



School Improvement Plan

Conner Creek Academy East - MI Collegiate High

Conner Creek Academy East

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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.

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Improvement Plan Assurance

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Introduction

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

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Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

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Title I Schoolwide Diagnostic

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Introduction

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

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

To complete the comprehensive needs assessment, the district engages in several data collection methods. We survey our stakeholders (parents, students, teachers), review test score data, community data (MiPHY), demographic data, and process data. Once this data is reviewed, administration, teachers, and parents make conclusions based on the comprehensive data overview. These conclusions then guide us in how to better improve the district's schools. All district administrators are involved in this process as well as at least one parent and two teachers. This group converses about the results and what overall conclusions can be made in order to improve the school for the upcoming year.

Number of 16-17 parent surveys completed: 43

Number of 16-17 teacher surveys completed: 26

Number of 16-17 student surveys completed: 184

Number of parent surveys distributed vs collected: Several parents who attended parent/teacher conferences were given the opportunity to take a parent survey at our parent information center in the Winter and Spring. 43 out of 122 attending parents completed the survey.

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?

Currently, our goal is to achieve 85% in 2024 in all content areas. the gaps in each area have proven challenging, but the school is dedicated to continued understanding and thus improving these results.

2014-2015 8th Grade MSTEP Scores:

MSTEP Math - 0% proficient (10.3% partially proficient)

MSTEP Reading - 6.4% proficient (37.2% partially proficient)

MSTEP Social Studies - 1.3% proficient (23.1% partially proficient)

2014-2015 7th Grade MSTEP Scores:

MSTEP Math - 1.4% proficient (20.8% partially proficient)

MSTEP Reading - 13.9% proficient (31.9% partially proficient)

MSTEP Science - 0% proficient (12.5% partially proficient)

2014-2015 11th Grade MSTEP Scores:

MSTEP Math - 2.7% proficient (24.7% partially proficient)

MSTEP Reading - 21.6% proficient (32.4% partially proficient)

MSTEP Science - 0% proficient (13.7% partially proficient)

MSTEP Social Studies - 2.7% proficient (54.8% partially proficient)

2015-2016 8th Grade MSTEP Scores:

SY 2018-2019

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MSTEP Math - 0% proficient (18.8% partially proficient)

MSTEP Reading - 10% proficient (33.8% partially proficient)

MSTEP Social Studies - 2.5% proficient (33.8% partially proficient)

2015-2016 7th Grade MSTEP Scores

MSTEP Math - 1.4% proficient (15.5% partially proficient)

MSTEP Reading - 6.9% proficient (29.2% partially proficient)

MSTEP Science - 0% proficient (0% partially proficient)

2015-2016 11th Grade MSTEP Scores:

MSTEP Science - 2.8% proficient (11.3% partially proficient)

MSTEP Social Studies - 4.2% proficient (69% partially proficient)

2016-2017 8th Grade MSTEP Scores:

MSTEP Math - 4.8% proficient (18.1% partially proficient)

MSTEP Reading - 15.7% proficient (27.7% partially proficient)

MSTEP Social Studies - 0% proficient (19.5% partially proficient)

2016-2017 7th Grade MSTEP Scores

MSTEP Math - 0% proficient (21.4% partially proficient)

MSTEP Reading - 17.4% proficient (24.6% partially proficient)

MSTEP Science - 0% proficient (0% partially proficient)

2016-2017 11th Grade MSTEP Scores:

MSTEP Science - 3.1% proficient (16.5% partially proficient)

MSTEP Social Studies - 4.2% proficient (74.2% partially proficient)

MSTEP subgroup data - 2015-2016 data showed gaps in these areas:

HS - 43% male and 18% female students were in bottom 30% in math

50% of 12th grade students were in bottom 30% in math (11th grade is 27%)

42% of 12th grade students were in bottom 30% in science (11th is 28%)

39% female and 23% male were in bottom 30% in social studies

MS - 38% male and 19% female students were in bottom 30% in Reading

0% of Not Economically Disadvantaged students were in bottom 30% in Science

75% of Not Economically Disadvantaged students were in top 30% in Science

NWEA- MAP Assessment Data

2016-2017 Spring proficiency:

7th grade Spring math - 2nd percentile

8th grade Spring math - 2nd percentile

9th grade Spring math - 9th percentile

10th grade Spring math - 24th percentile

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7th grade Spring ELA - 3rd percentile
8th grade Spring ELA - 2nd percentile
9th grade Spring ELA - 6th percentile
10th grade Spring ELA - 28th percentile

2016-2017 Fall to Spring Growth:

7th grade math - 50th percentile
8th grade math - 92nd percentile
9th grade math - 85th percentile
10th grade math - 86th percentile
7th grade ELA - 75th percentile
8th grade ELA - 95th percentile
9th grade ELA - 85th percentile
10th grade ELA - 46th percentile

High School (P)SAT Scores:

9th grade PSAT

2015-2016 ERW - 374

2016-2017 ERA - 370

2015-2016 Math - 379

2016-2017 Math - 366

10th grade PSAT

2015-2016 ERW - 387

2016-2017 ERA - 408

2015-2016 Math - 403

2016-2017 Math - 399

11th Grade SAT

2015-2016 - ERW-446 Math-432 Total-878

2016-2017 - ERA-441 Math-423 Total-864

Michigan's Top to Bottom List 2016: 19%

Free and Reduced Lunch Rates: All students qualify for community wide free lunch

Accountability Scorecard Color: Lime

Daily Attendance Percentage: 92.5% (2016-2017 school year)

Perception Data:

Students: low survey scores on lunch/food services, uniforms, teachers, high survey scores on athletic department, SAT Prep, and Trimester vs Semesters

Parents: The only question that received any negative feedback (although minimal) was in regard to students seeing a relationship between

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what is being taught and his/her every day life. 18% of parents responded negatively. All other questions were overwhelmingly positive. Teachers: Strengths - offering a quality education and closeness of staff, Weaknesses - Need to offer more electives and consistent discipline procedures

The overview of the Comprehensive Needs Assessment this year revealed that our gaps are due to weak core instruction (tier I) as a whole. We are seeking to replace the Carnegie Mathematics Curriculum and are currently researching new programs to better meet the needs of our students. The science and social studies scores have also shown that curricular adaptations need to occur to improve these areas. Currently, the most effective change we could make would be to hire a highly qualified middle school science teacher to replace the long term substitute that is currently in that position. The administration will continue to actively seek a highly qualified candidate.

Content-Area Programming Improvements based on our CNA results:

Overall: As stated above, Tier I instruction needs to be improved as a whole and instructional practices need to be more consistent from room to room.

English: We will incorporate the school-wide focus on the CER process and continue mandating all grades to use the DOL curriculum.

Math: We will incorporate the school-wide focus on the CER process and utilize a pull-out program with highly qualified teachers to provide targeted Tier III instruction. We will also provide additional math instruction for all students via an online platform, currently Carnegie MATHia.

Reading: We will continue to support qualifying middle school students with an ELA pull-out intervention program that utilizes the SuccessMaker program.

Science: We will incorporate the school-wide focus on the CER process and implement the Next Generation science standards.

Social Studies: We will incorporate the school-wide focus on the CER process, as well as implement discussion-based teaching practices.

Community Satisfaction:

More parent involvement is still needed. We will continue to implement programs to engage parent and community participation. Monthly parent focus groups are hosted and attendance is increasing as more parents are showing a desire to support us in their child's education. Our Board of directors, as well as school administration, continues to build relationships with community members such as All-State, Chrysler, and a local credit union. Feedback from board surveys are positive in all areas.

2017-2018 Parent Events

Parent Information Center at Parent Conferences:

The parent information center is a place created for parents to receive information at parent teacher conferences on upcoming school events, Title I programming procedures, parent surveys, speak with our parent liaison, and speak with our principal about matters of concern.

Parent Focus Group:

Parent Focus Group meetings are held once per month. Each month, our parent liaison meets with parents to discuss various topics such as cyber bullying, SAT prep, financial aid, and community service. These meetings also provide parents a forum to suggest new ideas to the school and give their opinion on various school topics. 4-10 parents attend these meetings each month.

Title I Program Evaluation:

Parents participate in our annual Title I program evaluation at the end of the year. They evaluate all of our Title I/31a programming and provide feedback about changes that should be made for the upcoming school year.

Parent Surveys:

Our parent surveys focus on Title I programming and school climate/culture. Overall, parents appear pleased with all academic areas.

New Family Orientation:

Throughout the summer, various orientations are held for all incoming 7th, 8th, and 9th grade students and families. These orientations allow the administration to speak to students and parents about our expectations, to convey that school success is a team effort, and provide an opportunity for new students to take a basic skills math test.

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.

The academic areas of priority are (in order): math, science, social studies, ELA. These areas represent each goal of our 2017-2018 SIP. Our goals are for students to be proficient in each area listed above. All areas continue to be a priority due to our establishment that weak Tier I instruction is a problem to be addressed.

Our measurable objective is that we will be 85% proficient in each subject area by 2024, as the State has suggested. For a more short-term measurable objective, we have worked with our authorizer Ferris State University and identified at least a 2% increase in each MSTEP tested area for the Spring of 2018.

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?

Each SIP goal targets our entire population because greater than 95% of our students are classified as disadvantaged or "at-risk". Our academic data pieces show that the majority of our students struggle to achieve in all content areas and generally can be classified as needing Tier II interventions. Students who are most disadvantaged are given access to Tier III programming like our ELA and Math pull-outs.

Component 2: Schoolwide Reform Strategies

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

The following strategies in the schoolwide plan focus on helping all students reach the state's standards:

Reading: CER, Discussion Based Teaching, Evidence Based Writing

Writing: Data Teams, DOLs

Math: Carnegie MATHia, CER, Data Teams

Science: Data Teams, CER

Social Studies: Data Teams, CER, Discussion Based Teaching

All subjects will also utilize after-school tutoring and Kagan Strategies (to increase student engagement).

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).

The strategies focused on quality instruction are as follows:

Carnegie Learning, Daily Oral Language (DOL), Data teams, Instructional Coach, PLC's, Discussion-based teaching, CER process

The strategies focused on quantity of instruction are as follows:

After-school tutoring, Math pull-outs, ELA pull-outs, additional core-instruction time in master schedule for 7th-10th grade students.

These programs improve instruction by allowing our teachers to be intentional and consistent. Each of these programs enhances the curriculum by making it more consistent across the board, allowing for accountability among teachers and administration, collecting learner data to inform instruction, and ensuring that the core instruction is research based and proven to work with the youth.

Each of these methods is research-based. The research is listed below:

Mathematics: The Standards for Mathematical Practice: www.corestandards.org

Reading: "Raising Minority Academic Achievement", by Donna Walker James, Socia Jurich, Steve Estes, "Phonics Instruction for Older Children? Just Say No" by Gay Ivey and Marianna Baker

Writing: Graham S (2010), Teaching Writing. P Hodgan (Ed), Cambridge Encyclopedia of Language Sciences (pp.848-851). Cambridge University Press, Cambridge UK. Graham S & Perin D (2007)

Science: "Data Informed Curriculum Reform: Which Data, what purposes, and promoting and hindering factors", by: Kim Schildkamp

Social Studies: Anderson, L.W. & Krathwohl, D.R. (Eds) (2001). A Taxonomy for learning, teaching, and assessing: A revision of Blooms taxonomy of educational objectives. New York: Addison Wesley Longman.

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

Most of our students struggle with attainment of core area knowledge, so this remains our school-wide focus.

In the CNA, we found that math is a continued, priority area, need. The cause of this need is due to core instruction so we are continuing to explore new curriculum options for next year to replace Carnegie Learning to improve teaching and learning in this area.

We have also identified science as our next area of priority, also due to weak core instruction and teacher turnover in this area. Due to this, we are continuing to implement science data teams and the CER process in science.

An area of strength, in relative terms, continues to be reading. This is due to our success with SuccessMaker pull-outs and our additional ELA Support class, both of which we are continuing to implement for the upcoming school year.

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.

Strategies for students who need the most instructional support in all major subgroups participating in the school-wide program are as follows:

Reading/Writing: SuccessMaker pull-outs, after-school tutoring, data teams

Math: Teacher pull-outs, MATHia online program, HS basic math course, after-school tutoring, data teams

Science: After-school tutoring, data teams

Social Studies: After-school tutoring, data teams

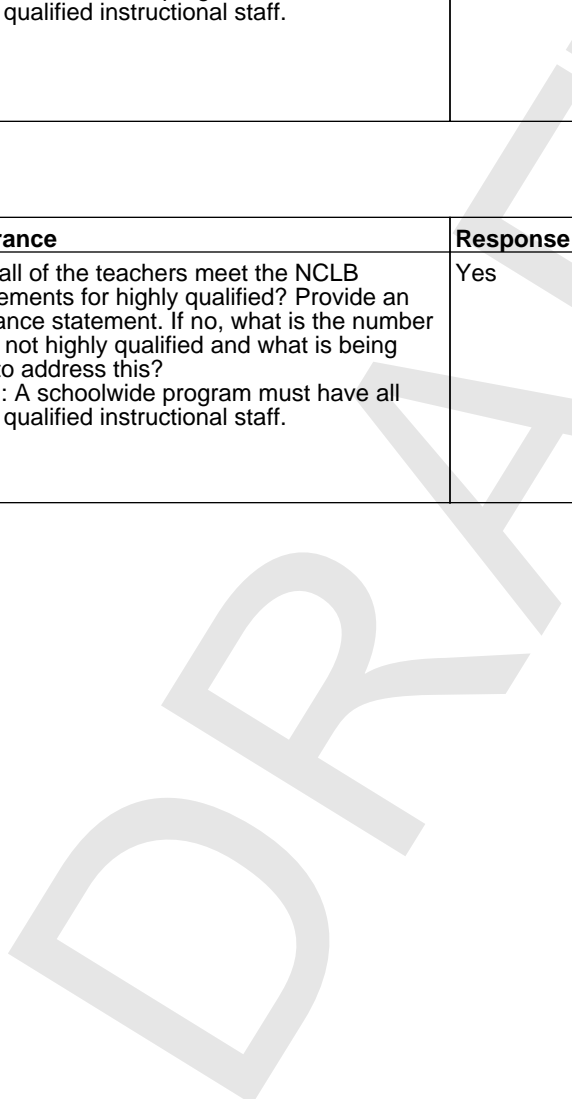
5. Describe how the school determines if these needs of students are being met.

Each strategy or intervention has its own method of determining if a student's academic needs are being met utilizing SMART goals and program data. A strategy monitoring matrix is used by the SIP team at monthly SIP meetings as each program and strategy is discussed and monitored. At the end of the year, a formal program evaluation meeting takes place to measure the success of the individual students who are involved with each program, as well as the program itself. Discussions surrounding the SMART goals being met or not met take place at this meeting. At the end of each trimester, administrators meet with each teacher to look at program data and monitor the progress of the students. Finally, our MTSS plan identifies entrance and exit protocol that is used to ensure the needs of each student are being met.

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 CCAE/Michigan Collegiate paraprofessionals are highly qualified and meet the requirements for paraprofessionals. MEP Services keeps all certification documentation on file and ensures that all certifications are current. Our authorizer, Ferris State university, also monitors staff certification three times per year.	

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 CCAE/Michigan Collegiate teachers are highly qualified and meet the requirements for teachers. MEP Services keeps all certification documentation on file and ensures that all certifications are current. Our authorizer, Ferris State university, also monitors staff certification three times per year.	



Component 4: Strategies to Attract Highly Qualified Teachers

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

From the 2015-2016 school year to the 2016-2017 school year, we had 80% retention of all teacher and para-professional positions. From the 2016-2017 school year to the 2017-2018 school year, we had 96% retention of all teacher and para-professional positions.

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

Teachers/Learning personnel positions - 34

0-3 years: 10 teachers

4-8 years: 9 teachers

9-15 years: 11 teachers

16+ years: 4 teachers

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

All open positions are posted on a variety of websites. Administrators attend college-sponsored job fairs to not only locate highly qualified teachers, but also to market our schools. Each candidate is then interviewed by administration.

The administration puts an effort into community-building and creating an atmosphere of support for each staff members. A staff employee of the week is chosen and celebrated weekly with positive affirmations. When teachers have concerns, administration is open to hearing suggestions for change. Furthermore, staff members feel they have a voice in the decisions made by the administration. Meetings are intentionally conducted for teacher feedback and planning purposes. Teachers are supported with a variety of professional learning opportunities and new teachers are supported through our comprehensive mentor program. We also provide a variety of technological tools for our teachers to utilize in their classrooms.

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

CCAIE school district offers a competitive initial salary to all incoming teachers. Additionally, staff are provided a comprehensive benefit package which includes medical coverage (vision and dental included) and a 401k plan with employer contributions. Year-to-year raises are in place and increase with years of experience. Holiday gift cards are given to all staff members to make sure all employees feel appreciated.

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?

Turnover is not high but the positions that do turnover seem to occur within the same 2-3 positions. In an effort to retain teachers, employer 401k contributions and year to year raises have recently been put back into place. The school has also redesigned its mentor program to ensure new teachers in the district are provided adequate support and are given an early opportunity to feel part of our school community. New teachers to our school, but not to the teaching profession, are even assigned a companion teachers to help ensure a smooth transition.

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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.

All staff will continue to receive trainings on CER's through our PLC and Data Team meetings, educating students of trauma, utilizing Kagan structures, Evidence-Based Writing, and Capturing Kids Hearts.

Individual teachers will receive more specific, focused trainings based on their positions and needs.

All new teachers (years 1-3) will be signed up for the New Teachers Academy at our local ISD.

One middle school and one high school math teachers will attend "Ensuring Mathematical Success for All" and then share out with the full math staff afterwards.

A special education teachers will attend "Enhancing Mathematics Instruction for Students with Learning Disabilities" and share out with the full sped staff afterwards.

Our ELA SuccessMaker teacher will receive on-going training within the program as needed and will coordinate with other district SuccessMaker staff for observations and feedback opportunities.

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

Every teacher is a member of a PLC/Data Team. Our PLC/Data Team time occurs monthly throughout the school year and will continue to be on-going in that fashion. At these meetings, subject area teams share their pre-post test CER data and discuss best practices, SMART goals, and next steps.

Each PLC meeting also includes a grade-level portion when teachers can speak at more of a student-specific level.

We are currently exploring/researching a new math curriculum for next year. After the purchase decision has been made, on-going training sessions will be scheduled to support this new implementation process.

Capturing Kids Hearts, Kagan, and Education students of trauma are topics that are often seen on our PLC agendas. Administration models these structures during PD times and utilizes walk-throughs to find evidence of teacher implementation of these strategies.

Our teacher Instructional Coach also pushes into classrooms to assist teachers with implementation of strategies discussed at PLC or other PD times. He offers support in an on-going fashion and provides feedback to the administration regarding the progress in the classrooms.

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Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		PD Plan 2018-2019

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Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in the development of the school wide plan in a variety of ways. Their voices are formally heard in our Annual Title I Informational Meeting, end of year Title I Program Evaluation Meeting, and end of year Title I/SIP Review. Furthermore, there are two parent surveys administered throughout the school year and a parent Focus Group provides an avenue for continuous discussion throughout the year. As the schoolwide plan is written, one middle school and one high school parent are present to provide feedback to the team about how clearly the plan is written and to inspire conversation about the programming plans from a parental perspective.

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

Component 1: Comprehensive Needs Assessment:

Parents have a voice in our needs assessment via parent surveys, administered two times a year, and a monthly parent focus group meeting. They also attend our annual Title I/SIP Review and Title I Program Evaluation meetings.

Component 2: Schoolwide Reform Strategies:

Parents are asked to volunteer to be a part of our Greenhouse community project. As chaperones, parents also accompany our students on our educational field trips. Parent Focus night provides an opportunity for parents to be educated on our school program or educational topics and ways they can become more involved. Our successmaker program may be implemented by parents at home and through teacher web sites, parents may provide academic support to their child.

Component 3: Instruction by Highly Qualified Staff:

The feedback from our parent perception surveys informs the school leaders of their satisfaction level of the school's instructional staff.

Component 4: Strategies to Attract Highly Qualified Teachers:

Parents recommend highly qualified teachers who can better relate, culturally, to our student population.

Component 5: High Quality and On-going Professional Development:

We provide professional learning opportunities and topics for our parents at our Parent Focus Nights. Through our newsletters, we provide educational advice to parents as well.

Component 6: Strategies to Increase Parental Involvement

Parents are involved in our parent focus group, which explores avenues to increase parental involvement/support. Parents also have the opportunity to suggest recommendations for parental involvement activities through our parent perception surveys. Parents can volunteer at various functions throughout the year, such as educational field trip chaperones or community project teacher assistants.

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Component 7: Preschool Transition Strategies:

n/a- We do not have a preschool transition program at the middle school level.

Component 8: Parent Participation in Making Assessment Decisions:

Parents involved in the Title I/SIP Review and/or Title I Program Evaluation meeting have a voice in making assessment decisions. Parents are informed of the various assessment through test score mailings, parent teacher conferences and phone calls from the school.

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

Title I informational meeting informs parents of all supplementary programs and initiatives that MC provides. Many of our programs service all students. Parents of students who receive additional services are informed through a letter from the ELA pull-out intervention teacher. Parents can support the student at home by requesting work from teachers, obtaining on-line log-in information from Successmaker, and knowing their Powerschool Parent Portal passwords in order to monitor and assist students with their learning.

Component 10: Coordination and Integration of Federal, state, and local programs and resources:

Parent Involvement is supported through our local partnerships. Global Bus Systems is one of our largest partners and encourages parental involvement, student leadership, and academically sound decision-making. Additionally, Parent Focus Nights provide educational opportunities for parents as we encourage them to be more actively involved in their child's school life.

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

Parents work collaboratively with staff to evaluate the school-wide plan. Our entire staff, alongside parents, is used to monitor the implementation and effectiveness of our SIP initiatives. A year end Title I/SIP review meeting is used to address goals, strategies, and activities for the upcoming school year. Finally, a Title I program evaluation is conducted with parents and staff to examine the effectiveness of current programs. Achievement data is used as an indicator of success. Prior to the meeting, a specific Title I survey is distributed annually to parents to evaluate the perception of our program effectiveness.

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		Parent Involvement policy

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

Sec 1118(e) (1): Classroom teachers communicate with parents regarding upcoming educational events, academic and behavioral progress,

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class expectations, homework, and classroom activities through the following:

Email
School Websites
Conferences
Progress Reports
Missing Assignment Report
Powerschool Parent Portal
School Messenger
Remind101

Sec 1118 (e) (1)

CCAIE parents are aware of the Common Core Standards for each grade, state and local assessment for each grade, as well as CCAIE's expectations regarding their academic progress through the following:

Curriculum is posted on the MC website
Teachers aide parents in interpreting state assessment results during parent-teacher conferences
Parents receive written communication (progress report or report card) regarding student progress every 7 weeks.
Newsletter communications
Parent Handbook

Sec 1118 (e) (2)

MC teachers and administration provide materials and training to help parents work with their children to improve their children's achievement through the following:

Parents are given suggestions on how to aide in their child's learning progress during Parent Focus Nights
Teachers give periodic suggestions/tips on how to help their child with specific academic or behavioral skills through our quarterly newsletters.
Online programs (ex: Successmaker) are available for students to access at home for extended learning time.

Sec 1118 (e) (3) MC educates teachers and staff to value parent contributions by sharing parent survey results, collaborating with the Parent Focus group, and inviting parents to participate in Title I program evaluation meetings, Title I/SIP Annual reviews, etc.

Sec 1118 (e) (3) Teachers and staff are trained to communicate with parents effectively during professional learning opportunities and new teacher mentor meetings and are provided documentation with parent involvement strategies throughout the year.

Sec 1118 (e) (4) MC coordinates and integrates parent involvement programs and Parent Focus Groups and the Greenhouse Community Project.

Sec 1118 (e) (5) All communication is in a format and language, to the extent practicable, that is understandable to families. Quarterly newsletters convey assessment data and educational advice in concise parent-friendly language. Teachers are encouraged and taught how to communicate effectively during parent/teacher conferences.

Sec 1118 (e) (14) The school facilitates a Parent Focus Group, allowing for regular meetings where parents can voice their suggestions and

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decisions relating to the education of their children. MC Administration and/or staff respond to any suggestions in a timely manner. MC provides any reasonable support that is requested in regards to parent involvement activities.

Sec 1118 (f) When necessary, MC will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. During the application process (for admission into our academy) any student and parental need is identified. When necessary, the school addresses that need throughout the school year(s) by providing the necessary resources, such as TTY services and letters drafted in other languages.

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

Parents evaluate our parent involvement plan/policy in an on-going manner for accuracy and follow-through. This process takes place during parent Focus Group Meetings and perceptions surveys administered throughout the year. At our end of year Title I program evaluation meeting, our SIP team and attending parents will also evaluate our parent involvement for the school year ending and make necessary changes for the upcoming year.

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

Parents and administration evaluate the results together. If areas are evaluated poorly, discussions take place regarding better implementation of the plan for future years. If areas are evaluated as successful, the parent focus group discusses its strengths to ensure the component remains effective for future years. The results from the parent activity evaluations are used to determine future parent involvement decisions.

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

The original school-parent compact was created 14 years ago. Each year, through our Parent Focus Group, parents are given the opportunity to evaluate and revise the compact where necessary.

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

N/A: Michigan Collegiate only serves grades 7-12.

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

Each teacher reviews the compact with parents at parent-teacher conferences and discusses the roles of the parent, student, and teacher that are required for the student to be successful. After the review/discussion, each parent signs to confirm that the compact was reviewed.

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

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

User Friendly: Assessment results are sent home with an accompanying document to explain how a parent should read the results accurately. These instructions are written simply, without large and extensive vocabulary, to ensure understanding of the document.

Limited English: Translated versions of documents will be sent home in the home language.

Parents with Disabilities: Depending on the disability, we appropriately address the communication needs, such as TTY services, visual services, and mobility services (Global Bus System).

Literacy: Teachers verbally communicate assessment results in addition to written results.

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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?

N/A

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?

N/A

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Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers are involved in decision making about academic assessments through the school improvement process.

Some examples include:

NWEA MAP testing (used three times per year): The MAP assessment is an online assessment that adapts to a student's knowledge level in math and reading. Teachers use the results to assist them in curriculum and instruction decisions. Teachers are also very involved in creating the testing schedule and analysis of data afterwards.

Data Teams: The data team process is a PLC for teachers in all content area teams. This year, all teams are focusing on utilizing the CER process to teach the standards in their classrooms. Teachers teams meet regularly to evaluate the student's progress and understanding of the CER process.

Placement Testing: All incoming 7th-9th grade students take a mathematics placement test upon entering our school. These results determine the math course they are placed in. Teachers then adapt the curriculum to meet the students at their proficiency levels.

Pacing Guides: Teachers create pacing guides and assessments based on standards and data. Each trimester, teachers use these guides to direct the teaching and learning process in their classrooms. These include the content standards being taught, a time line of instruction, instructional methods, and resources being used to teach the curriculum.

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

We have implemented data teams and PLC's into our PD plan. Our data team process is completely teacher driven. Teachers work collaboratively to address weak standards through the use of pre and post assessment cycles. This year, our unified focus is on the Claim Evidence Response process (CER). They will use the pre-test results to determine instructional strategies and interventions that best fit the student needs for each cycle. Analysis is communicated regularly to staff after each NWEA MAP assessment testing window and often the analysis is done by the staff during PLC time. Strengths, weaknesses, and gap analysis are discussed at this time as well. MSTEP, PSAT, and SAT data is reviewed in the same manner. The results of these data meetings drive our data team decisions. Teacher teams meet at least once a month.

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.

Multiple data points are used when considering a student for intervention entrance and exit protocols. Decision guidelines are made in advance based on the tools, resources, and research.

All students are screened using a universal screener assessment, NWEA MAP. These assessments are administered early in the year to identify at-risk students and create local norms. The performance level of these at risk students on the universal screener is a good indicator of students who may experience difficulty mastering the State's academic achievement assessment standards at a proficient level. The results of the universal screener are used in tandem with teacher observation/input in making decisions about intervention entrance protocol.

The majority of our students are not meeting standards so, while we do utilize further interventions for students who need it, we also are addressing this in our core content and Tier I instruction.

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?

Due to the fact that most of our students struggle with core content, our additional assistance is designed to meet the needs of most students attending our academy and has some large components that are embedded within the general curriculum.

Grades 7-8 ELA Tier I Additional Assistance - All students receive a second ELA Support Class in addition to their "regular" ELA class daily. This additional time in the master schedule allows teachers to cover ELA topics more in depth and address remedial standards.

Grades 7-8 ELA Tier II Additional Assistance - For students requiring further assistance, we offer free after-school tutoring four days a week. These tutoring sessions are limited to 8-10 students so students can receive more individual attention from their instructor. While teachers contact parents and students to fill these tutoring spots with kids who need additional assistance, other students can sign up to attend if they feel the need as well.

Grades 7-8 ELA Tier III - Students identified for even further assistance take part in our SuccessMaker pull-out intervention room. These students spend 20 minutes daily on the SuccessMaker online program. On this program, they will receive individualized, leveled instruction to help these students "catch up".

Grades 7-8 Math Tier I Additional Assistance - All students receive a second Math class, in addition to their "regular" math class, daily. During this second math time, students utilized the Carnegie MATHia online program to receive individually-paced and targeted math lessons.

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Grades 7-8 Math Tier II Additional Assistance - For students requiring further assistance, we offer free after-school tutoring four days a week. These tutoring sessions are limited to 8-10 students so students can receive more individual attention from their instructor. While teachers contact parents and students to fill these tutoring spots with kids who need additional assistance, other students can sign up to attend it if they feel the need as well.

Grades 7-8 Math Tier III Additional Assistance - Students identified for even further assistance participate in our math pull-out program. These students get pulled by their highly-qualified math teacher during their Carnegie math time to work on mini-lessons. Students are identified for this intervention by formative assessments delivered in the "regular" math classroom time.

High School Reading and Math Tier I Additional Assistance - All incoming 9th grade students take a math placement test and reading lexile test. These tests are used to ensure students are placed in the appropriate-level classes. Students who do not pass are placed in a basic math class (to receive instruction on pre-requisite standards necessary to be successful in Algebra I) or a 9th grade ELA class that will have para-professional/co-teacher support.

High School Tier II Additional Assistance - For students requiring further assistance, we offer free after-school tutoring (Math, ELA, Science, Social Studies, Foreign Language, Online Classes) four days a week. These tutoring sessions are limited to 8-10 students so students can receive more individual attention from their instructor. While teachers contact parents and students to fill these tutoring spots with kids who need additional assistance, other students can sign up to attend it if they feel the need as well.

High School Tier III Additional Assistance - Students identified as needing even further assistance may be referred to our Student Study Team to be reviewed as possibly needing additional accommodations (IEP). These additional accommodations include special education co-teachers in their classes, as well as whatever else is deemed necessary in their IEP.

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

All students beginning their MS or HS years (grades 7 and 9) begin with a math placement test. This test ensures they are placed in the appropriate math class and that they are ready to receive instruction at the appropriate level and be successful. Those students who do not pass the placement test, begin the year with a basic math class to review the necessary pre-requisite skills and standards needed to be successful at the next level. Using these placements tests also assists us with creating classes of students who are ready to move faster than others through the curriculum and possibly reach enrichment opportunities.

Students in grades 7-8 also receive individual instruction from their highly qualified math teachers if they are identified for our math pull out program. Students are identified for this program daily, by their formative assessments in their "regular" math classes. If a student's formative assessment results show they need additional assistance on a particular day, they are pulled by their math teacher for additional and differentiated instruction.

All core area teachers differentiate in the classrooms using teaching strategies such as cooperative learning or providing individual feedback to students. Students also participate in one-on-one meetings with teachers to discuss their progress and success with learning the core curriculum.

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.

Federal Funding (Title I, Title IIA, IDEA)

Title I funding is the main source of financial support that the school uses to provide intervention and enrichment services to the students. The interventions and services seen in our school-wide plan include: SuccessMaker, Math Pull-out teachers, extended learning time (tutoring), and educational field trips with a scientific focus.

IDEA funding is used to properly service all qualifying special education students. Special education students receive inclusion services which align directly with each Individual Education Plan (IEP). IEP meetings occur annually or as needed if a student has a mid-year program change request. This funding is used for teachers' salaries, substitute teaching costs (during IEP meetings), technology, and curriculum costs. This program supports our school improvement goals by providing academic intervention in English Language Arts, Mathematics, and Reading classes.

State Funding (31a, Per Pupil Allowance)

31a funding is also used to provide further academic (and other) support for our students. Classroom para-professional support is supported through 31a funds, as well as the hiring of an additional counselor to meet the many social, behavioral, and mental needs of our students. 31a also funds our MS ELA support class and Math Support Class. The per pupil foundation allowance provides all teacher salaries and core classroom curricular materials. Furthermore, the local ISD, supported through state funds, provides support and professional learning opportunities that support our SIP as well as workshops providing school improvement support (Facilitators of School Improvement).

Local Funding, Programs, and Grants

Our local partnerships encourage parental involvement, student leadership, and academically sound decision-making. These partnerships support each of our core academic goals. Our partnership with Global Bus System provides academic incentives for student achievement to help us meet our school improvement goals. Our relationship with FCA (Fiat Chrysler) helps provide technology for our online learning labs. Our partnership with FES (Financial Education Services) provided a free, financial curriculum for our students to learning about financial responsibility and show how our classroom curriculum is connected to real life.

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

1. Comprehensive Needs Assessment:

The Comprehensive Needs Assessment demonstrates that we need additional support in our core areas. Title I funds provide the school with additional support staff that assist teachers and students to reach gains in students achievement. Extended learning time and additional core support classes/programs will be funded by Title I and assist us in implementing our School Improvement goals.

2. School wide Reform Strategies

Our school-wide reform strategies include: Successmaker, Math Pull-out program, and after-school tutoring. Each of these reform programs assists us in school-wide achievement levels.

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3. Highly Qualified Staff

Our per pupil allowance funds our highly qualified teaching staff.

4. Attract and Retain Highly Qualified Staff:

To attract and retain highly qualified staff, we offer various professional learning opportunities for each staff member. Our competitive initial salaries, raises, employer-contributed 401k, and benefits also support this component.

5. Professional Development:

We offer professional learning opportunities for all staff. Specific trainings, as they relate to our school-wide goals, cover School Improvement, Successmaker, Common Core math instruction, educating students of poverty, and other core area focused priorities.

6. Parental Involvement:

Parent Involvement is supported through our local partnerships. Global Bus Systems, Fiat Chrysler, and Financial Education Services are our local partnerships. These partnerships encourage parental involvement, student leadership, and academically sound decision-making. These partnerships support each of our core academic goals. Additionally, parent focus meetings provide educational opportunities for parents as we encourage them to be more actively involved in their child's school life.

7. Preschool Transition:

We do not use any resources in this area

8. Assessment Decisions:

Data Teams are supported through general funding. This process requires teachers to prioritize and address weak common core standards through the use of CERs and collaboration with each other. Likewise, teachers are involved in the design process of our math placement tests.

9. Timely and Additional Assistance:

We provide timely and additional assistance through IDEA, Title I, and 31a. IDEA allows for psychologist, speech and language therapy, and special education inclusion support. 31a will provide an additional counselor, para-professional staff, and ELA Support teacher. Title I will provide support for our SuccessMaker and Math pull-out programs and after-school tutoring program.

10. Coordination & Integration of Federal, State and Local Resources:

We use general funds to oversee the coordination and integration of the federal, state and local resources.

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.

We have used federal, state, and local resources to develop various programs such as:

Violence Prevention: Our schoolwide discipline program, In School Intervention, focuses on violence prevention. Student violence is discouraged and given strict consequences when it occurs. Qualifying students also participate in anger management groups once per week

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with our licensed school counselor.

Nutrition Programs: Free breakfast and lunch is provided daily. This includes fruit and vegetables three times per week. Furthermore, our summer meals program provides free breakfast and lunch for the students and the surrounding community.

Homeless Programs: Our social worker serves as our homeless student liaison and communicates local ISD support for families suffering from homelessness.

Bullying Awareness Prevention: Victims of bullying have access to bullying complaint forms. These forms are completed and submitted to the administrative team for review and follow-up. When necessary, discipline occurs. As a prevention, we utilize an SLS (Student Leading Students) program, run by our counselors and 12th grade student-leaders. This program focuses on both bullying prevention and developing student leaders through good character.

Character Education: Through our SLS (Students Leading Students) program, all students are educated on bullying prevention and importance of character and sound decision-making. The program is ran by our counselors and 12th grade student leaders.

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Evaluation:

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

Our entire staff, alongside parents, monitors the implementation and effectiveness of our SIP initiatives. The comprehensive needs assessment results are used as a tool to evaluate if current programming is improving our student data. A strategy monitoring matrix is used throughout the year as well, to track the progress of such programs. A year end Title I/SIP review meeting is used to address goals, strategies and activities for the upcoming school year. Finally, a Title I program evaluation is conducted with parents and staff, to examine the effectiveness of current programs. Achievement data is used as an indicator of success. An annual Title I survey is distributed to parents to gather their perceptions of our program effectiveness.

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.

Teachers and parents are involved in the evaluative process at the Title I/SIP Review Meeting. Achievement data is reviewed for intended achievement gains. If these achievement gains do not occur, stakeholders discuss what factors could be contributing to the lack of achievement. When consensus occurs, decisions are then made to correct the program or change the program if necessary. If proper gains do occur, stakeholders acknowledge a program's strengths in order to continue the program with fidelity.

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

The teaching staff, alongside parents, look for growth in the analysis of achievement scores. Our school-wide goal is a minimum of one year's growth in each subject area. That is the benchmark by which we consider success. We realize that the "process" of enabling all students to score on achievement tests may take some time. Parents are informed of student progress on achievement tests through program reports, parent teacher conferences, and the Powerschool Parent Portal. A program is considered successful if more than half of the student body has grown more than one grade level within a school year within that content area. We also utilize individual program SMART goals to determine success of the individual program.

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

As part of the Annual Title I Review, all teachers and parents make suggestions for revisions of the SIP after a comprehensive review of the needs assessment from the previous school year. The curriculum coordinator meets regularly with the chairs of each goal committee to assess progress of strategies/activities in their area. Survey results from parents, staff, and students are also considered. Finally, the principal, curriculum coordinator, and SIP team work on the final revisions of the SIP each year. Each content area is reviewed by each of these stakeholders to determine if student needs are being met. If a program is considered successful (more than one grade level growth for more than 50% of the student body) then the program is maintained. If a plan/program is not showing this kind of success, it is reviewed in SY 2018-2019

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detail to understand if there were errors in implementation and/or how the program could work if improvements could occur. Individual program SMART goals are also considered/reviewed. When the stakeholders determine that a program was implemented correctly and is still not producing results, the initiative is concluded.

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2018-19 Michigan Collegiate School Improvement Plan

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Overview

Plan Name

2018-19 Michigan Collegiate School Improvement Plan

Plan Description

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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 Michigan Collegiate Middle School and High School will be proficient in mathematics	Objectives: 1 Strategies: 6 Activities: 34	Academic	\$344900
2	All students at Michigan Collegiate Middle School and High School will be proficient in reading.	Objectives: 1 Strategies: 7 Activities: 47	Academic	\$303317
3	All students at Michigan Collegiate Middle School and High School will be proficient in writing	Objectives: 1 Strategies: 4 Activities: 20	Academic	\$0
4	All Michigan Collegiate Middle School and High School students will become proficient in science.	Objectives: 1 Strategies: 6 Activities: 28	Academic	\$2000
5	All Michigan Collegiate Middle School and High School students will become proficient in social studies.	Objectives: 1 Strategies: 4 Activities: 20	Academic	\$2000

Goal 1: All students at Michigan Collegiate Middle School and High School will be proficient in mathematics

Measurable Objective 1:

9% of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/14/2019 as measured by the 2019 Spring State Assessment .

Strategy 1:

Data Teams - Teachers will work collaboratively in Data Teams to address weak standards through the use of pre and post assessment cycles. They will use the pretest results to determine instructional strategies and interventions that best fit the student needs for each cycle.

Category: Mathematics

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S.

Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Tier: Tier 1

Activity - Data Teams Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin will train all new staff and refresh all returning staff on our data team process. Scheduled early release days and/or professional learning opportunities for grade-level teams to meet will be provided. Binders are provided that have norms, CITW strategies, and protocols for each meeting,	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and teachers
Activity - Data Team Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level data teams have pre-assessment and postassessment meetings for each unit in ELA and math (and Science 7-12). The staff analyzes the pretest to determine strengths & plan instructional strategies for improvement. They also determine a smart goal. During the post-assessment meeting, teachers determine whether they met their smart goal and which students need further intervention.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and teachers
Activity - Monitoring Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Admin will attend data team meetings frequently to ensure the process is being implemented with fidelity. PLC leaders review binders periodically to ensure the staff is on track and student growth is apparent. The PLC Data Team strategy will be also reviewed through the use of the progress monitoring matrix.	Walkthrough	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and teachers.
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Activity - Evaluating Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin and SIP team will evaluate the impact of data teams on achievement scores by analyzing the pre to post assessment growth of students as well as analyze the district's progress towards meeting our measurable objectives.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration and SIP Team

Strategy 2:

Extended Day and Targeted Instruction - Staff will provide extended day and targeted intervention for at-risk students not achieving grade-level expectations in mathematics.

Category: Mathematics

Research Cited: The RtI model uses multiple tiers of support, with more intensive instruction given at each level. Targeted intervention and additional instruction are supported in Tier 2 and 3 of this model.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Tier: Tier 2

Tier: Tier 2

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students in grades 3-11 will receive additional math support after school, two days a week, for the entire school year.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$61500	Section 31a	Tutoring staff

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will provide intensive and focused instruction of core math standards applying investigation & problem solving skills at all school levels.	Academic Support Program	Tier 2	Implement	06/24/2019	07/26/2019	\$47000	Section 31a	Summer school staff.

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Activity - Academic Intervention HS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Intervention allows for extended instruction time for at-risk students during school hours.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Core area staff members.
Activity - OdysseyWare	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OdysseyWare is an online credit recovery tool for at-risk students who struggled in the traditional classroom setting.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$45900	Section 31a	Online supervisor
Activity - Mathematics Proficiency Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will qualify for certain math classes based on their proficiency levels. This is determined using a locally generated assessment given to all 7th-10th grade students. In order to progress to the next level in our math curriculum, students must demonstrate 70% mastery of course material.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$109000	Section 31a	Administration and math staff
Activity - Academic Intervention MS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Learning hour provides students with the chance to receive additional time/remediation in the subjects and standards that are necessary for classroom success. This hour provides students the opportunity for academic skill development on programs including SuccessMaker, Oddeseyware, Channel One, and Typing Club.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$70000	Title I Part A	Administration, instructional coach, curriculum coordinator, and teaching staff.

Strategy 3:

Classroom Instruction That Works (CITW) - Math instructors will utilize strategies from Classroom Instruction That Works(CITW) daily. CITW non-negotiables include setting objectives/providing feedback, reinforcing effort, and cooperative learning.

Category: Mathematics

Research Cited: Research for CITW may be found at <http://files.eric.ed.gov/fulltext/ED543521.pdf>.

Tier: Tier 1

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

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District teachers will be trained on CITW components: Setting Objectives/Providing Feedback, Cooperative Learning/Kagan, Reinforcing Effort/Providing Recognition, and Content Vocabulary.	Professional Learning	Tier 1	Getting Ready	09/09/2014	06/14/2019	\$0	No Funding Required	All teaching staff and administration.
Activity - Setting Objectives and Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post lesson objectives in student-friendly language and refer to them before and after each lesson. Teachers will provide specific and timely feedback to students.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will praise effort and encourage students to monitor their own growth. Teachers will also instruct students on the growth mindset and emphasize how effort is tied to achievement.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Cooperative Learning and Kagan Structures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize cooperative learning strategies and Kagan structures to engage students during instructional times	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff
Activity - Monitoring CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and SIP team members will monitor implementation progress through walk-throughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and SIP team.
Activity - Evaluating CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin, SIP team, and teachers will evaluate our CITW implementation and effectiveness at our end of year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teachers.

Strategy 4:

Discussion Based Teaching - Discussion-Based Teaching - Teachers will utilize Discussion-Based Teaching strategies to engage discussion and classroom discourse.

A culture of talk will be created and sustained.

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Category: Mathematics

Research Cited: Research for Discussion-Based Teaching may be found at <http://www.crlt.umich.edu/tstrategies/tsd>.

Tier: Tier 1

Activity - DBT Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DBT professional learning will be provided to all teaching staff. It is modeled by administration at monthly PLC meetings.	Professional Learning	Tier 1	Getting Ready	09/09/2014	06/14/2019	\$0	No Funding Required	Administration and teaching staff.

Activity - Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a classroom culture using the components of Capturing Kids' Hearts. A positive culture is conducive to discussion-based teaching.	Behavioral Support Program, Academic Support Program	Tier 1		09/04/2018	06/14/2019	\$0	No Funding Required	All teachers.

Activity - Teacher Talk-Moves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use discussion-based teaching talk-moves to encourage student-to-student interaction, engagement with the content, and as a continual formative assessment.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.

Activity - Group Worthy Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate rigorous tasks that are appropriate for students to work in teams. These tasks should include higher level thinking skills, student discourse, and problem solving strategies.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teachers.

Activity - Monitoring DBT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin and SIP team will monitor DBT implementation through walk-throughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and SIP team.

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Activity - Evaluating DBT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin, SIP team, and teachers will evaluate the implementation and effectiveness of DBT and end of year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teachers.

Strategy 5:

Evidence Based Writing - Teachers will model and implement strategies for students to compose an appropriate written response based on evidence and reasoning.

Category: Mathematics

Research Cited: Research for Evidence-Based Writing may be found at:

<http://cedar.education.ufl.edu/tools/innovation-configuration/>

Source: National Assessment Governing Board. (2007). Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition. Iowa City, IA: ACT, Inc.

Tier: Tier 1

Activity - Evidence Based Writing Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning will be provided for teachers that includes multiple Evidence-Based Writing strategies across content areas.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	All administration and teaching staff.

Activity - Claim Evidence Reasoning(CER)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and implement the use of CERs as a structure to make a claim, gather evidence, and explain their reasoning in a written form.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.

Activity - Monitoring Evidence Based Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and the SIP Team will monitor the implementation and effectiveness of Evidence-Based Writing through Walk-Throughs, SIP Meetings and Progress Monitoring Matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	All admin and SIP team members.

Activity - Evaluating Evidence Based Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Admin and SIP team will evaluate the implementation and effectiveness of Evidenced-Based Writing at our end of the year Program Evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	All admin and SIP team members.
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Strategy 6:

Math Expressions-Envision - Math teachers will implement the standards for Mathematical Practice focusing on the Common Core math standards utilizing a comprehensive math program (Math Expressions K-6, EnVision 7-12) that includes tiered resources for at-risk students.

Category: Mathematics

Research Cited: <http://www.corestandards.org/Math/Practice/>

Tier: Tier 1

Activity - Getting ready for Expressions/Envision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After purchasing a comprehensive math program, K-12 math teachers will attend professional development training on the instructional best practices within the new program and how to provide instruction for students at various levels.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	08/30/2018	\$11500	Title I Part A	Principal and Dean of Instruction

Activity - Expressions/Envision: Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Maps & Pacing Guides will be created to support the new comprehensive math curriculum.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Dean of Instruction

Activity - Expressions/Envision: Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration will provide support for the implementation of the program by providing embedded professional development during SIP meetings to discuss implementation and challenges of the new program.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal and Dean of Instruction

Activity - Expressions/Envision: Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration will ensure technological infrastructure is up-to-date in order to support the online components of the new math programs.	Technology	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, Dean of Instruction, and IT contractor.

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Activity - Expressions/Envision: Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students who need additional support will use reteaching/remedial resources provided by the math curriculum.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, Dean of Instruction, and teaching staff.
Activity - Expressions/Envision: Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin and SIP team will monitor implementation of the new comprehensive math programs and math practices through walk-throughs, SIP meeting discussions, and progress monitoring matrix.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, Dean of Instruction, and SIP team.
Activity - Expressions/Envision: Evaluate(SIP Review)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin, SIP team, and teachers will evaluate the implementation and effectiveness of the new math curriculum at SIP meeting and at the end of year SIP Review.	Academic Support Program	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Admin, SIP team, parents, and math teachers.
Activity - Standards for Mathematical Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will implement the use of the embedded math practices found in the math standards to help students demonstrate understanding of the core ideas. These math practices are embedded throughout the comprehensive math curriculum (EnVision) and will be supported through hands-on math manipulatives, online learning, field trips, etc.</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	MC teachers and Instructional Coach

Goal 2: All students at Michigan Collegiate Middle School and High School will be proficient in reading.

Measurable Objective 1:

29% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/14/2019 as measured by the 2019 Spring State Assessment.

Strategy 1:

Close and Critical Reading - Teachers will implement Close and Critical Reading in their respective content area classrooms.

Category:

Research Cited: Research Supporting Step # 1 What does the text say?

Schema Theory

Anderson, R.C., & Pearson, P.D. (1984). Schema-Theoretic View of Basic Processes in Reading Comprehension. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.255-291). New York: Longman.

Summary

Robert Marzano Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Retelling

Cambourne, B., 'Retelling: a whole-language, natural learning activity for helping learner-writers' in Walshe, R. D., March, P. & Jenson, D. (eds), (1998)Writing and learning in Australia, Dellasta Books in association with Oxford University Press, Melbourne,.

Research Supporting Step # 2 How does the text says it?

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996).

Questioning the Author: A Yearlong Classroom Implementation to Engage Students With Text. The Elementary School Journal, 96, 385-414.

Meyer, B.J.F., & Rice, G.E. (1984). The Structure of Text. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.319-351). New York: Longman.

Taylor, B.M. & Beach, R.W. (1984). The Effects of Text Structure Instruction on Middle-Grade Students Comprehension and

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Production of Expository Text. Reading Research Quarterly, 19, 134-146.

Macomb

Research Supporting Step # 3 What does the text mean?

Gallagher, M., & Pearson, P.D. (1989) Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983).

Increasing Students Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships (Tech. Rep. No. 284). Urbana, IL University of Illinois, Center for the Study of Reading.

Macomb

Research Supporting Step #4, What does the text mean to me?

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992.

"Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading

Tier:

Activity - Close and Critical Reading Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will ensure that teachers have access to professional learning resources to refresh their knowledge of Close and Critical Reading. Several instructors have already participated in Close and Critical Reading training, so we will reinforce this knowledge with resources from our local ISD in August.	Professional Learning		Getting Ready	08/31/2015	06/14/2019	\$0	No Funding Required	All core area teachers and administrators.

Activity - Close and Critical Reading Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All appropriate staff will use the entire Close and Critical Reading process throughout the year. Resources from missionliteracy.com and the local ISD consultant's LiveBinders website (Close and Critical) will be provided to teachers for support.	Curriculum Development		Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All core area teachers.

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Activity - Close and Critical Reading Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will utilize walk-throughs to verify and document if the Close and Critical reading process is being implemented with fidelity. Administrators will also provide opportunities for the staff to evaluate their own implementation of the strategy.	Walkthrough		Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Co-principals

Activity - Close and Critical Reading Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will evaluate the effectiveness of Close and Critical Reading by analyzing pre and post data from Reading assessments throughout the year.	Policy and Process		Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	all administrators

Strategy 2:

Reading Process Monitoring - Administration will assign teachers to monitor all reading initiatives in grades 9-12. The following program will be monitored using our School Improvement Matrix and student growth data: Read180

Category: English/Language Arts

Research Cited: Data informed curriculum reform: which data, what purposes, and promoting and hindering factors, by: Kim Schildkamp

Tier: Tier 1

Activity - Getting Ready for Reading Process Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading process monitoring committee will remain an essential piece of the school improvement matrix and teacher professional development time. Administration will ensure that the teachers who direct the online reading programs (Read180) will monitor the school's reading progress. Administration will renew all needed licenses and train teachers to use the programs in their most effective ways. The process monitoring template will be designed by administration and given to the committee.	Professional Learning	Tier 2	Getting Ready	08/27/2018	08/31/2018	\$5000	General Fund	Co-principals

Activity - Implementing Reading Process Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Process Monitoring teachers will oversee all three online reading programs, assess their effectiveness, and monitor student growth throughout the school year. They will use this data to guide professional development sessions for teachers. Administration will monitor the committee using the School Improvement Matrix each trimester. Throughout the year, the programs will be assessed for effectiveness.	Curriculum Development	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All reading process monitoring teachers and co-principals.

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Activity - Monitoring - Impact Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-principals will monitor impact data by regularly meeting with the reading monitoring committee to review academic growth data.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Reading Process Monitoring Committee and co-principals
Activity - Evaluating Reading Process Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and SIP Team will evaluate the effectiveness of our Reading Process Monitoring programs by analyzing if we met our Reading AMO's as well as reading proficiency growth in respective programs from beginning to the end of the school year.	Policy and Process, Other - Program Evaluation	Tier 2	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration and SIP Team.
Activity - Getting Ready - Identifying Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified based on lexile scores from previous year's assessments or placement testing.	Academic Support Program	Tier 2	Getting Ready	06/18/2018	08/24/2018	\$0	No Funding Required	HS ELA Staff
Activity - Getting Ready - Implementation Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read180 Implementation Guides will be given to all necessary teachers.	Materials	Tier 2	Getting Ready	09/04/2018	09/07/2018	\$0	No Funding Required	Admin, ELA staff
Activity - Getting Ready - Opportunity - Teacher Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin requires teachers to communicate electronically about concerns and issues at least once a month. Teachers also have the ability to communicate in an on-going fashion.	Teacher Collaboration	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and ELA staff
Activity - Getting Ready - Opportunity - On-going professional learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read180 staff will have access to regular webinars and on-site classroom training from program trainers.	Professional Learning	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	ELA Staff and administration.

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Activity - Implement - Read180 Classroom time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read180 teacher works 60 minutes daily with targeted students in reading intervention.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$2100	Section 31a	Read180 staff
Activity - Monitor - Adult Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will utilize walk-throughs to ensure strategy is being implemented with fidelity and will meet with the monitoring committee to dialogue about progress and potential barriers.	Walkthrough	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and process monitoring committee

Strategy 3:

Classroom Instruction That Works (CITW) - English Language Arts instructors will utilize strategies from Classroom Instruction that Works daily. CITW non-negotiables include setting objectives & providing feedback, reinforcing effort & providing recognition, and cooperative learning.

Category: English/Language Arts

Research Cited: Research on CITW can be found at <http://files.eric.ed.gov/fulltext/ED543521.pdf>

Tier: Tier 1

Activity - CITW Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on CITW components: setting objectives/providing feedback, reinforcing effort/providing recognition, cooperative learning, and content vocabulary.	Professional Learning	Tier 1	Getting Ready	09/09/2014	06/14/2019	\$0	No Funding Required	All teaching staff and administration.
Activity - Setting Objectives and Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post lesson objectives in student friendly language and refer to before and after each lesson. Teachers will also provide specific and timely feedback to students in their classrooms.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will praise effort and encourage students to monitor their own growth. Teachers will also instruct students on the growth mindset and emphasize how effort is tied to achievement.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Cooperative Learning and Kagan Structures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize cooperative learning and Kagan structures to engage students during instructional times.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Monitoring CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and SIP team.
Activity - Evaluating CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, SIP team, and teachers will evaluate our CITW implementation and effectiveness at our end of year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teachers.

Strategy 4:

Discussion Based Teaching - Teachers will utilize Discussion Based Teaching strategies to engage students in classroom discussion and discourse. A culture of talk should be created and sustained.

Category: English/Language Arts

Research Cited: Research for Discussion Based Teaching can be found at <http://www.crlt.umich.edu/tstrategies/tsd>

Tier: Tier 1

Activity - DBT Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DBT professional learning will be provided to all teaching staff. It is modeled by administration at monthly PLC meetings throughout the year.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and teaching staff.

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Activity - Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a classroom culture using the components of Capturing Kids Hearts, and a positive culture is conducive to DBT.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Teacher Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use DBT talk moves to encourage student to student interaction, engagement with the content, and as a continual formative assessment.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Group Worthy Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate rigorous tasks that are appropriate for students to work in teams. These tasks should involve higher level thinking skills, problem-solving strategies, and student discourse.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff
Activity - Monitoring DBT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teaching staff.
Activity - Evaluating DBT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, SIP team, and teachers will evaluate DBT implementation and effectiveness at the end of the year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teachers.

Strategy 5:

Evidence Based Writing - Teachers will model and implement strategies for students to compose an appropriate written response based on evidence and reasoning.

Category: English/Language Arts

Research Cited: Research for Evidence Based Writing can be found at <http://cedar.education.ufl.edu/tools/innovation-configuration>

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Tier: Tier 1

Activity - Evidence Based Writing Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning will be provided for teachers that includes multiple evidence-based writing strategies across content areas.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	No Funding Required	Administration and teaching staff.

Activity - Claim Evidence Reasoning(CER)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and implement the use of CERs as a structure to make a claim, gather evidence, and explain their reasoning in written form.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.

Activity - Monitoring Evidence Based Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teaching staff.

Activity - Evaluating Evidence Based Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, SIP team, and teachers will evaluate DBT implementation and effectiveness at the end of the year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration and SIP team.

Strategy 6:

Targeted Intervention/Successmaker Reading - Successmaker is an online reading program. Identified students will use Successmaker daily to read and respond to online prompts. Students are regularly assessed for reading growth within this online program.

Category: English/Language Arts

Research Cited: Raising Minority Academic Achievement, by: Donna Walker James, Sonia Jurich, Steve Estes

Tier: Tier 2

Activity - Getting Ready for Successmaker Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Successmaker teacher will engage in program update trainings and reorganize the logistics of the Successmaker classroom to improve the delivery of the program.	Professional Learning	Tier 3	Getting Ready	08/27/2018	06/14/2019	\$0	No Funding Required	Successmaker teacher and co-principal
Activity - Monitoring Successmaker Reading - Impact data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-principal will regularly monitor the Successmaker classroom using walk-throughs and monitoring student reading score growth. This process will be guided using the school improvement matrix.	Walkthrough	Tier 3	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Co-principals
Activity - Implementing Successmaker Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Successmaker Reading program will be implemented daily to qualifying 7th and 8th grade students for 20 minutes per day. Students will be monitored by test score growth and will participate in incentive programs to motivate them to actively participate in the program each day. Students will participate in readings, writing prompts and answering comprehension questions. The NWEA MAP reading assessment will be used to identify students for this program.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$71817	Title I Part A	Successmaker teacher, co-principal
Activity - Evaluating Successmaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration and SIP team members will evaluate the effectiveness of Successmaker by analyzing if we met our Reading measurable objectives as well as if the program's SMART goal was reached.	Academic Support Program	Tier 3	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Admin, SIP team, Successmaker Facilitators
Activity - On-going technical and instructional support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Successmaker teacher will have access to on-going technical, instructional training and support throughout the year. This training will be administered by the regional Successmaker consultant.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Successmaker staff
Activity - Incentives for students meeting goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Administration will provide incentives for students who are meeting their growth goals throughout the year. Successmaker teacher will provide opportunities for students to track their own progress towards these goals.	Other - Incentives	Tier 3	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Adminstartion and Successmaker Staff
Activity - Direct Instruction on Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continually provide direct instruction about the role of effort so students understand that the more purposefully and strategically they work, the more successful they will be at a task.	Direct Instruction	Tier 3	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Successmaker teachers
Activity - Corrective Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Successmaker teachers will consistently provide corrective feedback to students while they are engaged in the Successmaker program as well as during formal weekly 1-1 meetings with students.	Direct Instruction	Tier 3	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Successmaker Staff
Activity - Student Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will monitor their own progress toward their growth goals and effort level at the end of each Successmaker session.	Other - Reflection	Tier 3	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Successmaker Staff
Activity - Getting Ready - Readiness for SuccessMaker Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A SuccessMaker User Guide will be provided to all SuccessMaker teachers.	Materials	Tier 2	Getting Ready	10/13/2014	06/14/2019	\$0	No Funding Required	Admin and Successmaker Teacher
Activity - Getting Ready - Readiness - Targeting Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified for this program by the NWEA Assessment in Fall 2016.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	10/26/2018	\$0	No Funding Required	Admin
Activity - Getting Ready - Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Targeted students' schedules will be amended to provided time for SuccessMaker intervention.	Academic Support Program	Tier 2	Getting Ready	10/29/2018	11/02/2018	\$0	No Funding Required	Admin secretary
Activity - Monitoring SuccessMaker - Adult Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin will utilize walk-throughs to ensure SuccessMaker staff is implementing the program with fidelity.	Walkthrough	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Admin

Strategy 7:

Extended Day and Targeted Instruction - Staff will provide extended day and targeted intervention for at-risk students not achieving grade-level expectations in ELA courses.

Category: English/Language Arts

Research Cited: The RtI model uses multiple tiers of support, with more intensive instruction given at each level. Targeted intervention and additional instruction are supported in Tier 2 and 3 of this model.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Tier: Tier 1

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students in grades 3-11 will receive additional ELA support after school at least one day a week for the entire school year.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$61500	Section 31a	Tutoring staff
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will provide intensive and focused instruction of core math standards applying investigation & problem solving skills at all school levels.	Academic Support Program	Tier 2	Implement	06/24/2019	07/26/2019	\$47000	Section 31a	Summer School Staff
Activity - OdysseyWare	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OdysseyWare is an online credit recovery tool for at-risk students who struggled in the traditional classroom setting.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$45900	Section 31a	Online Director

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Activity - Academic Intervention MS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Learning hour provides students with the chance to receive additional time/remediation in the subjects and standards that are necessary for classroom success. This hour provides students the opportunity for academic skill development on programs including SuccessMaker, Oddeseyware, Channel One, and Typing Club.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$70000	Title I Part A	Administration, instructional coach, curriculum coordinator, and teaching staff

Goal 3: All students at Michigan Collegiate Middle School and High School will be proficient in writing

Measurable Objective 1:

29% of All Students will demonstrate a proficiency in writing fluency in English Language Arts by 06/14/2019 as measured by the 2019 Spring State Assessment.

Strategy 1:

Writing Skills Practice(6 Traits) - All ELA teachers will implement writing skills practice using Daily Oral Language, Writing Tracker, and a school wide performance task writing initiative at least twice per school year.

Category: English/Language Arts

Research Cited: Graham S (2010), Teaching Writing. P Hogan (Ed), Cambridge Encyclopedia of Language Sciences (pp. 848–851). Cambridge University Press, Cambridge, UK. Graham S & Perin D (2007),

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools – A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. www.all4ed.org/?les/WritingNext.pdf

Tier: Tier 1

Activity - Getting Ready for Writing Skills Practice(6 Traits)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will ensure that all teachers experience appropriate professional development in Writing Tracker and Daily Oral Language in order to properly and consistently implement in grades 7-12.	Professional Learning	Tier 1	Getting Ready	08/27/2018	08/31/2018	\$0	No Funding Required	Co-principals and assessment coordinator.

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Conner Creek Academy East - MI Collegiate High

Activity - Implementing Writing Skills Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure that students are taught Daily Oral Language each day, and are given regular opportunities to experience Writing Tracker in order to become more fluent writers. Teachers will meet four times next year in a PLC fashion in order to assess the school-wide writing program, collaborate about what is defined as good writing, and consistently communicate with students about quality writing.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All ELA teachers.
Activity - Monitoring Writing Skills Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the Writing Skills Program using the School Improvement Matrix. ELA teachers will meet with co-principals periodically throughout the year to show sample student work as a result of the Writing Skills Practice school-wide writing days. Administration will conduct regular walk-throughs to assess the instruction of Daily Oral Language and Writing Tracker as consistent programs within the ELA department.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	All ELA teachers and co-principals
Activity - Evaluating Writing Skills Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and the SIP team will use gathered data from Writing Trackers to analyze our progress in achieving our Writing AMO.	Policy and Process	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administrators and SIP Team

Strategy 2:

English Language Arts Data Teams - Teachers will use the Data Teams PLC approach to implement data informed instruction. The data team will review recent MAP(NWEA), PSAT/NMSQT, and M-STEP data and choose skills to teach based on low test scores.. Once taught, the data team will test their students and gather together to evaluate the pre to post data. These lessons will be taught during their Academic Intervention or during general ELA courses.

Category: English/Language Arts

Research Cited: Data Informed Curriculum Reform: which data, what purposes, and promoting and hindering factors, by: Kim Schildkamp

Tier: Tier 1

Activity - Getting Ready for ELA Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will continue to implement and improve the data teams process. Data teams will remain an essential piece of the school improvement matrix and teacher professional development time.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	No Funding Required	Co-principals

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Conner Creek Academy East - MI Collegiate High

Activity - Implementing ELA Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data teams meetings will take place bi-weekly. These meetings are essential to monitor each instructional cycle. Teachers will use these meetings to reflect on their time line, instructional methods, and academic results.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teachers and administration
Activity - Monitoring ELA Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-principals and assessment coordinator will regularly monitor the data teams programs by regularly reviewing each data team's binder which includes: attendance, instructional methods, data collection and analysis, and cycle time lines. Data teams are also required to present their teams data at various professional development sessions throughout the school year.	Walkthrough, Teacher Collaboration		Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Co-principals and assessment coordinator,
Activity - Evaluating ELA Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and SIP Team will evaluate the impact of data teams on achievement scores by analyzing the pre to post assessment growth of students as well as analyze the school's progress towards meeting our AMO's.	Policy and Process	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration and SIP Team.

Strategy 3:

Discussion Based Teaching - Discussion Based Teaching - Teachers will utilize discussion based teaching strategies to engage discussion and classroom discourse. A culture of talk will be created and sustained.

Category: English/Language Arts

Research Cited: Research for DBT can be found at: <http://www.crlt.umich.edu/tstrategies/tsd>

Tier: Tier 1

Activity - DBT Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DBT professional learning will be provided to all teaching staff. It is modeled by administration at PLC meetings throughout the year.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	No Funding Required	Administration and teaching staff.
Activity - Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will create a classroom culture using the components of Capturing Kids Hearts, and a positive culture is conducive to DBT.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Teacher Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use discussion based teaching talk moves to encourage student-to-student interaction, engagement with content, and continual formative assessment.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Group Worthy Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate rigorous tasks that are appropriate for students to work in teams. These tasks should include higher level thinking skills, problem-solving strategies, and student discourse.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Monitoring DBT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and SIP team members will monitor implementation progress through walkthroughs, SIP meeting discussion, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teaching staff.
Activity - Evaluating DBT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, SIP team, and staff members will evaluate our DBT implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration, SIP team, and staff members.

Strategy 4:

Classroom Instruction That Works (CITW) - ELA instructors will utilize strategies from Classroom Instruction That Works daily. CITW non-negotiables include Setting Objectives/Providing Feedback, Reinforcing Effort, and Cooperative Learning.

Category: English/Language Arts

School Improvement Plan

Conner Creek Academy East - MI Collegiate High

Research Cited: Research Cited: Research for CITW may be found at <http://files.eric.ed.gov/fulltext/ED543521.pdf>

Tier: Tier 1

Activity - CITW Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District teachers will be trained on CITW components: Setting Objectives/Providing Feedback, Cooperative Learning/Kagan, Reinforcing Effort/Providing Recognition, and Content Vocabulary	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	No Funding Required	Administration and ELA teachers.
Activity - Setting Objectives and Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post lesson objectives in student-friendly language and refer to them before and after each lesson. Teachers will provide specific and timely feedback to students.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	ELA teachers.
Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will praise effort and encourage students to monitor their own growth. Teachers will also instruct students on the growth mindset and emphasize how effort is tied to achievement.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	ELA teachers.
Activity - Cooperative Learning and Kagan Structures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize cooperative learning strategies and Kagan structures to engage students during instructional times.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	ELA teachers.
Activity - Monitoring CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and SIP team members will monitor implementation progress through walk-throughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and SIP team.
Activity - Evaluating CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Administration, SIP team, and teachers will evaluate our CITW implementation and effectiveness at our end of year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teachers.
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Goal 4: All Michigan Collegiate Middle School and High School students will become proficient in science.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency in scientific knowledge and investigative skills in Science by 06/14/2019 as measured by the 2019 Spring State Assessment.

Strategy 1:

Science Data Teams - Teachers will use the Data Teams PLC approach to implement data informed instruction. The data team will review recent MAP(NWEA, PSAT/NMSQT, and M-STEP test score data and choose skills to teach based on low test scores. They must agree to a teaching strategy from Classroom Instruction That Works (CITW). Once taught, the data team will test their students and gather together to evaluate the pre to post data. These lessons will be taught during their Academic Intervention Extended Learning period or during the regular school day.

Category: Science

Research Cited: Data Informed Curriculum Reform: which data, what purposes, and promoting and hindering factors, by: Kim Schildkamp

Tier: Tier 1

Activity - Getting Ready for Science Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will continue to implement and improve the data teams process. Data teams will remain an essential piece of the school improvement matrix and teacher professional development time.	Professional Learning		Getting Ready	08/27/2018	08/31/2018	\$0	No Funding Required	Co-principals

Activity - Implementing Science Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data teams meetings will take place bi-weekly. These meetings are essential to monitor each instructional cycle. Teachers will use these meetings to reflect on their time line, instructional methods, and academic results.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All science teachers and administration.

Activity - Monitoring Science Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Conner Creek Academy East - MI Collegiate High

The administrative team will regularly monitor the data teams programs by regularly reviewing each data team's binder which includes: attendance, instructional methods, data collection and analysis, and cycle time lines. Data teams are also required to present their teams data at various professional development sessions throughout the school year.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administrators.
Activity - Evaluating Science Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-principals and SIP Team will evaluate the Science Data Teams by analyzing data collected throughout the year and determining if we met our Science AMO at the end of the year program evaluation meeting,	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration and SIP Team

Strategy 2:

Next Generation Science Standards - Teachers will develop increased awareness of the Next Generation Science Standards and begin to implement instructional practices.

Category: Science

Research Cited: Research Cited: How People Learn: Brain, Mind, Experience, and School. Committee on Developments in the Science of Learning. John D.Bransford, Ann L.Brown, and Rodney R.Cocking. (2000).

How Students Learn: History, Mathematics, and Science in the Classroom. (2005).

Taking Science to School: Learning and Teaching Science in Grades K-8. (2007).

Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. (2012).

Tier: Tier 1

Activity - Next Generation Science Standards Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will review and define performance expectations and current practices and standards. Teachers will begin creating curriculum maps with academic vocabulary for instruction and implementation.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Science teachers and administration.
Activity - Next Generation Science Standards Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Conner Creek Academy East - MI Collegiate High

Science teachers and curriculum directors will receive professional learning at our local ISD. These trainings will be supported through regular scheduled staff meetings. Time is needed for grade level and cross grade levels to align curriculum and develop model lessons which include deeper level questions.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	No Funding Required	Science teachers and curriculum directors.
Activity - Next Generation Science Standards and Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the use of the embedded science practices found in the science standards to help students demonstrate understanding of the core ideas. Teachers will use math & science manipulatives, Science A to Z tradebooks, videos from Discovery Education, and hands-on experiences at Field Trips to implement and teach these science practices. Next Generation standards will also be incorporated through growing a garden through our middle school community project. 1. Asking questions and defining problems 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations and designing solutions 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Science staff.
Activity - Monitoring Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin will utilize walk-throughs to verify and document if teachers are using the Next Generation Science Practices resources effectively. Administrators will also provide opportunities for the staff to evaluate their own implementation of the strategy using our progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration.
Activity - Evaluating Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin and SIP team will evaluate the Next Generation Science Practices by analyzing if we met our science AMO's and measuring pre-post assessment data.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration and SIP team.

Strategy 3:

Classroom Instruction That Works (CITW) - Science instructors will utilize strategies from Classroom Instruction That Works daily. CITW non-negotiables include setting objectives and providing feedback, reinforcing effort and providing recognition, and cooperative learning.

Category: Science

School Improvement Plan

Conner Creek Academy East - MI Collegiate High

Research Cited: Research on CITW can be found at :

<http://files.eric.ed.gov/fulltext/ED543521.pdf>

Tier: Tier 1

Activity - CITW Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on CITW components: setting objectives, providing feedback, cooperative learning/Kagan structures, reinforcing effort, providing recognition, and content vocabulary.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	No Funding Required	All teaching staff and administration.
Activity - Setting Objectives and Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post lesson objectives in student friendly language and refer to them before and after each lesson. Teachers will also provide specific and timely feedback in their classrooms.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Reinforcing effort and providing recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will praise effort and encourage students to monitor their own growth. Teachers will also instruct students on the growth mindset and emphasize how effort is tied to achievement.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Cooperative learning and Kagan structures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize cooperative learning strategies and Kagan structures to engage students during instructional times.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Monitoring CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and SIP team members will monitor implementation progress through walkthroughs, SIP meeting discussion, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and SIP team.

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Activity - Evaluating CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, SIP team, and staff members will evaluate our CITW implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teaching staff.

Strategy 4:

Evidence Based Writing - Teachers will model and implement strategies for students to compose an appropriate written response based on evidence and reasoning.

Category: Science

Research Cited: Research for EBW can be found at:

<http://ceedar.education.ufl.edu/tools/innovation-configuration/>

Tier: Tier 1

Activity - Evidence Based Writing Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning will be provided for teachers that includes multiple evidence-based writing strategies across content areas.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	No Funding Required	Administration.

Activity - Claim Evidence Reasoning(CER)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and implement the use of CERs as a structure to make a claim, gather evidence, and explain their reasoning in written form.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All science teachers.

Activity - Monitoring Evidence Based Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, the SIP team, and teachers will monitor the implementation and effectiveness of Evidence Based Writing through walkthroughs, SIP meetings, and the progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teachers.

Activity - Evaluating Evidence Based Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, SIP team, and staff members will evaluate our Evidence Based Writing implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration and SIP team.

School Improvement Plan

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Strategy 5:

Discussion Based Teaching - Teachers will utilize discussion based teaching strategies to engage discussion and classroom discourse. A culture of talk will be created and sustained.

Category: Science

Research Cited: Research for DBT can be found at:

<http://www.crlt.umich.edu/tstrategies/tsd>

Tier: Tier 1

Activity - DBT Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DBT professional learning will be provided to all teaching staff. It is modeled by administration at PLC meetings throughout the year.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	No Funding Required	Administration and teaching staff.

Activity - Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a classroom culture using the components of Capturing Kids Hearts, and a positive culture is conducive to DBT.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All teaching staff.

Activity - Teacher Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use discussion based teaching talk moves to encourage student-to-student interaction, engagement with content, and continual formative assessment.	Direct Instruction	Tier 1		09/05/2017	06/15/2018	\$0	No Funding Required	All teaching staff.

Activity - Group Worthy Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate rigorous tasks that are appropriate for students to work in teams. These tasks should include higher level thinking skills, problem-solving strategies, and student discourse.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All teaching staff.

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

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Administration and SIP team members will monitor implementation progress through walkthroughs, SIP meeting discussion, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Administration, SIP team, and teachers.
Activity - Evaluating DBT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, SIP team, and staff members will evaluate our DBT implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2018	06/15/2018	\$0	No Funding Required	Administration team.

Strategy 6:

Problem-based Learning - Problem Based Learning- Community Project - The Problem Based Learning Cross-Curricular Community Project is a student generated problem that can be solved as a community utilizing their core areas classes to tackle different areas of the problem. Most recently, this project has taken the form of a school/community greenhouse to address community hunger.

Category: Science

Research Cited: "Does Problem Based Learning Work? A meta-analysis of evaluative research" by: Vernon, D.T. and Blake, R.L.

Tier: Tier 1

Activity - Getting Ready for Community Project - PBL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will meet together to establish the year's PBL program, design and cross-curricular implementation. Teachers will then meet with students to generate the problem of which they would like to assist in solving.	Community Engagement	Tier 1	Getting Ready	09/08/2015	10/31/2018	\$2000	Title I Part A	Science teacher, math teacher, social studies teacher, ELA teacher, co principal, curriculum coordinator
Activity - Monitoring Community Project - PBL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will meet with SIP team to monitor the community project implementation efforts, review the curriculum progression, discuss it's impact on student academic growth, and assist with any needs in order to ensure the program's success.	Community Engagement	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	co principal, curriculum coordinator, SIP team

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Activity - Implementing Community Project - PBL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will determine a problem they would like to solve as a school community, teachers will then finalize the details of the cross-curricular components, time line and methodology, and administration will oversee the program's implementation and success. Last year, at this discussion, students decided to address community hunger with a school/community greenhouse.	Community Engagement	Tier 1	Implement	09/08/2015	06/14/2019	\$0	No Funding Required	all teachers, coprinicipals, curriculum coordinator

Goal 5: All Michigan Collegiate Middle School and High School students will become proficient in social studies.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency in social studies knowledge and critical thinking skills in Social Studies by 06/14/2019 as measured by the 2019 Spring State Assessment.

Strategy 1:

Classroom Instruction That Works (CITW) - Social Studies instructors will utilize strategies from Classroom Instruction That Works daily. CITW non-negotiables include setting objectives and providing feedback, reinforcing effort and providing recognition, and cooperative learning.

Category: Social Studies

Research Cited: Research on CITW can be found at :

<http://files.eric.ed.gov/fulltext/ED543521.pdf>

Tier: Tier 1

Activity - CITW Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District teachers will be trained on CITW components: setting objectives, providing feedback, cooperative learning/Kagan, reinforcing effort, providing recognition, and content vocabulary.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	No Funding Required	All teaching staff and administration.

Activity - Setting Objectives and Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post lesson objectives in student friendly language and refer to them before and after each lesson. Teachers will also provide specific and timely feedback in their classrooms.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.

School Improvement Plan

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Activity - Reinforcing Effort and Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will praise effort and encourage students to monitor their own growth. Teachers will also instruct students on the growth mindset and emphasize how effort is tied to achievement.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Cooperative Learning and Kagan Structures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize cooperative learning strategies and Kagan structures to engage students during instructional times.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Monitoring CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and SIP team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and the progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teachers
Activity - Evaluating CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, SIP team, and staff members will evaluate our CITW implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration, SIP team, and staff members.

Strategy 2:

Evidence Based Writing - Teachers will model and implement strategies for students to compose an appropriate written response based on evidence and reasoning.

Category: Social Studies

Research Cited: Research for EBW can be found at:

<http://cedar.education.ufl.edu/tools/innovation-configuration/>

Tier: Tier 1

Activity - Evidence Based Writing Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning will be provided for teachers that includes multiple evidence-based writing strategies across content areas.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	No Funding Required	Administration.

School Improvement Plan

Conner Creek Academy East - MI Collegiate High

Activity - Claim Evidence Reasoning(CER)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and implement the use of CERs as a structure to make a claim, gather evidence, and explain their reasoning in written form.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All social studies teachers.
Activity - Monitoring CER	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, the SIP team, and teachers will monitor the implementation and effectiveness of Evidence Based Writing through walkthroughs, SIP meetings, and the progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teachers.
Activity - Evaluating CER	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, SIP team, and staff members will evaluate our Evidence Based Writing implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration and SIP team.

Strategy 3:

Discussion Based Teaching - Teachers will utilize discussion based teaching strategies to engage discussion and classroom discourse. A culture of talk will be created and sustained.

Category: Social Studies

Research Cited: Research for DBT can be found at:

<http://www.crlt.umich.edu/tstrategies/tsd>

Tier: Tier 1

Activity - DBT Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DBT professional learning will be provided to all teaching staff. It is modeled by administration at PLC meetings throughout the year.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	No Funding Required	Administration and teaching staff.
Activity - Classroom Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will create a classroom culture using the components of Capturing Kids Hearts, and a positive culture is conducive to DBT.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
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Activity - Teacher Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use discussion based teaching talk moves to encourage student-to-student interaction, engagement with content, and continual formative assessment.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.

Activity - Group Worthy Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate rigorous tasks that are appropriate for students to work in teams. These tasks should include higher level thinking skills, problem-solving strategies, and student discourse.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff.

Activity - Monitoring DBT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and SIP team members will monitor implementation progress through walkthroughs, SIP meeting discussion, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration, SIP team, and teachers.

Activity - Evaluating DBT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, SIP team, and staff members will evaluate our DBT implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Administration and SIP team.

Strategy 4:

Extended Day and Targeted Instruction - Weekly tutoring will be available for students who are seeking, or require, additional support

Category: Social Studies

Research Cited: <http://www.chalkboardproject.org/images/PDF/Extended%20Learning%20final%20rev.pdf>

Tier: Tier 1

Activity - Getting Ready for Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Social Studies teacher will begin identifying students who may require additional instructional support and need the extended learning opportunity. Administrator will provide an after-school tutoring schedule that includes weekly social studies tutoring time and allocate funds accordingly.	Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$2000	Title I Part A	Admin and Social Studies Teacher
Activity - Implementing Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teacher will conduct a weekly after-school tutoring class for 60 minutes/week. Rosters will be kept so progress of attending students may be monitored throughout the trimester.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Social Studies teacher
Activity - Monitoring Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin will communicate with social studies teacher about attendance and progress of the after-school tutoring time. The SIP team will also discuss progress and roadblocks during monthly SIP meetings and use our strategy monitoring matrix accordingly.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Admin., SIP team, and Social Studies Teacher
Activity - Evaluating Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIP team and administration will evaluate the impact of the extended learning opportunity by calculating whether or not our SMART goal was reached. The SMART goal will be based off of a pass/fail percentage rate for those students who attended the tutoring sessions regularly.	Academic Support Program	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Admin. and SIP team.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring DBT	Administration and SIP team members will monitor implementation progress through walkthroughs, SIP meeting discussion, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration, SIP team, and teaching staff.
Evaluating CITW	Administration, SIP team, and teachers will evaluate our CITW implementation and effectiveness at our end of year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration, SIP team, and teachers.
Cooperative Learning and Kagan Structures	Teachers will utilize cooperative learning strategies and Kagan structures to engage students during instructional times.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Monitoring ELA Data Teams	Co-principals and assessment coordinator will regularly monitor the data teams programs by regularly reviewing each data team's binder which includes: attendance, instructional methods, data collection and analysis, and cycle time lines. Data teams are also required to present their teams data at various professional development sessions throughout the school year.	Walkthrough, Teacher Collaboration		Monitor	09/04/2018	06/14/2019	\$0	Co-principals and assessment coordinator,
Classroom Culture	Teachers will create a classroom culture using the components of Capturing Kids Hearts, and a positive culture is conducive to DBT.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Implementing Science Data Teams	Data teams meetings will take place bi-weekly. These meetings are essential to monitor each instructional cycle. Teachers will use these meetings to reflect on their time line, instructional methods, and academic results.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All science teachers and administration.
Monitoring CITW	Administration and SIP team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and the progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration, SIP team, and teachers

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Reinforcing Effort and Providing Recognition	Teachers will praise effort and encourage students to monitor their own growth. Teachers will also instruct students on the growth mindset and emphasize how effort is tied to achievement.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Monitor - Adult Behavior	Administration will utilize walk-throughs to ensure strategy is being implemented with fidelity and will meet with the monitoring committee to dialogue about progress and potential barriers.	Walkthrough	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Administration and process monitoring committee
Getting Ready - Opportunity - Teacher Communication	Admin requires teachers to communicate electronically about concerns and issues at least once a month. Teachers also have the ability to communicate in an on-going fashion.	Teacher Collaboration	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	Administration and ELA staff
Standards for Mathematical Practice	Staff will implement the use of the embedded math practices found in the math standards to help students demonstrate understanding of the core ideas. These math practices are embedded throughout the comprehensive math curriculum (EnVision) and will be supported through hands-on math manipulatives, online learning, field trips, etc. <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	MC teachers and Instructional Coach
Monitoring Evidence Based Writing	Administration and the SIP Team will monitor the implementation and effectiveness of Evidence-Based Writing through Walk-Throughs, SIP Meetings and Progress Monitoring Matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	All admin and SIP team members.
Evaluating Reading Process Monitoring	Administration and SIP Team will evaluate the effectiveness of our Reading Process Monitoring programs by analyzing if we met our Reading AMO's as well as reading proficiency growth in respective programs from beginning to the end of the school year.	Policy and Process, Other - Program Evaluation	Tier 2	Evaluate	05/01/2019	06/14/2019	\$0	Administration and SIP Team.
Evidence Based Writing Professional Learning	Professional learning will be provided for teachers that includes multiple evidence-based writing strategies across content areas.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Administration.

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Getting Ready for Science Data Teams	Administration will continue to implement and improve the data teams process. Data teams will remain an essential piece of the school improvement matrix and teacher professional development time.	Professional Learning		Getting Ready	08/27/2018	08/31/2018	\$0	Co-principals
Evidence Based Writing Professional Learning	Professional learning will be provided for teachers that includes multiple evidence-based writing strategies across content areas.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Administration.
Evaluating DBT	Administration, SIP team, and teachers will evaluate DBT implementation and effectiveness at the end of the year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration, SIP team, and teachers.
Close and Critical Reading Evaluation	Administrators will evaluate the effectiveness of Close and Critical Reading by analyzing pre and post data from Reading assessments throughout the year.	Policy and Process		Evaluate	05/01/2019	06/14/2019	\$0	all administrators
Academic Intervention HS	Academic Intervention allows for extended instruction time for at-risk students during school hours.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Core area staff members.
Reinforcing Effort and Providing Recognition	Teachers will praise effort and encourage students to monitor their own growth. Teachers will also instruct students on the growth mindset and emphasize how effort is tied to achievement.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	ELA teachers.
Next Generation Science Standards and Practices	Staff will implement the use of the embedded science practices found in the science standards to help students demonstrate understanding of the core ideas. Teachers will use math & science manipulatives, Science A to Z tradebooks, videos from Discovery Education, and hands-on experiences at Field Trips to implement and teach these science practices. Next Generation standards will also be incorporated through growing a garden through our middle school community project. 1. Asking questions and defining problems 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations and designing solutions 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Science staff.
Getting Ready for Successmaker Reading	The Successmaker teacher will engage in program update trainings and reorganize the logistics of the Successmaker classroom to improve the delivery of the program.	Professional Learning	Tier 3	Getting Ready	08/27/2018	06/14/2019	\$0	Successmaker teacher and co-principal

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Evaluating DBT	Administration, SIP team, and staff members will evaluate our DBT implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2018	06/15/2018	\$0	Administration team.
Cooperative Learning and Kagan Structures	Teachers will utilize cooperative learning and Kagan structures to engage students during instructional times.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Expressions/Envision: Teacher Collaboration	The administration will provide support for the implementation of the program by providing embedded professional development during SIP meetings to discuss implementation and challenges of the new program.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Principal and Dean of Instruction
Classroom Culture	Teachers will create a classroom culture using the components of Capturing Kids Hearts, and a positive culture is conducive to DBT.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All teaching staff.
Getting Ready for Writing Skills Practice(6 Traits)	Administration will ensure that all teachers experience appropriate professional development in Writing Tracker and Daily Oral Language in order to properly and consistently implement in grades 7-12.	Professional Learning	Tier 1	Getting Ready	08/27/2018	08/31/2018	\$0	Co-principals and assessment coordinator.
Monitoring Extended Day	Admin will communicate with social studies teacher about attendance and progress of the after-school tutoring time. The SIP team will also discuss progress and roadblocks during monthly SIP meetings and use our strategy monitoring matrix accordingly.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Admin., SIP team, and Social Studies Teacher
Next Generation Science Standards Curriculum Mapping	Science teachers will review and define performance expectations and current practices and standards. Teachers will begin creating curriculum maps with academic vocabulary for instruction and implementation.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Science teachers and administration.
Data Team Process	Grade-level data teams have pre-assessment and postassessment meetings for each unit in ELA and math (and Science 7-12). The staff analyzes the pretest to determine strengths & plan instructional strategies for improvement. They also determine a smart goal. During the post-assessment meeting, teachers determine whether they met their smart goal and which students need further intervention.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Administration and teachers
Evaluating Evidence Based Writing	Administration, SIP team, and teachers will evaluate DBT implementation and effectiveness at the end of the year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration and SIP team.
Getting Ready - Implementation Guides	Read180 Implementation Guides will be given to all necessary teachers.	Materials	Tier 2	Getting Ready	09/04/2018	09/07/2018	\$0	Admin, ELA staff

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Monitoring DBT	Administration and SIP team members will monitor implementation progress through walkthroughs, SIP meeting discussion, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration, SIP team, and teachers.
Implementing Community Project - PBL	Students will determine a problem they would like to solve as a school community, teachers will then finalize the details of the cross-curricular components, time line and methodology, and administration will oversee the program's implementation and success. Last year, at this discussion, students decided to address community hunger with a school/community greenhouse.	Community Engagement	Tier 1	Implement	09/08/2015	06/14/2019	\$0	all teachers, coprincipals, curriculum coordinator
Classroom Culture	Teachers will create a classroom culture using the components of Capturing Kids' Hearts. A positive culture is conducive to discussion-based teaching.	Behavioral Support Program, Academic Support Program	Tier 1		09/04/2018	06/14/2019	\$0	All teachers.
Claim Evidence Reasoning(CER)	Teachers will model and implement the use of CERs as a structure to make a claim, gather evidence, and explain their reasoning in a written form.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Monitoring Science Data Teams	The administrative team will regularly monitor the data teams programs by regularly reviewing each data team's binder which includes: attendance, instructional methods, data collection and analysis, and cycle time lines. Data teams are also required to present their teams data at various professional development sessions throughout the school year.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administrators.
Teacher Talk-Moves	Teachers will use discussion-based teaching talk-moves to encourage student-to-student interaction, engagement with the content, and as a continual formative assessment.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Getting Ready - Readiness for SuccessMaker Reading	A SuccessMaker User Guide will be provided to all SuccessMaker teachers.	Materials	Tier 2	Getting Ready	10/13/2014	06/14/2019	\$0	Admin and Successmaker Teacher
Expressions/Envision: Curriculum Development	Curriculum Maps & Pacing Guides will be created to support the new comprehensive math curriculum.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Dean of Instruction
Evaluating ELA Data Teams	Administrators and SIP Team will evaluate the impact of data teams on achievement scores by analyzing the pre to post assessment growth of students as well as analyze the school's progress towards meeting our AMO's.	Policy and Process	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration and SIP Team.

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Evaluating CITW	Administration, SIP team, and staff members will evaluate our CITW implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration, SIP team, and staff members.
CITW Professional Learning	Teachers will be trained on CITW components: setting objectives/providing feedback, reinforcing effort/providing recognition, cooperative learning, and content vocabulary.	Professional Learning	Tier 1	Getting Ready	09/09/2014	06/14/2019	\$0	All teaching staff and administration.
Direct Instruction on Effort	Teachers will continually provide direct instruction about the role of effort so students understand that the more purposefully and strategically they work, the more successful they will be at a task.	Direct Instruction	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Successmaker teachers
Student Reflection	Students will monitor their own progress toward their growth goals and effort level at the end of each Successmaker session.	Other - Reflection	Tier 3	Monitor	09/04/2018	06/14/2019	\$0	Successmaker Staff
CITW Professional Learning	District teachers will be trained on CITW components: setting objectives, providing feedback, cooperative learning/Kagan, reinforcing effort, providing recognition, and content vocabulary.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	All teaching staff and administration.
Monitoring CITW	Administrators and SIP team members will monitor implementation progress through walk-throughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration and SIP team.
Cooperative Learning and Kagan Structures	Teachers will utilize cooperative learning strategies and Kagan structures to engage students during instructional times.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	ELA teachers.
Monitoring - Impact Data	Co-principals will monitor impact data by regularly meeting with the reading monitoring committee to review academic growth data.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Reading Process Monitoring Committee and co-principals
Expressions/Envision: Evaluate(SIP Review)	Admin, SIP team, and teachers will evaluate the implementation and effectiveness of the new math curriculum at SIP meeting and at the end of year SIP Review.	Academic Support Program	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Admin, SIP team, parents, and math teachers.
Close and Critical Reading Implementation	All appropriate staff will use the entire Close and Critical Reading process throughout the year. Resources from missionliteracy.com and the local ISD consultant's LiveBinders website (Close and Critical) will be provided to teachers for support.	Curriculum Development		Implement	09/04/2018	06/14/2019	\$0	All core area teachers.
Getting Ready - Identifying Students	Students will be identified based on lexile scores from previous year's assessments or placement testing.	Academic Support Program	Tier 2	Getting Ready	06/18/2018	08/24/2018	\$0	HS ELA Staff

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Expressions/Envision: Monitor	Admin and SIP team will monitor implementation of the new comprehensive math programs and math practices through walk-throughs, SIP meeting discussions, and progress monitoring matrix.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Principal, Dean of Instruction, and SIP team.
DBT Professional Learning	DBT professional learning will be provided to all teaching staff. It is modeled by administration at monthly PLC meetings throughout the year.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Administration and teaching staff.
Cooperative learning and Kagan structures	Teachers will utilize cooperative learning strategies and Kagan structures to engage students during instructional times.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Monitoring DBT	Admin and SIP team will monitor DBT implementation through walk-throughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration and SIP team.
CITW Professional Learning	District teachers will be trained on CITW components: Setting Objectives/Providing Feedback, Cooperative Learning/Kagan, Reinforcing Effort/Providing Recognition, and Content Vocabulary	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Administration and ELA teachers.
Evaluating Successmaker	The administration and SIP team members will evaluate the effectiveness of Successmaker by analyzing if we met our Reading measurable objectives as well as if the program's SMART goal was reached.	Academic Support Program	Tier 3	Evaluate	05/01/2019	06/14/2019	\$0	Admin, SIP team, Successmaker Facilitators
Expressions/Envision: Technology	The administration will ensure technological infrastructure is up-to-date in order to support the online components of the new math programs.	Technology	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Principal, Dean of Instruction, and IT contractor.
Cooperative Learning and Kagan Structures	Teachers will utilize cooperative learning strategies and Kagan structures to engage students during instructional times	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff
Reinforcing effort and providing recognition	Teachers will praise effort and encourage students to monitor their own growth. Teachers will also instruct students on the growth mindset and emphasize how effort is tied to achievement.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Monitoring CITW	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration and SIP team.
Teacher Talk Moves	Teachers will use DBT talk moves to encourage student to student interaction, engagement with the content, and as a continual formative assessment.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.

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Evaluating Extended Day	SIP team and administration will evaluate the impact of the extended learning opportunity by calculating whether or not our SMART goal was reached. The SMART goal will be based off of a pass/fail percentage rate for those students who attended the tutoring sessions regularly.	Academic Support Program	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Admin. and SIP team.
Implementing Writing Skills Practice	Teachers will ensure that students are taught Daily Oral Language each day, and are given regular opportunities to experience Writing Tracker in order to become more fluent writers. Teachers will meet four times next year in a PLC fashion in order to assess the school-wide writing program, collaborate about what is defined as good writing, and consistently communicate with students about quality writing.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All ELA teachers.
Evaluating Data Teams	Admin and SIP team will evaluate the impact of data teams on achievement scores by analyzing the pre to post assessment growth of students as well as analyze the district's progress towards meeting our measurable objectives.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration and SIP Team
Incentives for students meeting goals	Administration will provide incentives for students who are meeting their growth goals throughout the year. Successmaker teacher will provide opportunities for students to track their own progress towards these goals.	Other - Incentives	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Adminstartion and Successmaker Staff
Corrective Feedback	Successmaker teachers will consistently provide corrective feedback to students while they are engaged in the Successmaker program as well as during formal weekly 1-1 meetings with students.	Direct Instruction	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Successmaker Staff
Monitoring Data Teams	Admin will attend data team meetings frequently to ensure the process is being implemented with fidelity. PLC leaders review binders periodically to ensure the staff is on track and student growth is apparent. The PLC Data Team strategy will be also reviewed through the use of the progress monitoring matrix.	Walkthrough	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration and teachers.
Reinforcing Effort and Providing Recognition	Teachers will praise effort and encourage students to monitor their own growth. Teachers will also instruct students on the growth mindset and emphasize how effort is tied to achievement.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.

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Close and Critical Reading Professional Learning	Administration will ensure that teachers have access to professional learning resources to refresh their knowledge of Close and Critical Reading. Several instructors have already participated in Close and Critical Reading training, so we will reinforce this knowledge with resources from our local ISD in August.	Professional Learning		Getting Ready	08/31/2015	06/14/2019	\$0	All core area teachers and administrators.
Monitoring SuccessMaker - Adult Behavior	Admin will utilize walk-throughs to ensure SuccessMaker staff is implementing the program with fidelity.	Walkthrough	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Admin
Reinforcing Effort and Providing Recognition	Teachers will praise effort and encourage students to monitor their own growth. Teachers will also instruct students on the growth mindset and emphasize how effort is tied to achievement.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
DBT Professional Learning	DBT professional learning will be provided to all teaching staff. It is modeled by administration at monthly PLC meetings.	Professional Learning	Tier 1	Getting Ready	09/09/2014	06/14/2019	\$0	Administration and teaching staff.
DBT Professional Learning	DBT professional learning will be provided to all teaching staff. It is modeled by administration at PLC meetings throughout the year.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Administration and teaching staff.
Setting Objectives and Providing Feedback	Teachers will post lesson objectives in student-friendly language and refer to them before and after each lesson. Teachers will provide specific and timely feedback to students.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	ELA teachers.
DBT Professional Learning	DBT professional learning will be provided to all teaching staff. It is modeled by administration at PLC meetings throughout the year.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	Administration and teaching staff.
Classroom Culture	Teachers will create a classroom culture using the components of Capturing Kids Hearts, and a positive culture is conducive to DBT.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Claim Evidence Reasoning(CER)	Teachers will model and implement the use of CERs as a structure to make a claim, gather evidence, and explain their reasoning in written form.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All science teachers.
Teacher Talk Moves	Teachers will use discussion based teaching talk moves to encourage student-to-student interaction, engagement with content, and continual formative assessment.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.

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Monitoring Evidence Based Writing	Administration, the SIP team, and teachers will monitor the implementation and effectiveness of Evidence Based Writing through walkthroughs, SIP meetings, and the progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration, SIP team, and teachers.
Evaluating Evidence Based Writing	Administration, SIP team, and staff members will evaluate our Evidence Based Writing implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration and SIP team.
Setting Objectives and Providing Feedback	Teachers will post lesson objectives in student friendly language and refer to them before and after each lesson. Teachers will also provide specific and timely feedback in their classrooms.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
CITW Professional Learning	District teachers will be trained on CITW components: Setting Objectives/Providing Feedback, Cooperative Learning/Kagan, Reinforcing Effort/Providing Recognition, and Content Vocabulary.	Professional Learning	Tier 1	Getting Ready	09/09/2014	06/14/2019	\$0	All teaching staff and administration.
Evidence Based Writing Professional Learning	Professional Learning will be provided for teachers that includes multiple Evidence-Based Writing strategies across content areas.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	All administration and teaching staff.
Claim Evidence Reasoning(CER)	Teachers will model and implement the use of CERs as a structure to make a claim, gather evidence, and explain their reasoning in written form.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Implementing Reading Process Monitoring	Reading Process Monitoring teachers will oversee all three online reading programs, assess their effectiveness, and monitor student growth throughout the school year. They will use this data to guide professional development sessions for teachers. Administration will monitor the committee using the School Improvement Matrix each trimester. Throughout the year, the programs will be assessed for effectiveness.	Curriculum Development	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All reading process monitoring teachers and co-principals.
Evaluating CITW	Admin, SIP team, and teachers will evaluate our CITW implementation and effectiveness at our end of year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration, SIP team, and teachers.
Monitoring CER	Administration, the SIP team, and teachers will monitor the implementation and effectiveness of Evidence Based Writing through walkthroughs, SIP meetings, and the progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration, SIP team, and teachers.

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CITW Professional Learning	Teachers will be trained on CITW components: setting objectives, providing feedback, cooperative learning/Kagan structures, reinforcing effort, providing recognition, and content vocabulary.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	All teaching staff and administration.
Monitoring Successmaker Reading - Impact data	The co-principal will regularly monitor the Successmaker classroom using walk-throughs and monitoring student reading score growth. This process will be guided using the school improvement matrix.	Walkthrough	Tier 3	Monitor	09/04/2018	06/14/2019	\$0	Co-principals
Getting Ready - Opportunity	Targeted students' schedules will be amended to provided time for SuccessMaker intervention.	Academic Support Program	Tier 2	Getting Ready	10/29/2018	11/02/2018	\$0	Admin secretary
Setting Objectives and Providing Feedback	Teachers will post lesson objectives in student-friendly language and refer to them before and after each lesson. Teachers will provide specific and timely feedback to students.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Monitoring Next Generation Science Standards	Admin will utilize walk-throughs to verify and document if teachers are using the Next Generation Science Practices resources effectively. Administrators will also provide opportunities for the staff to evaluate their own implementation of the strategy using our progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration.
Expressions/Envision: Academic Support	At-risk students who need additional support will use reteaching/remedial resources provided by the math curriculum.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Principal, Dean of Instruction, and teaching staff.
Evaluating CITW	Administration, SIP team, and staff members will evaluate our CITW implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration, SIP team, and teaching staff.
Monitoring Writing Skills Practice	Administration will monitor the Writing Skills Program using the School Improvement Matrix. ELA teachers will meet with co-principals periodically throughout the year to show sample student work as a result of the Writing Skills Practice school-wide writing days. Administration will conduct regular walk-throughs to assess the instruction of Daily Oral Language and Writing Tracker as consistent programs within the ELA department.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	All ELA teachers and co-principals

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Data Teams Professional Learning	Admin will train all new staff and refresh all returning staff on our data team process. Scheduled early release days and/or professional learning opportunities for grade-level teams to meet will be provided. Binders are provided that have norms, CITW strategies, and protocols for each meeting.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Administration and teachers
Evidence Based Writing Professional Learning	Professional learning will be provided for teachers that includes multiple evidence-based writing strategies across content areas.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Administration and teaching staff.
Monitoring DBT	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration, SIP team, and teaching staff.
Close and Critical Reading Monitoring	Administration will utilize walk-throughs to verify and document if the Close and Critical reading process is being implemented with fidelity. Administrators will also provide opportunities for the staff to evaluate their own implementation of the strategy.	Walkthrough		Monitor	09/04/2018	06/14/2019	\$0	Co-principals
On-going technical and instructional support	Successmaker teacher will have access to on-going technical, instructional training and support throughout the year. This training will be administered by the regional Successmaker consultant.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Successmaker staff
Evaluating Science Data Teams	Co-principals and SIP Team will evaluate the Science Data Teams by analyzing data collected throughout the year and determining if we met our Science AMO at the end of the year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration and SIP Team
Next Generation Science Standards Professional Learning	Science teachers and curriculum directors will receive professional learning at our local ISD. These trainings will be supported through regular scheduled staff meetings. Time is needed for grade level and cross grade levels to align curriculum and develop model lessons which include deeper level questions.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Science teachers and curriculum directors.
Evaluating Next Generation Science Standards	Admin and SIP team will evaluate the Next Generation Science Practices by analyzing if we met our science AMO's and measuring pre-post assessment data.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration and SIP team.
Monitoring Community Project - PBL	Administration will meet with SIP team to monitor the community project implementation efforts, review the curriculum progression, discuss it's impact on student academic growth, and assist with any needs in order to ensure the program's success.	Community Engagement	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	co principal, curriculum coordinator, SIP team

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Group Worthy Tasks	Teachers will facilitate rigorous tasks that are appropriate for students to work in teams. These tasks should include higher level thinking skills, student discourse, and problem solving strategies.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teachers.
Evaluating DBT	Administration, SIP team, and staff members will evaluate our DBT implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration and SIP team.
Evaluating DBT	Admin, SIP team, and teachers will evaluate the implementation and effectiveness of DBT and end of year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration, SIP team, and teachers.
Evaluating CITW	Administration, SIP team, and teachers will evaluate our CITW implementation and effectiveness at our end of year program evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration, SIP team, and teachers.
Teacher Talk Moves	Teachers will use discussion based teaching talk moves to encourage student-to-student interaction, engagement with content, and continual formative assessment.	Direct Instruction	Tier 1		09/05/2017	06/15/2018	\$0	All teaching staff.
Claim Evidence Reasoning(CER)	Teachers will model and implement the use of CERs as a structure to make a claim, gather evidence, and explain their reasoning in written form.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All social studies teachers.
Implementing ELA Data Teams	Data teams meetings will take place bi-weekly. These meetings are essential to monitor each instructional cycle. Teachers will use these meetings to reflect on their time line, instructional methods, and academic results.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teachers and administration
Monitoring CITW	Administrators and SIP team members will monitor implementation progress through walk-throughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration and SIP team.
Monitoring CITW	Administration and SIP team members will monitor implementation progress through walkthroughs, SIP meeting discussion, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration and SIP team.
Group Worthy Tasks	Teachers will facilitate rigorous tasks that are appropriate for students to work in teams. These tasks should include higher level thinking skills, problem-solving strategies, and student discourse.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Getting Ready - Readiness - Targeting Students	Students will be identified for this program by the NWEA Assessment in Fall 2016.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	10/26/2018	\$0	Admin
Monitoring DBT	Administration and SIP team members will monitor implementation progress through walkthroughs, SIP meeting discussion, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Administration, SIP team, and teachers.

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Getting Ready - Opportunity - On-going professional learning	Read180 staff will have access to regular webinars and on-site classroom training from program trainers.	Professional Learning	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	ELA Staff and administration.
Classroom Culture	Teachers will create a classroom culture using the components of Capturing Kids Hearts, and a positive culture is conducive to DBT.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Monitoring Evidence Based Writing	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration, SIP team, and teaching staff.
Group Worthy Tasks	Teachers will facilitate rigorous tasks that are appropriate for students to work in teams. These tasks should include higher level thinking skills, problem-solving strategies, and student discourse.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Getting Ready for ELA Data Teams	Administration will continue to implement and improve the data teams process. Data teams will remain an essential piece of the school improvement matrix and teacher professional development time.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Co-principals
Teacher Talk Moves	Teachers will use discussion based teaching talk moves to encourage student-to-student interaction, engagement with content, and continual formative assessment.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Group Worthy Tasks	Teachers will facilitate rigorous tasks that are appropriate for students to work in teams. These tasks should include higher level thinking skills, problem-solving strategies, and student discourse.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All teaching staff.
Evaluating DBT	Administration, SIP team, and staff members will evaluate our DBT implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration, SIP team, and staff members.
Evaluating Evidence Based Writing	Admin and SIP team will evaluate the implementation and effectiveness of Evidenced-Based Writing at our end of the year Program Evaluation meeting.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	All admin and SIP team members.
DBT Professional Learning	DBT professional learning will be provided to all teaching staff. It is modeled by administration at PLC meetings throughout the year.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Administration and teaching staff.

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Setting Objectives and Providing Feedback	Teachers will post lesson objectives in student friendly language and refer to before and after each lesson. Teachers will also provide specific and timely feedback to students in their classrooms.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Setting Objectives and Providing Feedback	Teachers will post lesson objectives in student friendly language and refer to them before and after each lesson. Teachers will also provide specific and timely feedback in their classrooms.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff.
Group Worthy Tasks	Teachers will facilitate rigorous tasks that are appropriate for students to work in teams. These tasks should involve higher level thinking skills, problem-solving strategies, and student discourse.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff
Evaluating CER	Administration, SIP team, and staff members will evaluate our Evidence Based Writing implementation and effectiveness.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administration and SIP team.
Evaluating Writing Skills Practice	Administrators and the SIP team will use gathered data from Writing Trackers to analyze our progress in achieving our Writing AMO.	Policy and Process	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Administrators and SIP Team
Implementing Extended Day	Social Studies teacher will conduct a weekly after-school tutoring class for 60 minutes/week. Rosters will be kept so progress of attending students may be monitored throughout the trimester.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Social Studies teacher

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Getting Ready for Reading Process Monitoring	The reading process monitoring committee will remain an essential piece of the school improvement matrix and teacher professional development time. Administration will ensure that the teachers who direct the online reading programs (Read180) will monitor the school's reading progress. Administration will renew all needed licenses and train teachers to use the programs in their most effective ways. The process monitoring template will be designed by administration and given to the committee.	Professional Learning	Tier 2	Getting Ready	08/27/2018	08/31/2018	\$5000	Co-principals

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Getting ready for Expressions/Envision	After purchasing a comprehensive math program, K-12 math teachers will attend professional development training on the instructional best practices within the new program and how to provide instruction for students at various levels.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	08/30/2018	\$11500	Principal and Dean of Instruction
Getting Ready for Extended Day	Social Studies teacher will begin identifying students who may require additional instructional support and need the extended learning opportunity. Administrator will provide an after-school tutoring schedule that includes weekly social studies tutoring time and allocate funds accordingly.	Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$2000	Admin and Social Studies Teacher
Getting Ready for Community Project - PBL	Teachers and administration will meet together to establish the year's PBL program, design and cross-curricular implementation. Teachers will then meet with students to generate the problem of which they would like to assist in solving.	Community Engagement	Tier 1	Getting Ready	09/08/2015	10/31/2018	\$2000	Science teacher, math teacher, social studies teacher, ELA teacher, co principal, curriculum coordinator
Academic Intervention MS	Extended Learning hour provides students with the chance to receive additional time/remediation in the subjects and standards that are necessary for classroom success. This hour provides students the opportunity for academic skill development on programs including SuccessMaker, Oddeseyware, Channel One, and Typing Club.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$70000	Administration, instructional coach, curriculum coordinator, and teaching staff
Academic Intervention MS	Extended Learning hour provides students with the chance to receive additional time/remediation in the subjects and standards that are necessary for classroom success. This hour provides students the opportunity for academic skill development on programs including SuccessMaker, Oddeseyware, Channel One, and Typing Club.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$70000	Administration, instructional coach, curriculum coordinator, and teaching staff.

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Implementing Successmaker Reading	The Successmaker Reading program will be implemented daily to qualifying 7th and 8th grade students for 20 minutes per day. Students will be monitored by test score growth and will participate in incentive programs to motivate them to actively participate in the program each day. Students will participate in readings, writing prompts and answering comprehension questions. The NWEA MAP reading assessment will be used to identify students for this program.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$71817	Successmaker teacher, co-principal
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After-school Tutoring	Identified students in grades 3-11 will receive additional math support after school, two days a week, for the entire school year.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$61500	Tutoring staff
Summer School	Summer School will provide intensive and focused instruction of core math standards applying investigation & problem solving skills at all school levels.	Academic Support Program	Tier 2	Implement	06/24/2019	07/26/2019	\$47000	Summer school staff.
Mathematics Proficiency Program	Students will qualify for certain math classes based on their proficiency levels. This is determined using a locally generated assessment given to all 7th-10th grade students. In order to progress to the next level in our math curriculum, students must demonstrate 70% mastery of course material.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$109000	Administration and math staff
Summer School	Summer School will provide intensive and focused instruction of core math standards applying investigation & problem solving skills at all school levels.	Academic Support Program	Tier 2	Implement	06/24/2019	07/26/2019	\$47000	Summer School Staff
Implement - Read180 Classroom time	Read180 teacher works 60 minutes daily with targeted students in reading intervention.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$2100	Read180 staff
OdysseyWare	OdysseyWare is an online credit recovery tool for at-risk students who struggled in the traditional classroom setting.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$45900	Online supervisor
OdysseyWare	OdysseyWare is an online credit recovery tool for at-risk students who struggled in the traditional classroom setting.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$45900	Online Director

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After-school Tutoring	Identified students in grades 3-11 will receive additional ELA support after school at least one day a week for the entire school year.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$61500	Tutoring staff
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