.	Professional Learning	Tier 1	Implement	09/02/2015	06/14/2018	$0	Instructional staff
Student Interest Survey	Students will complete student interest surveys which will gauge their interests, input, and suggestions for learning.	Other, Recruitment and Retention	Tier 1	Implement	09/02/2015	06/14/2018	$0	Instructional Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Preparing for the Next Generation of Science Standards	Teachers will work to align curriculum and hone pedagogy to prepare for the new Common Core in Science.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$1000	Science Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 - Small Group Instruction	Title I Science Teacher will coteach with classroom teachers to assist targeted students needing more individualized attention than what is available in Tier 1 instruction.	Other	Tier 2	Monitor	09/02/2015	06/14/2018	$0	Science and Title I Teachers
Local Common Formative Assessment	Teachers will develop and implement local, common, formative assessments to: a)frequently monitor each student's learning of essential outcomes. b)provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets selected.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Instructional Staff and Administration
6+1 Traits of Writing	Students will utilize the 6+1 Traits of Writing in their coursework. 6+1 Traits is a research based writing strategy that encompasses the following components of writing: a. word choice b. ideas c. sentence fluency d. organization e. voice f. conventions g. presentation The teachers will implement this strategy to assist in all aspects of the writing process	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	All instructional staff
Extended Day	Students will receive additional instructional time in core content subject areas to obtain academic credit. Increasing instructional time from 7 to 9 hours.	Academic Support Program	Tier 2	Monitor	09/02/2015	06/14/2018	$0	Core content subject area instructional staff and Administration
Title 1 Pullout with Tier 3	Title I Math teachers will pull out the lowest achieving 5% of students to receive intensive intervention which is instruction that involves steps to take after a problem has been identified.	Other	Tier 3	Monitor	09/02/2015	06/14/2018	$0	Math and Title I resource teachers

Student Interest Survey	Students are surveyed by the School Improvement Team, which includes school instructional staff. Students are polled to gauge their interests, concerns, and preferences related to learning. The surveys also survey the students' learning styles. The survey data is collected and disaggregated. The subsequent survey data analysis then informs which differentiated practices are incorporated by the instructional staff to increase student learning and achievement.	Other	Tier 1	Evaluate	09/02/2015	06/14/2018	$0	School Improvement Team members and instructional staff.
Data Analysis	The Math Department will dissaggregate the data of 2015-2018 schoolwide standardized tests to identify deficiencies in Math to assist with the implementation of a schoolwide math program/curriculum to improve student scores on state and national assessments.	Other	Tier 1	Getting Ready	09/02/2015	06/14/2018	$0	Math teachers
Attendance	The school agent and teachers will collaborate to develop and implement a school-wide attendance program aimed at improving student academic achievement.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/02/2015	06/14/2018	$0	All Staff
Tier 3 - Intensive Instruction	The Title I teacher will utilize intensive instructional strategies in the areas of science to assist the lowest achieving 5% of the student population by pulling out students requiring individualized instruction with specialized service personnel.	Other		Monitor	09/02/2015	06/14/2018	$0	Science and Title I Teachers
Local Common Science Formative Assessment	Teachers will develop and implement local, common, formative assessments to: (a)frequently monitor each student's learning of essential outcomes, and (b)provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Science Teachers
Tier 1 - Content Specific Vocabulary - Frayer Model	All instructional staff will commit to utilize, The Frayer Model, an adaptation of the concept map. The framework of the Frayer Model includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non examples of the concept word. It is important to include both examples and non examples, so students are able to identify what the concept word is and what the concept word is not. First, the teacher will assign the concept word being studied, and then talk about the steps involved in completing the chart.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Instructional Staff
Summer School	Teachers will assist students with credit recovery, extended learning opportunities, increased instructional time, and provide 8th graders with a summer transitional program through our Summer School program.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Instructional Staff and Administration

Small Group	Title I Science Teacher will coteach with classroom teachers to assist targeted students needing more individualized attention than what is available in Tier 1 instruction.	Other	Tier 2	Monitor	09/02/2015	06/14/2018	$0	Science and Title I Teachers
Tier 2	Teachers will implement instructional interventions aimed at targeted students not making sufficient progress with Tier 1 interventions, including but not limited to Title I teacher push-in. Title I teachers will assist the teacher in co-teaching methods to assist students in the classrooms with the highest number of Tier 2 targeted students.	Academic Support Program	Tier 2	Monitor	09/02/2015	06/14/2018	$0	All Staff
Writing Algebraic Expressions	Teachers will instruct students to: 1. A 1.1.1 Give a verbal description of an expression that is presented in symbolic form, write and algebraic expression from a verbal description, and evaluate expressions given values of the variables. 2. A 1.2.1 Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve. West Side Academy Alt. Ed SIP: DRAFT COPY Page 30 of 147 3. L 1.2.1 Use mathematical symbols to represent quantitative relationships and situations.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Math teachers
ELA Curricular PLC	ELA instructional staff will meet biweekly basis to share successfully implemented strategies for students at all levels on the Pyramid of Interventions. Staff of student specialized services are available as a resource for teachers.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/02/2015	06/14/2018	$0	ELA Instructional Staff
Double Dosing	Students diagnosed and found to be below grade level with regards to mathematical proficiency are given additional math classes to address deficiencies.	Other	Tier 2	Monitor	09/02/2015	06/14/2018	$0	Administration and School counselors
Data Analysis	The Testing Team will dissaggregate the data of 2014-2015 schoolwide standardized tests to identify deficiencies in math and science to assist with the implementation of schoolwide strategies to improve student scores on national and state assessments.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Testing Team
Interpreting Math MME	Staff will be inserviced on how to interpret MME Math Data.	Professional Learning	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Testing Team
Math Curriculum Meetings	Math instructional staff will meet on a weekly basis to share successfully implemented strategies for students at all levels on the Pyramid of Interventions. Staff of student specialized services are available as a resource for teachers.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Math Instructional Staff

Afterschool Tutorial	Students have the opportunity to receive additional instructional time to support academic achievement.	Academic Support Program	Tier 2	Monitor	09/02/2015	06/14/2018	$0	Instructional Staff and Administration
Academic Games	Math teachers will provide students with a cross-curricular extended learning opportunity through the integration of Academic Games. Academic Games is a series of games designed to test a student's knowledge in several different subject areas. Students compete in games that cover math, English, social studies, and logic. The primary purpose of Academic Games is to make learning fun for students. All too often, it seems as if students turn off to math, English, or social studies because they may be bored or not challenged by the material. Academic Games (AG) helps to alleviate that problem by challenging students to pursue their own education in these subjects in order to succeed in the competition.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Math teachers and administration
Carnegie Math - Tier 2	Math teachers will differentiate instruction with an online, supplemental, math tutorial program. The program will provide assistance to all students based on the grade level and pacing of the student. The focus is to bridge the gap between students' functioning grade level and their current grade level. Math teachers will reassess students quarterly to document and analyze areas of improvement.	Other	Tier 2	Monitor	09/02/2015	06/14/2018	$0	Math teachers and school administration
Online Courses	Instructional staff will offer students online courses to receive additional assistance toward credit recovery in all subject areas.	Technology	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Instructional Staff, Administration, and Counselors
Summer School	Through our Summer School program, teachers will assist students with credit recovery, extended learning opportunities, increased instructional time, and provide 8th graders with a summer transitional program.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	Instructional staff and school administration
Schoolwide Gradebook	Parents will utilize the district mandated online grading and attendance program, MI Star. Parents will use the same type of calendar or planner to help students organize daily assignments and monitor academic achievement.	Technology	Tier 1	Monitor	09/02/2015	06/14/2018	$0	All instructional staff and Attendance Officer
Science Curricular PLC	Science instructional staff will meet on a weekly basis to share successfully implemented strategies for students at all levels on the Pyramid of Interventions and develop content specific strategies to assist in student achievement. Staff of student specialized services are available as a resource for teachers.	Other	Tier 3	Monitor	09/02/2015	06/14/2018	$0	Science Teachers

Afternoon Tutorial	Teachers will provide students with additional learning opportunities. We will offer students additional instructional time in an alternative setting utilizing differentiated instruction.	Other	Tier 2	Monitor	09/02/2015	06/14/2018	$0	English, Math, and Science Teachers
Data Analysis of National, State and Local Assessments	The Data PLC will disaggregate the data of the previous school year assessments to identify the deficiencies in Writing to assist with the implementation of a school-wide Writing strategy to improve student scores on all assessments.	Professional Learning, Teacher Collaboration	Tier 1		09/02/2015	06/14/2018	$0	Data PLC and Instructional Staff
Resume' Writing Workshop Basic Composition	Parents will be given instruction about the mechanics of resume' writing and the basic composition of entry level college essays.	Other, Parent Involvement	Tier 1	Implement	09/02/2015	06/14/2018	$0	ELA Teachers
Tier 2	Teachers will use targeted instructional interventions aimed at all students not making sufficient progress with Tier 1 interventions.	Other	Tier 2	Monitor	09/02/2015	06/14/2018	$0	Math teachers
School Wide Grade Book	All teachers will utilize the district mandated online attendance and grading system, MI Star.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$0	All instructional staff

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Master Schedule Creation	Administrators will reconfigure the bell schedule to allow: A)Students ample time to report to school. B)Extended learning opportunities: Class periods have been extended allowing for more time. C)Instructional staff can meet in their professional learning communities (content specific meetings as well as operational meetings) for collaboration. D)Periodic late starts or early dismissals to meet with parents.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$10000	Administrative Team: Principal, Assistant Principals, Scheduling Team, Curriculum Leaders and Coordinators

Master Schedule Creation	A)Extended learning opportunities: class periods when core math and English courses are offered have been extended allowing for more time. B)Instructional staff can meet in their professional learning communities (content specific meetings as well as operational meetings) for collaboration. C)Periodic late starts or early dismissals to meet with parents.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$10000	Administrative Team: Principals, Assistant Principals, Curriculum Leaders and Coordinators, Scheduling Team, parents, LSCO.
Mathematics Instructional Practices	Teachers will collaborate in weekly PLC groups and discuss best strategies that have proven successful in their classrooms. The best practices will be researched-based, shared, and discovered either through classroom walk-throughs or during collaboration time when teachers meet to discuss content specific concerns.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$20000	All instructional and administrative staff
Science Instructional Practices	Teachers will collaborate in weekly PLC groups and discuss best strategies that have proven to be successful in their classrooms. These practices will be discovered either through classroom walk-throughs or during times of collaboration to discuss content specific issues.	Other	Tier 1	Monitor	09/02/2015	06/14/2018	$20000	All Instructional and Administrative Staff