



School Improvement Plan

Conner Creek Academy East - Elementary

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.

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

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).

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 review perception data, student achievement data, process data, and demographic data.

1. Parents are surveyed 3 times per year. Computer labs are open for online surveys during conferences and/or school events. Paper copies are sent home upon request. Links to the surveys are sent electronically through School Messenger. One mid-year survey specifically relates to Title I/SIP programs and their satisfaction of these interventions. Board members, students and teachers are also surveyed once per year. A follow-up meeting is held with teachers each year to discuss the staff perception survey and brainstorm ideas for improvement. The staff is also presented the results of the parent survey.

2. A Parent Focus group has monthly meetings and gives suggestions throughout the year. The group has two teacher liaisons that plan these meetings alongside parents. These teachers continually share parent concerns and suggestions with administration in regards to school improvement. In 2014-15, we added a parent liaison to encourage more family involvement. The Parent Focus group also analyzes the Parent Involvement Policy and Parent-Teacher Compact and make suggestions for revision.

3. In the 2012-13 school year, stakeholders were involved in rating ourselves on the Title I Study Guide for our onsite review. All teachers, admin, and three parents were part of this process. This process allowed us to determine areas that we needed to improve on in regards to our Title I Schoolwide program.

4. Student Achievement Data is analyzed several times throughout the year and presented monthly at Board Meetings and Staff Meetings. MSTEP, NWEA (3 times a year), DRA/QRI, and SuccessMaker data are all shared on a rotating basis throughout the year. Furthermore, our Data Coordinator and Curriculum Director analyze achievement throughout the year through our Data Teams process. All teachers record post test data for all ELA and Math units in grade-level data team binders. Staff members use the data from all of these various assessments to inform instruction and the SIP plan for the following year. We are seeing upward trends each year of students who are passing post-tests in each grade-level.

5. Each year, all staff are involved in evaluating the school based on the EdYes School Systems Review Process Rubrics. This process data also helps inform decision-making and development of the SIP.

5. Parents, teachers, and support staff are specifically involved in the Annual Title I Evaluation meeting each year. At this time, we review all our Title I programs and evaluate them for effectiveness. Several recommendations have been given and followed up on over the past several years. Examples include lengthening our SuccessMaker time in the schedule and offering incentives for growth and offering more paraprofessional support to work with students not passing grade-level posttests for math and reading based on common core standards. More recently, we started offering more opportunities for teachers and students to be involved in after-school tutoring.

6. All staff are involved in our annual Title I/SIP Review. At this time, we analyze whether the school is in compliance with the 10 components of a school-wide Title I program. We also determine whether we met our SIP objectives and what changes need to be made to the SIP plan.

7. In 2012-13, staff specifically read all the parts of the school-wide plan to help make necessary revisions. We also asked support from a local ISD consultant to help us improve our schoolwide plan and met with her on a few occasions. The curriculum director, principal, and data coordinator used this information as well as our demographic data to edit and revise the Title I Schoolwide Diagnostic on Assist. The plan was also presented at a Parent Focus Group meeting for feedback and suggestions from parents.

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?

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Demographic Data :

Enrollment for all students: 382

Subgroup Enrollment:

African American: 97%

White: <1%

Bi-Racial: 2%

Hispanic: <1%

Asian: 0%

Native Hawaiian: 0%

Male: 47%

Female: 53%

Economically Disadvantaged: 99.4%

Non Economically Disadvantaged: <1%

Free/Reduced Lunch: 92.6%

Students with Disabilities: 10.8%

ELL Students: 1%

Daily Attendance Rate: 93.2%

Mobility: High mobility of students

In regards to demographic trends:

CCAEE has a highly mobile student population due mostly to transportation issues. In 2016-2017 and again in 2017-2018, we had re-enrolled more students than we had in the previous 5 years. We continue to brainstorm ideas on how to keep a stable population of students for accurate reflection and school data analysis. Both MStep and NWEA are both analyzed by all students as well as with only FAY students. . This has been helpful in determining whether our programs are really effective.

Achievement Data:

Proficiency in all content areas was below the state average

2015-2016--> 2016-2017

3rd Math: 9.7-->29.6

4th Math: 12.2 --> 11.9

5th Math: 3.3 --> 1.8

6th Math : 14.3 --> 6.8

3rd ELA: 11.3 --> 18.2

4th ELA: 8.2 --> 18.3

5th ELA: 21.7 --> 21.8

6th ELA: 14.3 --> 16.9

Our authorizer, Ferris State University, uses NWEA to assess our student achievement. NWEA MAP is a computer-adaptive test that pinpoints the proficiency levels of students, diagnoses instructional needs, and measures student gains across reporting periods so teachers

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can identify and maintain efforts toward our measurable objectives. NWEA is also an adaptive test that is grade independent. Metrics of measurement are assessed in two ways: growth and achievement.

Growth is considered successful if grade levels are growing at the 50th percentile or higher. The following data shows CCAE's growth percentiles and achievement percentile:

Spring 2017-2018

Math

K: 48% growth percentile; 4th overall percentile

1st: 84% growth percentile ; 4th overall percentile

2nd: 21% growth percentile; 32nd overall percentile

3rd: 79% growth percentile; 22nd overall percentile

4th: 58% growth percentile; 22nd overall percentile

5th: 55% growth percentile: 21st overall percentile

6th: 79% growth percentile; 23rd overall percentile

Reading

K: 72% growth percentile; 14th overall percentile

1st: 97% growth percentile; 19th overall percentile

2nd: 30% growth percentile; 34th overall percentile

3rd: 99% growth percentile; 34th overall percentile

4th: 98% growth percentile; 38th overall percentile

5th: 99% growth percentile; 40th overall percentile

6th: 99% growth percentile; 36th overall percentile

In regards to student achievement and content area curriculum and instruction:

Math Proficiency: Student achievement data (MStep, NWEA MAP, Pre/Post tests) has shown that students were lacking core math instruction that included enough inquiry learning and application in problem-solving. This was confirmed during curriculum meetings and data team meetings with teachers from all grade-levels. We have implemented several curricular adjustments in all core subject areas to assist with the academic challenges our students face. CITW, Evidence Based Writing, Math-Push Ins, Inquiry Learning and DBT are some strategies that will help with these challenges. Professional development will be needed in Math Expressions Math/Process Standards. Since our demographics and achievement data show that students enter our school 1-4 yrs below grade-level in math skills as well, we know that we need to have strong interventions in math to support students in their grade-level math programs. In 2014-15, we added more paraprofessional support for students not mastering post tests on common core math standards and provided two blocks of protected time for mathematics daily with highly-qualified support for half of that time. Since inception of our pre/post tests in mathematics, we have seen a steady increase in students mastering standards. We will continue assessing growth and providing paraprofessional support for this purpose.

Reading/ ELA proficiency: Students need time to close the achievement gap when they enter the school 1-4 years behind in reading levels. Programs that have been implemented such as SuccessMaker, Waterford, reading intervention groups, after-school tutoring, and summer school have been successful in helping meet the needs of these students. We have seen steady improvement on our Reading NWEA MAP scores however, we still have a long way to go in order to close the achievement gap to the state on the MStep assessment. In the last few years, CCAE has also tracked a decrease in the number of students identified as Intensive according to the Dibels assessment. CCAE is

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also recognizing the influx of students completing a custom course in SuccessMaker. Since this content area is below the state average, we know that we also must address a weak core in instruction in reading. Further professional development is needed in Close & Critical Reading and teaching vocabulary. Furthermore, we also know that we need to continue to have strong interventions to assist students in remediation of reading skills they should already have. CCAE will continue to utilize SuccessMaker's reading program as intervention for all students. We also plan on continuing to utilize the reading diagnostic assessments to frequently assess our students' reading levels and place them in appropriate groupings for guided reading and help them achieve grade level reading fluency by third grade. New in the 2017-2018 school year we implemented a comprehensive reading program, Houghton Mifflin Journey's. We feel this whole reading program has and will continue address multiple weaknesses our students have. Writing has been incorporated within the ELA and Reading local and state assessments. We are continuing to see individual growth from the writing common assessments over the course of the year. Teachers are following the units/lesson from our comprehensive ELA program but need to continue to make sufficient time to perform student conferencing. We are looking forward to the MAP test as it will give us more formative, specific and immediate data within the reading/writing content. We also strive to implement more informational text into our curriculum as it lends itself to the exposure of academic vocabulary as well. We feel we have a strong RtI program in reading, but struggle with the amount of students we are trying to serve.

Science Proficiency: Our MStep scores had not shown improvement for three years in this area. All science areas (Life, Physical, and Earth) showed major deficiencies. Curricular adaptations in core instruction are needed to improve in this area. During the 2016-2017 school year, we implemented a new science program in 3rd and 4th grade. We rolled out this program for 6th grade last year and plan on implementing the remainder of the grades for the 2018-19 school year. We also will continue to provide processes of curriculum mapping with the Next Generation Science Standards. Furthermore, teachers will receive professional learning on the Next Generation Science Practices and using academic vocabulary to enhance their science instruction.

Social Studies Proficiency: Likewise, our Social Studies proficiency on the MStep is very low. Curricular adaptations in core instruction include using MI-Citizenship curriculum. This curriculum was implemented in all grades in 2013-14. Furthermore, teachers from grades 3-6 attended professional development at our local ISD. This PD offering has 5-7 trainings throughout the year. We continue to provide professional learning for teachers in the Social Studies content area.

In regards to subgroup concerns:

There were no gaps significant to address

Perception Data:

Online surveys for parents were conducted 2 times over the year at parent teacher conferences. The surveys were sent out via email and text on School Messenger. Paper copies are also sent home upon request. The parent perception survey had 60 participants. The Title 1 Parent Survey has 42 participants. Staff surveys were completed by all CCAE teachers and support staff and student surveys were completed by all students in grades 3-6.

Students:

More than 80% of students agreed that teachers are kind to the students, they can communicate openly with them, they help them and they celebrate good work. Only 50% of students believe that students are kind to other students. We plan on continuing to support creating positive classroom cultures and encouraging relational capacities by using the Capturing Kids' Hearts structure and employing the anti-bullying campaign.

Parents:

Parents are highly satisfied with the staffs' commitment to the students' academic achievement, their dedication to keeping an open line of communication and their ability to meet the needs of the students. They are also highly satisfied with the academic support given, the level of safety of the school and the interventions provided for students.

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Parents are dissatisfied with the timing of the bus company. They are also looking to see more classes in the fine arts and athletics.

Teachers:

Teachers are highly satisfied with the intervention programs we offer. They are really seeing growth in their students. They also are satisfied with the SET program offered. They like the support they and the students get in implementing the use of technology within Science and Social Studies.

Teachers are dissatisfied with the number of initiatives CCAE has in place. They are also dissatisfied with the inconsistency of discipline and paraprofessionals' schedules.

CCAIE strives to involve teachers in decision-making including their input on curriculum, RtI processes, etc. However, we will increase efforts in gathering staff feedback in other district/school-wide processes. It would be helpful to further investigate which areas staff were referring to in regards to decision-making. We also strive to help our staff utilize their classroom social contracts and build relationships with students. However, when discipline issues arrive that need to be handled by administration, admin will communicate more effectively with teachers about the reasoning and evidence supporting the students' consequences. Lastly, we would like to expand our student services including more student support groups such as anger, divorce, etc.

Community:

Stakeholders have the highest levels of satisfaction with the organization of CCAE as well as how the academy supports students in the learning process.

Stakeholders voiced concern regarding finances and the lack of opportunities for fine art classes.

Admin has been diligently working on balancing the budget to provide long term security. The fund balance for the 2015-16, 2016-2017 and 2018-2019 budget has increased, putting us in a better financial state for the future. We continue to provide equal opportunity employment and would like to see staff members who share the same culture and background as our students. We have also added marketing strategies to attract high quality staff personnel.

Program/Process data:

Our largest strengths identified from the School Systems Review were in the areas of Curriculum, Instructional Leadership, Culture for Learning, Organizational Management and Communication. This includes having a vision for learning, providing guidance and support for teaching and learning and using data to drive decisions. We have a comprehensive teacher observation and evaluation process that includes various forms of feedback from the admin team as well as an end-of-year review. School leaders also use data and research to measure progress toward school improvement goals. CCAE uses various formative assessments to keep teachers and staff results-focused. We have a dynamic RtI program based on the needs of students as well as a formal data team process analyzing data teams to drive instruction. We made adaptations to our programs after annual reviews to increase effectiveness and progress.

After reflecting on the School Systems Review, some indicators CCAE was only partially effective in are Effective Instructional Strategies, Collective Responsibility of Professional Learning, Purposeful Planning of Professional Learning and Learning Opportunities for Engagement. We are making strides in these areas due to our implementation of school-wide strategies including Capturing Kids' Hearts, Discussion Based Teaching and Classroom Instruction That Works. Although many teachers have seen a significant improvement in their classroom culture, there are some who are still in the beginning stages of this process. Due to our high at-risk population, classroom management can still be a challenge and disrupt the learning environment for novice teachers. Some teachers still need support in utilizing these strategies to provide optimal learning opportunities each day. High expectations and goal setting have created a positive environment but providing buy-in for new students is a continual process.

Teachers who need support with creating a positive learning environment can affect the achievement level of their students. When students do not have a positive bond with their teacher and/or students, they do not perform as well. Furthermore, behavior disruptions can minimize

instructional time and learning.

Mentoring for novice teachers should have a significant focus on creating a positive learning environment, allowing time for novice teachers to observe master teachers in this area. Further training and support with Capturing Kids Hearts, DBT and CITW will help teachers understand the direct correlation between positive classroom cultures / student engagement and student achievement. Novice teachers may also need coaching on classroom procedures and processes to protect instructional time.

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.

Student achievement data at CCAE is analyzed from various assessments. M-Step, NWEA, SuccessMaker, Waterford, DRA/QRI are all considered when making school improvement decisions. We also consider the Index Scorecard, MI-School Data information and EdYes rubrics. Our goals are tied to the comprehensive review of all of these data measures. Perception data is also reviewed from parent, student, and teacher surveys. Furthermore, we have annual meetings to determine effectiveness of curriculum and interventions. Our Annual Title I/SIP Review and the Title I Evaluation Meeting include administration, teachers, support staff, and parents. Finally, demographic data is important to consider when making SIP goals, strategies, and activities. Demographic data shows that we have an extremely high at risk population that need extensive interventions to meet grade-level expectations.

The school goals were created and have been adapted based on the annual needs assessment conducted each year. Our student achievement scores are significantly below the state average and far from the ultimate 85% AMO in 2024. Therefore, we have included all 5 content areas in the SIP Plan (Reading, Math, Writing, Science, and Social Studies).

Reading:

Our core reading program (Houghton Mifflin Journeys) was new for the 2017-2018 school year. Our SIP strategies include Close & Critical Reading due to lack of reading comprehension and "close" reading. The new comprehensive reading program will continue to provide appropriate grade-level content as well as supplementary content for students reading below grade-level. Close reading strategies will be used throughout the program engaging students with complex text. Discussion Based Teaching/Kagan and Evidence Based Writing are also an integral part of our training and instruction. Furthermore, we have targeted & extended day activities for reading including the following: SuccessMaker, Reading Intervention Groups, After-school Tutoring, & Summer School. These interventions have been put into place because of the significant amount of students entering CCAE below grade-level.

Math:

All core teachers will be implementing a new math program, Math Expressions. Due to low performance on the MStep and NWEA, we have integrated DBT/Kagan and Evidence Based Writing into our instruction to improve students' problem solving strategies. We also incorporate technology, manipulatives, and math journals to enhance our instruction of math practice standards. We also have targeted and extended day activities for math including the following: SuccessMaker, Math Intervention Groups, After-school Tutoring, and Summer School. These interventions have been put into place because of the significant amount of students entering CCAE below grade-level.

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Writing:

Due to low achievement on the ELA Performance Task and constructed response items on the MStep assessment, our SIP goals are tied to core instruction in all areas of writing. We are using the writing piece of Journeys that incorporates the 6 Traits of Writing. All units/lessons are tied to the common core standards and teachers are dedicating more time to conferencing with individual students during Writer's Workshop.

Science:

Since our Science MStep scores show very low achievement, we believe this is also due to weak core instruction. A new science curriculum was rolled out for 3rd/4th grade in the 2016-17 school year aligned to Next Generation Standards. This curriculum will be extended to 6th grade in 2017-18 and the remainder of the grades 2018-19. Discussion Based Teaching/Kagan and Evidence Based Writing are also an integral part of our training and instruction.

Social Studies:

Our Social Studies MStep scores also shows significantly low achievement. Due to weak core instruction in social studies, our SIP goal is related to the implementation of the MI-Citizenship curriculum. This curriculum was implemented in all grades in 2013-14. At least one teacher from each grade has attended professional development at our local ISD. This PD offers 5-7 trainings throughout the year. Discussion Based Teaching/Kagan and Evidence Based Writing are an integral part of our training and instruction.

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?

Our SIP goals target the whole school population because most of our students are classified as "disadvantaged" or "at-risk." Many strategies/activities such as Data Teams, Close & Critical Reading, MI-Citizenship Curriculum for S. Studies, and the Next Generation Science Standards & Practices address core instruction for all teachers. Other strategies/activities could be considered Tier II, but all students receive these interventions at CCAE including SuccessMaker and Waterford. Finally, students who qualify as the most "at-risk" based on student assessments receive the following interventions: reading intervention groups, math intervention groups, after-school tutoring, and summer school.

Component 2: Schoolwide Reform Strategies

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

Reading (K-6)

The strategies in our schoolwide plan focusing on helping all students reach the State's standards in reading are:

Close & Critical Reading: Students will use the close & critical reading process to determine what the text says, how the text says it, what the text means, and what the text means to them. A new comprehensive reading program was implemented in 2017-18 employing close reading strategies with complex text. We will continue to implement the comprehensive reading program, Houghton Mifflin Journey's over the course of the upcoming school years.

Math (K-6)

The strategies in our schoolwide plan focusing on helping all students reach the State's standards in math are:

Math Inquiry Based Learning: Teachers will provide inquiry based instruction using Math Expressions components, differentiated math centers, supplemental technology, etc.

Writing in Math: Teachers will provide time for students to communicate mathematical thinking and reasoning through writing in math using the Math Expressions resources.

Writing (K-6)

The strategy in our schoolwide plan focusing on helping all students reach the State's standards in writing is:

Houghton Mifflin Journey's: Teachers will effectively utilize the pre-writing graphic organizers, teacher modeling, student samples, and revising/editing lessons in the various units. They will also conference with 3 students per day.

Science (K-6):

The strategy in our schoolwide plan focusing on helping all students reach the State's standards in science is:

Next Generation Science Standards: Teachers will begin to implement the Next Generations science standards and practices. TCI curriculum which is aligned to the Next Gen Standards was implemented in 2016-17 for 3rd/4th grade, and 6th grade in 2017-2018. The remainder of the grades will have implementation for the 2018-2019 school year.

Social Studies (K-6)

The strategy in our schoolwide plan focusing on helping all students reach the State's standards in social studies is:

MI-Citizenship Curriculum: Teachers will use the MI-Citizenship units and supplemental materials/resources to ensure best practices in social studies are being used.

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 following strategies focus on improving the quality of instruction:

Data Teams: Teachers will use pre/post assessment data to analyze student achievement, brainstorm, reflect on instructional practices and
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provide interventions for students not meeting the standards.

Research: 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/>.

Classroom Instruction That Works (CITW): Teachers will utilize Discussion Based Teaching strategies to engage students in classroom discussion and discourse. A culture of talk should be created and sustained.

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

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

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

Close & Critical Reading: All teachers were given the opportunity to attend an ELA summer workshop at the MISD where this topic was addressed. Most teachers have had close & critical reading training, so we will be reinforcing this knowledge with additional resources. Students will be able to read complex text with a deeper understanding using Close & Critical Reading. A new comprehensive reading program will be implemented in 2017-18 employing close reading strategies with complex text.

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

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.

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 Association

Houghton Mifflin Journey's: Returning teachers have had extensive training in this program. All new teachers have a all of the necessary resources and online licenses to Think Central to teach the program. Review of the components of Journey's take place at regularly scheduled school improvement meetings. Students' ability to write strong informational and narrative text in view of the 6 Traits of Writing will

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be improved through this program.

Research: Arter, Judith, Spandel, Vicki, Culham, Ruth, and Pollard, Jim. (1994). *The Impact of Training Students to be Self-Assessors of Writing*. New Orleans. Paper presented at AERA.

Bissex, G.L. (1980). *Gnys at wrk: A child learns to write and read*. Cambridge, MA. Harvard University Press.

Britton, J. (1970). *Language and thought*. Harmondsworth. Penguin. Chomsky, C. (1971).

Write now, read later. *Childhood Education*, 47, 296-299.

Diederich, P.B., French, J. W., & Carlton, S.T. (1961). *Factors in the judgment of writing quality*. Princeton, NJ: Educational Testing Service.

Emig, J. (1971). *The composing processes of twelfth graders*. Champaign, IL: National Council of Teachers of English.

Flower, L.S. and Hayes, J.R. (1977). Problem-solving strategies and the writing process. *College English*, 39, 449-461.

Flower, L.S. and Hayes, J.R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32, 365-387.

Grundy, T., *The Writing Program in the Beaverton School District*. (1986). Oregon School Study Council Bulletin, v30, no2. Northwest Regional Educational Laboratory

Graves, D.H. (1975). An examination of the writing processes of seven-year-old children.

Research in the Teaching of English, 9, 227-241. DRAFT Graves, D.H. (1983). *Writing: Teachers and children at work*. Exeter, NH. Heinemann.

Hillocks, G. (1987) *Synthesis of Research on Teaching Writing*, *Educational Leadership*, 44, 71-82

Jarmer, D., Kozol, M., Nelson, S., & Salsberry, T. (2000). *Six-Trait Writing Improves Scores at Jennie Wilson Elementary*. *Journal of School Improvement*, v1, no2.

Sommers, N. (1980). Revision strategies of student writers and experienced writers. *College Composition and Communication*. 31, 378-388.

Sommers, N. (1982). Responding to student writing. *College Composition and Communication*, 33, 148-156.

Tompkins, G.E. (1993). *Teaching Writing: Balancing process and product*. Englewood Cliffs, NJ. Macmillan.

MI-Citizenship Curriculum: Teachers will be provided with the Michigan Citizenship Curriculum Website as a primary curricular resource for instruction. This curriculum will strengthen students' critical thinking skills while deepening their social studies content knowledge. Teachers will also have access to the local ISD trainings on this topic.

Research: Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001). *A taxonomy for Learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison Wesley Longman. Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*. New York: DHow 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).

Next Generation Science Standards: Teachers will implement Next Generations science standards and practices. TCI curriculum which is aligned to the Next Gen Standards will be fully implemented K-6 in the 2018-19 school year.

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).

avid McKay.

The following strategies focus on improving the quantity of instruction:

Data Teams: The quantity of instruction on specific common core standards will change based on data from the student pre and posttests. If students need more time to master skills, the teacher will adjust instruction. Furthermore, students who are still not meeting standards on their posttests will receive further interventions.

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Research: 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/>.

Strategies in the schoolwide plan that provide an enriched and accelerated curriculum for all students are:

SuccessMaker: An online intervention program that will be utilized to individualize instruction in reading and math for all students K-6.

Waterford: An online intervention program that will be utilized to individualize instruction in reading for all students K-1.

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

Our data shows a number of trends that impact student achievement. Student achievement on state testing is significantly below the state average and far from the ultimate 85% AMO in 2023. Even more so, science & social studies proficiency levels have been consistently low. Therefore, we have included all 5 content areas in the SIP Plan (Reading, Math, Writing, Science, and Social Studies).

The data indicates that K-6 core instruction as well as small group instruction will need to be addressed. The focus will be on all students as well as Tier II and Tier III interventions in order to close the achievement gap to the state.

Two of our most comprehensive reform strategies include Classroom Instruction that Works & Discussion Based Teaching. Setting objectives & providing feedback, reinforcing effort & providing recognition, and cooperative learning are research based methods that are essential for at-risk students and students with trauma. Furthermore, DBT & Kagan activities further support cooperative learning in the classroom.

For the past 8 years, Data Teams have been an integral part of assessing students and providing opportunity for teacher collaboration. Teachers use post assessment data to analyze student achievement, brainstorm & reflect on instructional practices, and provide interventions for students not meeting standards. This program is research based and has given teachers valuable insight into their students' strengths and weaknesses. Because CCAE is very transient and most students enter our school below grade-level, we need to know specifically how to meet the needs of our students. Analyzing pretests gives teachers the ability to see what skills they should focus their instruction on and the ability to brainstorm strategies with their grade-level team. Furthermore, the post-test analysis meeting shows which students still need interventions. Data Teams focus on reading and math standards. The following school goals were also created and have been adapted based on the annual needs assessment:

Reading:

On NWEA, students made 82%-163% of expected growth per grade-level. However, students' academic achievement percentiles range from the 2% - 14% for each grade. Students are making growth, but below grade-level. This supports our need to strengthen core instruction. We implemented a new core reading program in 2017-18 incorporating close & critical reading. We also have targeted and extended day activities for reading including the following: SuccessMaker, guided reading groups, Reading Intervention Groups, After-school Tutoring, paraprofessional support, and Summer School. These interventions have been put into place because of the significant amount of students entering CCAE below grade-level.

Math:

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On NWEA, students made 83%-181% of expected growth per grade-level. However, students' academic achievement percentiles range from the the 1% - 7% for each grade. Students are making growth, but below grade-level. This supports our need to strengthen core instruction. All core teachers will implement a new math program, Math Expressions. Due to low performance in the past on MStep and NWEA testing in problem solving, the focus of our SIP goals in math has been Inquiry Based Learning. We also incorporate technology, manipulatives, and math journals to enhance our instruction of math practice standards. Targeted and extended day activities for math include the following: SuccessMaker, Math Intervention Groups, After-school Tutoring, paraprofessional support, & Summer School. These interventions have been put into place because of the significant amount of students entering CCAE below grade-level.

Writing:

Due to previous low achievement on MStep constructed response items as well as low performance on grade-level common writing assessments, our SIP goals are tied to core instruction in all areas of writing. We are using the Journey's program that incorporates the 6 Traits of Writing. All units/lessons are tied to the common core standards and teachers will be dedicating more time to conferencing with individual students during Writer's Workshop.

Science:

Since our Science MStep scores show our lowest achievement, we believe this is also due to weak core instruction. Our SIP goal is related to incorporating the Next Generation standards and processes. TCI curriculum which is aligned to the Next Gen Standards was implemented in 2016-17 for 3rd/4th grade, 6th grade for 2017-2018 and will be implemented by the remaining grades in 2018-19.

Social Studies:

Our Social Studies MStep scores also shows significantly low achievement. Due to weak core instruction in social studies, our SIP goal is related to the implementation of the MI-Citizenship curriculum. This curriculum was implemented in all grades in 2013-14. Teachers from grades 3-6 attended professional development at our local ISD. This PD offering has 5-7 trainings throughout the year. We continue to send teachers to this training as applicable.

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.

Reading

The strategies in our schoolwide plan that provide a level of intervention for students who need the most instructional support in reading are:

SuccessMaker: An online intervention program that will be utilized to individualize instruction in reading for all students K-6. (Tier I)

Waterford: An online intervention program that will be utilized to individualize instruction in reading for all students K-1. (Tier I)

Guided Reading Groups: Students will be assessed and placed in leveled groups led by teachers and paraprofessionals. (Tier II)

Reading Intervention Groups: Reading specialist and paraprofessionals will be available to meet and support at-risk students both individually and in small groups. (Tier III)

After-school Tutoring: Identified students in grades K-6 will receive additional ELA support, once a week throughout the school year. (Tier II)

Summer School: Summer School will provide intensive and focused instruction of ELA skills. (Tier II)

Math

The strategies in our schoolwide plan that provide a level of intervention for students who need the most instructional support in math are:

Math Intervention Groups: Paraprofessionals will be available to assist students who are not achieving at grade-level in mathematics. They will work with individuals, as well as small groups. (Tier III)

After-school Tutoring: Identified students in grades K-6 will receive additional math support,once a week throughout the school year. (Tier II)

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Summer School: Summer School will provide intensive and focused instruction of math skills. (Tier II)

Writing

The strategy in our schoolwide plan that provides a level of intervention for students who need the most instructional support in writing is:

Student Conferencing: Teachers will spend more time conferencing with students who are not meeting standards, giving them the most additional support and strategies to use in their writing.

Science

The strategy in our schoolwide plan that provides a level of intervention for students who need the most instructional support in science is:

Science Push-In: A math/science specialist will meet with, plan with and implement inquiries and explorations from the NGSS using the TCI curriculum resources.

Social Studies

The strategy in our schoolwide plan that provides a level of intervention for students who need the most instructional support in social studies is:

MI Citizenship: This curriculum is well scripted and mapped on the state social studies standards implementing the necessary ELA standards as support.

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

CCAE continually monitors student growth through various assessments and has many initiatives to meet student needs. Assessments include NWEA, MLPP/QRI, comprehensive curriculum unit tests and SuccessMaker/Waterford placement tests. Furthermore, we have grade-level post tests that determine whether students are mastering the common core standards. Students who are not proficient on these assessments receive RtI support through our various initiatives. NWEA testing will occur 3 times per year and give suggested learning objectives for reading and math for each student. DRA oral reading tests will be conducted for grades K-3 to help determine guided reading groups and measure growth throughout the year. SuccessMaker/Waterford placement tests help determine the student's level and correlates instruction to meet each student's needs. Finally, students who do not master the common core standards on the grade-level post-tests will receive additional paraprofessional help to meet those objectives. Other programs that meet the various needs of students include After-school Tutoring, Summer School, Science Push-In, and reading/math intervention groups.

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 paraprofessionals are highly qualified and meet the requirements for instructional paraprofessionals. Partner Solutions keeps all certification documentation on file and ensures that all certifications are current. Our authorizer, Ferris State University also monitors staff certification 3 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 teachers are highly qualified and have the appropriate teaching certification for the position they have been placed in. Partner Solutions keeps all certification documentation on file and ensures that all certifications are current. Our authorizer, Ferris State University also monitors staff certification 3 times per year.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover at our school is typically " minimal". For the 2015-16 school year, we had two teachers who left CCAE. However, with the teacher shortage, we have been seeing more of a turnover in the last year than in previous years.

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

CCAIE teachers have 0-5 yrs. experience. (7 teachers)

CCAIE teachers have 6-10 yrs experience. (7 teachers)

CCAIE teachers have more than 10 yrs. experience. (6 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 the Partner Solutions website and it's outsourced sites for marketing. Administrators attend several college-sponsored job fairs to not only locate high quality teachers but to also market our school. Each candidate is then interviewed by administration. The administration puts an effort into creating an atmosphere of support for each staff member. Whenever possible, CCAIE offers our current staff opportunity for additional monetary compensation. For example, all teachers have the option of earning a stipend for after-school tutoring. On our staff survey, there was a question that asked what the staff liked best about our school. Virtually every person stated something about positive climate & culture, supportive staff & administration, or collaboration & teamwork. One staff member wrote "There are many aspects about our school that make it a great place to work and learn. To me, the support and encouragement that we offer one another is the aspect that stands out the most. We are a family, and we take care of each other, whether it be lending an ear after a difficult day or suggestions to help students grow." Staff members also feel they have a voice in the decisions made by the administration. Promotional opportunities are given to effective paraprofessionals and substitute teachers. Teachers on staff are supported with a variety of professional learning opportunities and new teachers are supported through our comprehensive mentoring program. We also provide a variety of technological tools for our teachers to utilize in their classroom. Due to these support practices and initiatives, staff turnover is minimal at Conner Creek Academy East.

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 is provided a comprehensive benefit package including medical coverage (including vision & dental), short & long term disability, and life insurance. Open positions are offered to current staff within the district before recruiting. Staff are encouraged to find their best-fit position and maximize their talent. District staff members also use career fairs and various media outlets to find and attract new staff members.

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?

CCAЕ does not typically have a significant teacher turnover rate however, an increase in turnover is present due to the teacher shortage among Michigan and several surrounding states

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.

ELA: Reading

Classroom Instruction that Works (after-school professional development - all teachers)

Close & Critical Reading (after-school professional development - all teachers)

Houghton Mifflin Journeys (after-school professional development- all teachers)

Guided Reading/Literacy (Professional Development week-all K-3 teachers)

Small PLC Data Teams (after-school professional development (Monthly) - all teachers)

ELA: Writing

Houghton Mifflin Journeys: Student conferencing (after-school professional development - all teachers)

Common Assessments (During Early Release Days - PLC evaluating common assessments together - classroom teachers)

Math

Classroom Instruction that Works (after-school professional development - all teachers)

Math Process Standards (after-school professional development - all teachers)

Small PLC Data Teams (after-school professional development (Monthly) - all teachers)

Science

Next Generation Science Standards (1 PD Day/MISD consultant - all teachers)

Next Generation Science Rollout at Local ISD (full day - curriculum coordinator)

Next Generation Leader Cohort (Several half days - curriculum coordinator)

Social Studies

MI Citizenship Curriculum (MISD - several days of training, one teacher per grade-level already trained, expanding to other teacher)

General

Kagan Training - Cooperative Learning (Initial: 3 PD Days throughout year and 2 days of coaching, 2015-16 2 days, 2016-17 1 day)

Capturing Kids Hearts (3 Day Initial Training, 2 PD/Coaching Days in fall and 2 days in spring, 2015-16 2 days - all teachers)

Data Team Process Training for new staff/review for returning staff (1 hour during PD Week and throughout year at after-school professional development)

Classroom Instruction that Works (after-school professional development - all teachers)

Lg. PLC Meetings: SIP Progress Monitoring (after-school professional development - all teachers)

Small PLC Data Teams (after-school professional development (Monthly) - all teachers)

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

Professional development at CCAE is "sustained and on-going" through the following:

Data teams have been trained for the past 8 years, and time is given for teachers to meet after-school at least once a month as well as some early release days. The Data Team process is the most comprehensive SIP strategy at our school. Binders are created with data sheets for each ELA & math unit on our curriculum maps. Admin attends grade-level meetings periodically and gives feedback in regards to the authenticity and fidelity of the meetings. Teachers have stated that they are now very comfortable with the process of analyzing tests, brainstorming strategies, and evaluating post-tests at this time. They are excited to see how much their students will continue to improve during the upcoming school year. PLC leaders were trained through TEAMS as part of the TIFF Grant and have sustained the theme of "Culture of Talk" throughout the past several years. This has included developing community in the classroom, using partner work, using group work, whole class-discussions, higher-level thinking questions, using talk moves, and developing rigorous tasks. These types of teaching strategies relate to our SIP goals. In math, teachers are incorporating more opportunities for students to engage in math practice standards. This application can be seen from student groups engaging in various ways to solve a problem, communicating their understanding of math concepts, working together to represent a problem, etc. In ELA, staff members use teachers moves & higher-level thinking skills to engage students in Close & Critical Reading, and in writing students brainstorm ideas together, and use partner work for revising and editing. In science and social studies, the culture of talk is important for discussing the application of concepts to the real world. Our principal has been training teachers in "Classroom Instruction that Works" monthly throughout the year. These same instructional strategies are tied to the work of Teacher Data Teams. Furthermore, they are linked to our SIP goals and the "Culture of Talk" theme in our large PLCs. Teachers have had several professional learning opportunities in Close & Critical Reading, Houghton Mifflin Journeys, Kagan Cooperative Learning over the past 3 years. For Close & Critical Reading, 2 staff members were initially trained at our local ISD. These teachers then trained the rest of the staff during a MLK professional development day. Since that time, we have reviewed concepts during SIP meetings & teachers have received further trainings at the MISD. This has included Literacy Tune-Up (where all teachers attended) and after-school sessions for K-2 & 3-5 (where approx 5-6 teachers attended). Teachers have been extensively trained in Houghton Mifflin Journey's for ELA and writing implementation. CCAE admin has facilitated best practices over the last year to maximize its effectiveness. Over the years since we have implemented different writing curricula, however, we have had program specialists work with grade-level teams to implement the program, model in the classroom, and observe teachers. This has occurred 3-4 times. During our Large PLC meetings, we continually give teachers the opportunity to discuss the strategies they are using in the classroom. Teachers have voiced that this time of collaboration is very helpful and gives them new ideas on how to implement various programs & activities. Select teachers went to Kagan Cooperative Learning training at the MISD, and wanted schoolwide training at CCAE. Therefore, during the past several school years, we expanded Culture of Talk to include specific training in Kagan Cooperative Learning to give teachers more tools and structure for Discussion Based Teaching. We have also continued embedded professional learning opportunities in CITW, Capturing Kids Hearts, Instructional Rounds, and Data Teams.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents have a voice at CCAE and are involved in a variety of ways. The following shows ways in which parents were involved in the development of school-wide plan:

1. Parents are surveyed 2 times per year. Computer labs are open for online surveys during conferences and/or school events and the surveys are sent out via email and text on School Messenger. Paper copies are also sent home upon request. One mid-year survey specifically relates to Title I/SIP programs and their satisfaction of these interventions.
2. A Parent Focus group has monthly meetings and gives suggestions throughout the year. The group has two teacher liaisons that plan these meetings alongside parents. These teachers continually share parent concerns and suggestions with administration in regards to school improvement. Parents volunteer to help with school activities such as the Canned Food Drive, Teacher Appreciation Week, Parent Appreciation Events, etc. The Parent Focus group also analyzes the Parent Involvement Policy and Parent-Teacher Compact and make suggestions for revision.
3. Parents attend an Information Title I Meeting at the beginning of each school-year and are able to give suggestions or feedback on Title I programs.
4. Parents attend various school functions and give us feedback on parental involvement activities such as Literacy Night, Math Night, Science Fair, etc. This feedback is considered when revising the schoolwide plan and planning future family events.
5. In the 2012-13 school year, stakeholders were involved in rating ourselves on the Title I Study Guide for our onsite review. All teachers, admin, and three parents were part of this process. This process allowed us to determine areas that we needed to improve on in regards to our Title I Schoolwide program.
6. Parents, teachers, and support staff are specifically involved in the Annual Title I Evaluation meeting each year. At this time, we review all our Title I programs and evaluate for effectiveness. Several recommendations are given and followed up on. For example, for the 2013-14 school year, the following changes were based upon recommendations made during this meeting. We have lengthened our SuccessMaker time in the schedule due to insufficient growth. We have added paraprofessionals to push into classrooms for math intervention support. For 2014-15, we added more paraprofessional help for students who are not passing the grade-level post-tests based on Common Core. We continue to put paraprofessionals in the best-fit positions for the necessary support for our teachers and students based on the recommendations from the Title I Evaluation meeting each year. In the 2016-17 school year we changed the structure of tutoring based on parent feedback to include more small group instruction and quantity of students served.
7. The School Improvement Team uses this information as well as our demographic data to edit & revise the Title I Schoolwide Diagnostic on Assist. The schoolwide plan was also reviewed at a Parent Focus Group meeting for feedback and suggestions. The schoolwide plan is now updated each year with appropriate changes and/or additions.

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

Component 1: Comprehensive Needs Assessment

Our CCAE parents have a voice in our needs assessment via parent surveys administered 2 times a year and through our monthly Parent Focus group meetings. They also attend our annual Title I/SIP Review and Title I Program Evaluation Meeting.

Component 2: School-wide Reform Strategies

Limited parents volunteer in the classrooms to support SIP goals/strategies. They work with small groups or individual students who need
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additional assistance. Parents attend family nights such as Literacy Night and Math Night. Parents support some of our SIP interventions by encouraging their child to use programs at home such as SuccessMaker, Study Island, etc. Families may also use classroom websites that have instructional activities tied to our goals.

Component 3: Instruction by Highly Qualified Staff

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Component 5: Quality and Ongoing Professional Development

CCAIE provides professional learning opportunities for our parents in the following ways:

Newsletter Inserts - Tips for how to help their children academically

Literacy & Math Nights - Activities parents can use at home to support their child's education

Parent Focus Group - Various topics based on parent requests including using PowerSchool Parent Portal, Science Fair process, SuccessMaker at home, etc.

Component 6: Strategies to Increase Parental Involvement

Parents could be involved in our parent focus group, which explores various avenues to increase parental involvement. Parents also have the opportunity to suggest recommendations for parental involvement activities through our parent perception surveys. They could also attend/volunteer at various activities throughout the year such as Literacy Night, Math Night, Career Day, Field Trips, etc. Furthermore, they could volunteer in their child's classroom to work with small groups/individual students who need extra assistance.

Component 7: Preschool Transition Strategies

Parents can be involved in the preschool transition component in the following ways:

Attend HeadStart parent meeting about Kindergarten Readiness

Attend Kindergarten Round-up

Refer to welcome packet with information about kindergarten readiness and skills necessary to be successful in kindergarten

Use Literacy materials given to each incoming kindergartner with literacy activities, games, supplies, books, etc.

Component 8: Teacher Participation in Making Assessment Decisions

Parents involved in the Title I/SIP Review and/or Title I Program Evaluation meetings could have a voice in assessment decisions. Parents are informed of the various assessments through assessment reports and parent teacher conferences. They could ask for ways to support their child in non-proficient areas.

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

Our Title I Informational Meeting informs parents of all supplementary programs and initiatives that CCAIE provides. Many of our programs service all students. Parents of students who receive additional services are informed through a letter from the RtI team. Parents could use instructional ideas from staff to support their child at home.

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

Title I funds provide Parental Involvement Activities such as our Parent Focus Group, Literacy Night, Math Night, Parent Appreciation, etc.

CCAIE has many local partnerships such as Cornerstone Baptist Church (Connect), Gleaners Food Bank, and Roseville Optimist Club, PAL sports, etc. These partnerships encourage parental involvement, as well as student leadership & decision making, supporting our schoolwide plan.

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. The entire staff, alongside parents, are involved in our annual School-wide Title I Review. The ten requirements for a school-wide Title I school are discussed and evaluated for strengths/weaknesses.

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Furthermore our SIP strategies are evaluated for implementation and effectiveness. Adaptations are developed when necessary. Additionally, we have a Title I Program Evaluation meeting to determine effectiveness of specific Title I programs. This meeting includes Rtl staff, a classroom teacher, administration, and parents. Prior to the meeting, a specific Title I Survey is given annually to all parents to evaluate their perception of our program effectiveness. In 2016-17, nearly 100% of parents either agreed or strongly agreed that all our Title I programs/interventions have positively impacted their child's achievement in school. We did not have any programs that were not supported at this time. We also consider parent comments. In the past, tutoring was extended to a year-long program due to parent request. In the spring of 2014-15, we specifically had parent interviews in regards to SuccessMaker because we chose this program for the MDE program Evaluation report on Advanc-ed. We have 14 SuccessMaker parent interview sheets that shared positive results of the program as well as suggestions for improvement.

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	Yes, the policy/plan is attached. The curriculum director attended a Parent Focus Group meeting in which the former plan was evaluated by parents. Parents gave suggestions on what to add to the plan. The plan was then revised by administration to include the parental feedback and all ESEA Section 1118 requirements. The staff was then informed of the new plan and parents were given copies of the new plan at a Parent Focus Group meeting.	

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

CCAIE carries out the activities outline in ESEA Seciton 1118 through the activities listed below.

1118 (e) (1) Provide assistance, programming, monitoring child's progress and how to work with educators:

Classroom teachers communicate with parents regarding upcoming educational events, academic and behavioral progress, class expectations, homework, and classroom activities through the following:

- Newsletters are sent home weekly by classroom teachers.
 - Teachers use email to communicate upcoming events, classroom activities, and student academic progress or behavior. Some teachers also have classroom websites.
 - Teachers send home daily or weekly folders with student work so that parents are informed of their child's academic progress and know when their child has missing work.
 - Parents can also use the PowerSchool Parent Portal to view their child's gradebook at any time.
 - Parent/teacher conferences are held 3 times a year. Classwork is discussed as well as state & district assessments. Report Cards are also sent home 3 times per year, and progress reports are sent home 3 times per year.
- 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:
- At Open House, teachers share & distribute information regarding the common core standards for their grade-level.
 - Curriculum is posted on the CCAIE website.
 - Parents receive a reading level on report cards.
 - Teachers share DRA/QRI grade level expectations and progress at conferences.
 - Parents receive written communication (progress report or report card) regarding student progress every 7 weeks.

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Sec 1118 (e) (2) Provide Materials & Training for Parents:

CCAIE teachers and administration will 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 Family Literacy/Math Nights.
- Teachers/Admin give periodic suggestions/tips on how to help their child with specific academic or behavioral skills.
- Online programs (ex. SuccessMaker, Waterford, Study Island) are available for students to access at home for extended learning time.

Sec 1118 (e) (3) Training for School Staff on the Importance of Parent Involvement:

- CCAIE educates teachers and staff to value parent's 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.
- Teachers and staff are trained to communicate with parents effectively during professional learning opportunities and are provided documentation with parent involvement strategies throughout the year.

Sec 1118(e) (4) Coordinate with Parent Involvement in other Programs in the School:

- CCAIE coordinates and integrates parental involvement programs and activities through maintaining a relationship with Headstart and/or other local community organizations and providing a lending library for parents.
- CCAIE has many local partnerships such as Cornerstone Baptist Church (Connect), Gleaners Food Bank, and Roseville Optimist Club.

Sec 1118 (e) (5) Provide Information in a Format That is Understandable to Parents:

- 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) Provide Other Reasonable Support as Requested:

The school facilitates a Parent Focus Group, allowing for regular meetings where parents can voice their suggestions and decisions relating to the education of their children. CCAIE Administration and/or staff responds to any suggestions in a timely manner. CCAIE also provides any reasonable support that is requested in regards to parent involvement activities.

Sec 1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children:

When necessary, CCAIE provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. During the application process to our school, any student and parental needs are identified. If necessary, the school provides resources to address that need throughout the school year.

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

The CCAIE Parent Focus Group will formally review the Parent Involvement Policy each year. The Parent Focus Group Liasons will facilitate this process. Parent survey results will be shared during this meeting and there will be a time for suggestions and feedback.

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

Results from the Parent Policy Review will be used to make adjustments to our policy if necessary. If areas are evaluated poorly, discussions will take place regarding better implementation of the plan for future years. If areas are evaluated as successful, the Parent Focus Group will discuss it's strengths to ensure the component remains successful for future years. Furthermore, the results from parent activity evaluations will determine future parent involvement decisions.

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

The original school-parent compact was developed years ago by our charter agency. During the 2012-13 school year, the Parent Focus Group was given the opportunity to evaluate the compact. The parents felt the compact was appropriate and had the necessary components for a successful parent-teacher-student relationship. Furthermore, the compact listed the necessary responsibilities (for all parties) to ensure that CCAE students develop their greatest academic potential. Only minor suggestions were offered for revision. Each year, through our Parent Focus Committee, 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.

Each teacher reviews the compact with parents at Parent Teacher Conferences. After the review, each parent signs to confirm that the compact was reviewed.

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

CCAEC is an elementary school, therefore does not have middle/high school conferences.

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

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

Parents are provided individual student academic results at conferences or they are sent home with report cards. Conferences are held 3 times per year (during progress report time) and teachers have the opportunity to share NWEA, DRA/QRI, and SuccessMaker data. Furthermore, the reading specialist and SuccessMaker facilitators are available at conferences if parents would like to meet with them or have further questions. If assessments are sent home in report cards, parents can make appointments with teachers at any time if they need further clarification. The school provides individual student assessment results in a language that addresses the following:

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 will appropriately address the communication needs. For example, braille or large print for parents with visual disabilities and/or TTY service for parents with hearing disabilities.

Literacy Issues: If discovered, teachers will verbally communicate assessment results in addition to written results.

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?

CCAIE has the following goals and activities to connect with preschool age children and help the incoming students feel prepared and secure upon entering kindergarten.

Goal: Parents are informed of children's readiness skills in order to be successful in Kindergarten.

Activities:

Kindergarten Round-up: provides a time for incoming students to experience a kindergarten classroom setting

Handouts, pamphlets: given to parents to inform them of the expected skills of incoming kindergartners

Literacy books, games, manipulatives & supplies are given to families to promote early literacy support at home

Goal: Students will feel prepared and secure upon entering kindergarten.

Activities:

Kindergarten Round-up: provides a time for incoming students to experience a kindergarten classroom setting

Meet the Teacher BBQ: provides an additional meet and greet for incoming kindergartners with their teacher before school starts

Welcome Packet: given to families from the teachers with classroom procedures & information about the upcoming school year

Books, games, manipulatives & supplies are given to families to promote early literacy support at home

Goal: Teachers will provide a developmentally appropriate learning environment.

Activity: Hands-on learning, use of manipulatives, centers, and sensory exploration are key components in structuring a developmental kindergarten class at CCAIE.

Goal: Teachers will help bridge the preschool transition to kindergarten by visiting & partnering with preschool programs in the area.

The following activities facilitate our partnership with United Children & Family Head Start:

-Observation of Head Start preschool programs & environment

-Attendance at spring Head Start parent meetings

-Attendance at the Detroit Head Start Math & Science Fair to build relationships with future parents and promote CCAIE's kindergarten program.

-Literature given to parents of preschool students about the CCAIE kindergarten program and activities/ideas for children over the summer

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?

CCAIE provides training to parents about the different stages in early childhood development. Handouts and materials describe the skills each child should have mastered before entering kindergarten. We also give ideas and strategies to help promote readiness before school starts. This training is employed in the following ways:

-Power Point about Kindergarten Readiness presented at HeadStart parent meetings

-Information presented at Kindergarten Round-up

-Welcome packet with information about kindergarten readiness and skills necessary to be successful in kindergarten

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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. Below are some examples:

- An Rtl committee was formed to write our Rtl plan and determine the selection process for interventions. This plan is reviewed and/or revised each year. The committee members decided what assessments would be used at each grade-level and which students would receive Tier II and III support based on those assessments. For example, it was determined that grades 3-6 would receive Tier II support in reading intervention based on post test proficiency per unit. Tier III students were identified from the Intensive category of the Dibels screener / DRA assessments. The Rtl committee revisits the decided upon assessments used in eligibility to create Tiers based on the students' needs annually.
- Staff were involved in creating the pretests/post-tests for our data team cycle initiative. Furthermore, teachers are continually working alongside the curriculum director to revise and update the pre/post tests as needed. If teachers find that a test is inappropriate or does not really show mastery of the intended standard, the teachers and curriculum director work as a team to revise the tests.
- All curriculum maps are created and revised through a collaborative effort of the curriculum director and grade-level teachers. No decisions are made in regards to curriculum without direct feedback from teachers. Furthermore, staff are involved in making decisions in regards to instruction and assessment when writing their curriculum maps. Teachers also have the ability to request a change in pacing or the order of curriculum units. After implementing our new math curriculum in 2012-13, many grade-levels wanted to change the order in which some of the units were taught. The curriculum director met with each grade-level to make appropriate adjustments to curriculum maps. Furthermore, many grade-levels continue to revise and edit pretests/posttests each year alongside the Curriculum Coordinator. During our 2013-14 Annual Title I Evaluation Meeting, teachers and Rtl staff voiced concern over needing support for students not mastering grade-level post-tests on common core standards. Changes in our Rtl plan have been made to provide support directly to teachers for this matter. During the 2015-16 and 2016-17 school year, grade-levels met with the curriculum director to revise and fine-tune pre and post-tests. This will continue for upcoming school years.
- Students are required to take MSTEP by the state and NWEA by our authorizer, Ferris State University. However, teachers participating in an assessment decisions when deciding to conduct common assessments and additional periods of DRA assessments. Teachers also make decisions to review unit content and retest using an additional post-test if they believe there was a gap in the learning. The Rtl committee made the decision to implement the Dibels screener and DRA assessments as well as the timing and frequency of benchmark and progress monitoring assessments.

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

Teachers at CCAE participate in data analysis and assessment decisions through the following:

- All grade-level and specials teachers are a member of a Data Team. This school-wide initiative uses pretest/post-tests with targeted instruction to improve student achievement on selected mastery-level common core standards. Data Teams meet regularly throughout the year having post-assessment and monitoring meetings. At these meetings, teachers analyze their instruction and determine which students need further interventions.

-The teachers, along with the curriculum coordinator, analyze assessment data and trends within their grade-level. This provides focus and
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direction for future instruction. Students who are not proficient on the state and/or local assessments also receive extra support through our reading specialists, paraprofessionals, summer school, tutoring, etc.

-Teachers also have access to SuccessMaker data to gain an understanding of the areas of weaknesses their students have. Study Island data is reviewed regularly and is paralleled to the math standards being taught in their math class. NWEA MAP data analysis is carried out with the teachers at PLCs after each three testing sessions. These programs/assessments provide information on how well the students are meeting the grade-level content expectations as well as if their students have made the appropriate learning gains during the school year. These programs can also provide information on achievement gaps and inform instruction in the classroom.

-Teachers and reading specialists will use Dibels and MLPP data to determine which students need extra reading support and continually monitor these students' progress. DRA tests are also used to determine Walk to Read groups.

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.

English Language Arts: Reading

Grade Span: K-6

Identification/Criteria for Selection (Tier II):

Students who are reading at least one year below grade level based on Dibels benchmark assessments and their SuccessMaker Initial Placement, and/or do not pass grade-level pre/post tests are identified as experiencing difficulty mastering the state's academic achievement standards and qualify for Tier II services.

Identification/Criteria for Selection (Tier III):

Students who are more than 2 yrs below grade-level based on DRA/QRI assessments and/or their SuccessMaker Initial Placement qualify for Tier III services.

English Language Arts: Writing

Grade Span: K-6

Identification/Criteria for Selection: The majority of our students are not meeting the state writing standards as seen on the writing common assessments and are identified as experiencing difficulty mastering the state's academic achievement assessment standards . Therefore, we are addressing this in our core content curriculum and instruction.

Math

Grade Span: 2-6

Identification/Criteria for Selection (Tier II):

Students who are at least one year below grade level based on their SuccessMaker Initial Placement in math are identified as experiencing difficulty mastering the state's academic achievement assessment standards and qualify for Tier II services.

Identification/Criteria for Selection (Tier III):

Students who are at least two years below grade level based on their SuccessMaker Initial Placement in math qualify for Tier III services.

Science

Grade Span: K-6

Identification/Criteria for Selection: The majority of our students are not meeting the state science standards and are identified as experiencing difficulty mastering the state's academic achievement assessment standards . Therefore, we are addressing this in our core content curriculum and instruction.

Social Studies

Grade Span: K-6

Identification/Criteria for Selection: The majority of our students are not meeting the state social studies standards are identified as experiencing difficulty mastering the state's academic achievement assessment standards . Therefore, we are addressing this in our core content curriculum and 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?

English Language Arts

Reading

Grade Span: K-6

Interventions:

- SuccessMaker (Reading & Lang. Arts): All students receive daily (20 min) targeted online instruction at their reading level.
- Guided Reading: K-2 students will be in leveled groups led by teachers and paraprofessionals to receive targeted reading instruction to meet their needs.
- Reading Pull-outs: Tier III students receive extra reading support from a reading specialist. All students in grades 1-2 receive a daily Walk to Read intervention/enrichment at their instructional level. Grades 3-6 receive intervention from a paraprofessional 3 times per week.
- Summer School: Teacher selected K-6 students receive free summer school (15 half days)
- Literacy Night: Families come for dinner and reading related activities. They also receive tips to help their children academically at home.

Writing

Grade Span: K-6

Interventions: The majority of our students are not meeting the state writing standards. Therefore, we are addressing this in our core content curriculum and instruction. Teachers follow the Journeys Houghton Mifflin writing program, which focuses on the 6 Traits of Writing and follows the Common Core Standards. The writing units use pre-writing graphic organizers, teacher modeling, and revising & editing lessons. Teachers will also conference more frequently with at-risk students during this time.

Math

Grade Span: K-6

Interventions:

- SuccessMaker (Math): 2nd-6th grade students receive daily (15 min) targeted online instruction at their math level.
- Math Pull-outs: A math specialist and/or paraprofessional will be push in to classrooms supporting students not mastering grade-level standards in math.
- After-school tutoring: Teacher selected K-6 students receive free after-school tutoring on Tuesday or Thursday each week.
- Summer School: Teacher selected K-6 students receive free summer school (15 half days)
- Math Night: Families come for dinner and math related activities. They also receive tips to help their children academically at home.

Science

Grade Span: K-6

Interventions: The majority of our students are not meeting the state science standards. Therefore, we are addressing this in our core content curriculum and instruction. Teachers will implement Next Generations science standards & practices through the TCI Science Alive program. Lastly, our math/science specialist will assist teachers with science planning and push-in for hands-on or technology related activities with the TCI Science Alive program.

Social Studies

Grade Span: K-6

Interventions: The majority of our students are not meeting the state social studies standards. Therefore, we are addressing this in our core

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content curriculum and instruction. Teachers will follow the MI-Citizenship Curriculum, using the multiple resources available to meet state standards. Furthermore, several trade books were purchased per grade with specific text supporting the MI-Citizenship social studies curriculum.

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

English Language Arts

Reading

Guided Reading: All K-2 students will have leveled groups led by teachers and paraprofessionals to receive targeted reading instruction to meet their needs.

Paraprofessional Support: This allows time for teachers or paraprofessionals to work with individual students or small groups on specific reading skills.

Accommodations: When appropriate, teachers make adjustments to assignments, projects, tests, etc.

Reading A to Z: Teachers use the Reading A to Z website to provide leveled readers for various student reading levels.

Writing

Student Conferencing: Teachers will individualize revising & editing strategies for each student to work on in their writing.

Accommodations: When appropriate, teachers make adjustments to assignments, projects, tests, etc.

Math

Math Expressions Differentiation: Teachers use the reteach & challenge resources to differentiate instruction.

Accommodations: When appropriate, teachers make adjustments to assignments, projects, tests, etc.

Educational websites: Students will use educational websites and Think Central applications which provide various levels of content & instruction.

Science

Accommodations: Teachers use various modes of instruction through the TCI Science Alive program. When appropriate, teachers make adjustments to assignments, projects, tests, etc.

Social Studies

Accommodations: Teachers use various modes of instruction through the MI-Citizenship curriculum. When appropriate, teachers make adjustments to assignments, projects, tests, etc.

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 Resources, Programs, & Grants:

Title I Funding is the main source of financial support that the school uses to provide intervention and enrichment services to the students.

Title I provides many invaluable resources that support our school improvement plan such as a reading specialist, math/science specialist, paraprofessionals, SuccessMaker/Waterford, technology, summer school, after-school tutoring, parental involvement activities, etc. Title IV has provided STEM materials for science and a mental/physical health class.

Title IIA is essential in providing the professional learning for SIP strategies such as CITW, Capturing Kids Hearts, Kagan Cooperative Learning, Trauma Sensitivity, Close & Critical & Guided Reading, Math Process Standards, Science & Engineering Practices, MI-Citizenship training, etc. These processes are a vital part of our school improvement plan. Title IIA also provides mentors to meet with new teachers (first 3 yrs of teaching) for at least 1 hr. per week to provide instructional support.

State Resources, Programs, & Grants:

Our state foundation allowance (general funds) provides salaries and transportation that is essential to the success of our school. For example, our new EnVision Math program was purchased through general funds to support our math goal and strategies. Early Literacy Grants have provided for after-school tutoring in lower elementary as well as DRA kits for reading assessment. The local ISD, supported through state funds, provides invaluable support in professional learning opportunities that support our SIP plan. CCAE staff also attends various groups at the MISD that keep of informed of State updates and current best practices. These include FSI (Facilitators of School Improvement), Leadership Learning Series, Curriculum Meetings, Title I Network, Literacy Interventionist Network, Homeless Liaison Meetings, etc.

Local Resources, Programs, & Grants:

CCAЕ has many local partnerships such as Cornerstone Baptist Church (Connect), Gleaners, and Roseville Optimist Club. These partnerships encourage parental involvement, as well as student leadership & decision making, supporting our schoolwide plan. Global Bus System provides academic incentives for student achievement to help us meet our school improvement goals.

Title I:

- Reading Specialist - provides support for at-risk readers
- Paraprofessionals - provides support for at-risk students in reading & math
- Math/Science Specialist - Teacher and student support of math & science instruction
- SuccessMaker - online program that gives individual online instruction at student's instructional level for reading & math (grades 2-6)
- Waterford - online program that gives individual online instruction at student's instructional level (grades 1-2)
- SuccessMaker/Waterford Facilitators - teachers facilitating SuccessMaker & Waterford, analyzing reports, and providing support for students
- Technology - maintenance & upgrades for computer labs, servers, interactive whiteboards, document cameras, etc.
- Summer School- 15 days/3 hours per day of instruction in math, reading, and writing over the summer for at-risk students.
- After-school Tutoring- tutoring for at-risk students is provided at each grade level by classroom/special teachers in reading and math
- Parental Involvement Activities- Parent Focus Group, Literacy Night, Math Night, etc.

Title IIA:

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- Professional learning - SIP strategies such as CITW, Capturing Kids Hearts, Kagan Cooperative Learning, Trauma Sensitivity, Close & Critical & Guided Reading, Math Process Standards, Science & Engineering Practices, MI-Citizenship training, etc.
- Mentors - meet with new teachers (first 3 yrs of teaching) for at least 1 hr. per week to provide instructional support.

IDEA:

- Special Education Teachers - provides instruction to qualifying students
- Speech and Language Therapy - provides speech & language skills practice to qualifying students
- School Psychologist - provides academic testing services to qualifying students

Nutrition Grants:

- Free Breakfast & Lunch- provides free breakfast & lunch for all CCAE students 5 days per week
- Free Fruit & Vegetable - provides students a snack of fruit or vegetable 3 times per week
- Summer Meals Program - provides breakfast & lunch to our summer school students and community members

State Resources, Programs, & Grants

- State Foundation Grant: General fund budget items such as salaries, transportation, social worker, technology, etc.
- Local ISD: Occupational Therapy, Vision & Hearing Therapy
- Local ISD: Professional Learning & Support

Local Resources, Programs, & Grants

- Mobile Dentist: discounted dental services to students
- Health Department: Vision & Hearing Screening
- Connect (Cornerstone Baptist Church): provides monthly Bible Study sessions to students to increase spiritual awareness and improve behavior
- Global Bus System: Academic Incentives for student achievement
- Attorney General: Cyberbullying assembly
- Gleaners: partnership to provide food for CCAE families
- Roseville Optimistic Club: Youth appreciation awards
- Police Athletic League (PAL): After-school athletic/recreational activities for students

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

Component 1: Comprehensive Needs Assessment

The comprehensive needs assessment shows that we need additional instructional support in all core areas. Title I Funding is the main source of financial support that the school uses to provide intervention and enrichment services to the students. Title I provides many invaluable resources that support our curriculum and school improvement plan such as a reading specialist, math/science specialist, paraprofessionals, SuccessMaker/Waterford, technology, summer school, after-school tutoring, parental involvement activities, etc. Title IV has provided STEM materials for science and a mental/physical health class. Title IIA is essential in providing the professional learning for SIP strategies such as CITW, Capturing Kids Hearts, Kagan Cooperative Learning, Trauma Sensitivity, Close & Critical & Guided Reading, Math Process Standards, Science & Engineering Practices, MI-Citizenship training, etc. These processes are a vital part of our school improvement plan.

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Component 2: Schoolwide Reform Strategies

Our schoolwide reform strategies include instruction in Tier I, Tier II, and Tier III. Title I funds, Title IV, Title IIA, and the Early Literacy Grant support strategies/activities in all goal areas. Title I Funding is the main source of financial support that the school uses to provide intervention and enrichment services to the students. Title I provides many invaluable resources that support our curriculum and school improvement plan such as a reading specialist, math/science specialist, paraprofessionals, SuccessMaker/Waterford, technology, summer school, after-school tutoring, parental involvement activities, etc. Title IV has provided STEM materials for science and a mental/physical health class. Title IIA is essential in providing the professional learning for SIP strategies such as CITW, Capturing Kids Hearts, Kagan Cooperative Learning, Trauma Sensitivity, Close & Critical & Guided Reading, Math Process Standards, Science & Engineering Practices, MI-Citizenship training, etc. These processes are a vital part of our school improvement plan.

Component 3: Instruction by Highly Qualified Staff

Our state foundation allowance funds our highly qualified staff.

Component 4: Strategies to Attract Highly Qualified Teachers

CCAEE School District uses the state foundation allowance to provide a competitive initial salary to all incoming teachers. Additionally, staff is provided a comprehensive benefit package including medical coverage (vision & dental), short & long term disability and life insurance.

Component 5: High Quality and Ongoing Professional Development

High Quality and Ongoing professional development is funded through Title IIA and/or our Local ISD funds. Title IIA is essential in providing the professional learning for SIP strategies such as CITW, Capturing Kids Hearts, Kagan Cooperative Learning, Trauma Sensitivity, Close & Critical & Guided Reading, Math Process Standards, Science & Engineering Practices, MI-Citizenship training, etc. These processes are a vital part of our school improvement plan.

Component 6: Strategies to Increase Parental Involvement

Title I funds provide Parental Involvement Activities such as our Parent Focus Group, Literacy Night, Math Night, Parent Appreciation, etc. CCAEE has many local partnerships such as Cornerstone Baptist Church (Connect), Gleaners, and Roseville Optimist Club. These partnerships encourage parental involvement, as well as student leadership & decision making, supporting our schoolwide plan.

Component 7: Preschool Transition Strategies

The Kindergarten Transition program through the MISD provides backpacks with kindergarten readiness activities, games, and books to support our preschool transition plan.

Component 8: Teacher Participation in Making Assessment Decisions

CCAEE has created professional learning communities and data analysis opportunities. These processes are a vital part of our school improvement plan and allow teachers to have voice in assessment decisions.

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

Title I Funding is the main source of financial support that the school uses to provide intervention and enrichment services to the students. Title I provides many invaluable resources that support our curriculum and school improvement plan such as a reading specialist, math/science specialist, paraprofessionals, SuccessMaker/Waterford, technology, summer school, after-school tutoring, parental involvement activities, etc.

IDEA funds provide the following:

Special Education Teachers - provides instruction to qualifying students

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Speech and Language Therapy - provides speech & language skills practice to qualifying students

School Psychologist - provides academic testing services to qualifying students

The Local ISD provides Occupational Therapy, Vision & Hearing Therapy

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

Generals funds allow administration to oversee the coordination and integration of 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.

Our comprehensive needs assessment (demographic, socioeconomic, academic data) has shown a need for the following federal, state, and local programs at CCAE:

-Nutrition Programs: Henry Ford Hospital has provided Health & Nutrition programs for students and staff

-Free Breakfast & Lunch- provides free breakfast & lunch for all CCAE students 5 days per week

-Free Fruit & Vegetable - provides students a snack of fruit or vegetable 3 times per week

-Summer Meals Program - provides breakfast & lunch to our summer school students and community members

-Homeless Program: Our homeless liason, in partnership with our local ISD, provides support to our homeless families including gas cards, uniforms, backpacks, etc

-Character Education: Title I provides funds for Project Wisdom which includes daily shared narratives that promote values and making the right choices.

-Mobile Dentist: Discounted dental services to students

-Head Start: CCAE has a partnership with Head Start as part of our preschool transition plan

Evaluation:

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

CCAIE evaluates the implementation of the schoolwide program in the following ways:

1. Parents are surveyed 2 times per year. Computer labs are open for online surveys during conferences and/or school events and the surveys are sent out via email and text on School Reach. Paper copies are also sent home upon request. One mid-year survey specifically relates to Title I/SIP programs and their satisfaction of these interventions. Board members, students, and teachers are also surveyed once per year.
2. A Parent Focus group has monthly meetings and gives suggestions throughout the year. The group has two teacher liaisons that plan these meetings alongside parents. These teachers continually share parent concerns and suggestions with administration in regards to school improvement. The Parent Focus group also reviews the Parent Involvement Policy and Parent-Teacher Compact and make suggestions for revision.
3. Each year, all staff are involved in evaluating the school based on the EdYes Process Rubrics. This process data also helps inform decision-making in regards to the SIP and the Title I Schoolwide Plan.
4. Parents, teachers, and support staff are specifically involved in the Annual Title I Evaluation meeting each year. At this time, we review all our Title I programs and evaluate them for effectiveness. Several recommendations have been given and followed up on over the past several years. Examples include lengthening our SuccessMaker time in the schedule and offering incentives for growth and offering more paraprofessional support to work with students not passing grade-level posttests for math and reading based on common core standards. More recently, we started offering more opportunities for teachers and students to be involved in after-school tutoring.
5. All staff are involved in our annual Title I/SIP Review. At this time, we analyze whether the school is in compliance with the 10 components of a school-wide Title I program. We also determine whether we met our SIP objectives and what changes need to be made to the SIP plan. Furthermore, the staff evaluates our school-wide reform strategies throughout the year using our Progress Monitoring Matrix.
6. In the 2012-13 school year, stakeholders were involved in rating ourselves on the Title I Study Guide for our onsite review. All teachers, admin, and three parents were part of this process. This process allowed us to determine areas that we needed to improve on in regards to our Title I Schoolwide program.
7. In 2012-13 after our Title I Onsite Review, staff specifically read all the parts of the school-wide plan to help make necessary revisions. The SIP team used this information as well as our demographic data to edit & revise the Title I Schoolwide Diagnostic on Assist. The schoolwide plan was then reviewed at a Parent Focus Meeting for feedback and suggestions. Each year, it continues to be updated with changes based on feedback from all of CCAIE's stakeholders.

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.

MStep and NWEA MAP results are shared with the staff regularly and compared with the Annual Measurable Objectives set by the state as well as the educational goals set forth by our authorizer Ferris State University. We also share data in regards to a demographically comparable school, resident district, and state achievement results. Data analysis of these assessments as well as other local assessments is part of our schoolwide program evaluation. At our Annual Title/SIP Review (with parents), goal committees determine whether our SIP objectives have been met as well as discuss strategy/activity additions, deletions, and/or adaptations.

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.

We have many assessments in place to monitor the growth of our students, especially those who are furthest from achieving the standards. DRA/QRI assessments are conducted in reading to determine student achievement. Students are tested 3 times per year on NWEA to assess specific objectives. Furthermore, SuccessMaker progress monitors in both reading and mathematics. SuccessMaker facilitators provide reports to the teachers to inform their instruction. Assessments from multiple sources help us to determine how well our students are achieving standards and the effectiveness of our school-wide program. Parents are informed of student progress through program reports, report cards/progress reports, parent teacher conferences, etc. Our most comprehensive SIP strategy involving data teams has also been effective in increasing student achievement. Through the process of analyzing pre/post tests and instruction, teachers are able to reflect upon their teaching and collaborate with team members on how to help meet the needs of students not mastering state standards. On the staff survey, it was noted by several teachers that data teams and PLC discussions have helped our school and staff meet student academic needs in a more formalized way.

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 plan. The curriculum coordinator receives regular updates from each committee to assess progress of strategies/activities in their area. Survey results from parents, staff, and students are all also considered as well as findings from the Data Team process and PLC discussions. The principal, curriculum coordinator, and steering committee work on the final revisions of the SIP plan each year.

2018-19 School Improvement Plan

Overview

Plan Name

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Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Conner Creek Academy East will be proficient in Mathematics.	Objectives: 1 Strategies: 6 Activities: 36	Academic	\$0
2	All students at Conner Creek Academy East will be proficient in ELA.	Objectives: 1 Strategies: 6 Activities: 30	Academic	\$0
3	All students at Conner Creek Academy East will be proficient in Science.	Objectives: 1 Strategies: 4 Activities: 22	Academic	\$0
4	All students at Conner Creek Academy East will be proficient in Social Studies.	Objectives: 1 Strategies: 4 Activities: 20	Academic	\$0

Goal 1: All students at Conner Creek Academy East will be proficient in Mathematics.

Measurable Objective 1:

18% of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2019 as measured by the State Assessment.

Strategy 1:

Data Teams - Teachers will work collaboratively in Data Teams to address weak standards through the use common assessment cycles. They will use the results to determine instructional strategies and interventions that best fit student needs.

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. Time for data-team meetings is provided during PD days, early-release days, and PLC meetings. Teachers also have 2-3 common preps for grade-level PLC teams to meet. Binders are provided that have norms, CITW strategies, and protocols for each cycle.	Academic Support Program	Tier 1	Getting Ready	09/01/2015	06/30/2019	\$0	No Funding Required	Administration

Activity - Data Team Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level data teams have post-assessment meetings for math units. During the post-assessment meeting, teachers determine whether they met their smart goal and which students need further intervention. The staff also analyzes the data to determine strengths/weaknesses and plan instructional strategies for improvement.	Academic Support Program	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
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 also be reviewed through the use of the progress monitoring matrix.	Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$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 post assessment growth of students as well as analyzing the district's progress towards meeting our annual state objectives.	Other	Tier 1	Evaluate	05/01/2019	06/30/2019	\$0	No Funding Required	Admin & SIP team

Strategy 2:

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

Category: Learning Support Systems

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:

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 3	Implement	06/17/2019	08/16/2019	\$0	Title I Part A	Summer School Staff

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After-school tutoring in math will be provided for students not meeting grade-level standards.	Academic Support Program	Tier 3	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	Tutoring Staff

Activity - SuccessMaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SuccessMaker is an online intervention program that will be utilized to individualize instruction in mathematics for all students (3-6).	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	SuccessMaker Facilitators

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

School Improvement Plan

Conner Creek Academy East - Elementary

Teachers will use resources from the Study Island Math program to supplement their core math instruction in the classroom and prepare them for various assessments.	Technology	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	All teachers
Activity - Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will support students who are not achieving grade-level standards.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	Math Paraprofessionals & Teachers
Activity - Waterford Early Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Waterford Early Learning is an online intervention program aimed at meeting the individual math needs of each student. The Waterford program is for K-2 students and the Waterford Facilitator monitors this program daily.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	Waterford Facilitator
Activity - Math Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math specialist and paraprofessionals will assist students who are not achieving at grade-level in mathematics. They will work with individual students as well as small groups using manipulatives when applicable.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Title I Part A	Math Specialist

Strategy 3:

Classroom Instruction that Works - Math 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: 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
District 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	09/05/2014	06/30/2019	\$0	No Funding Required	Administration and teaching staff

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Conner Creek Academy East - Elementary

Activity - Setting Objectives & 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	09/01/2018	06/30/2019	\$0	No Funding Required	All teaching staff
Activity - Reinforcing Effort & 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	09/01/2018	06/30/2019	\$0	No Funding Required	All teaching staff
Activity - Cooperative Learning & 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		09/01/2018	06/30/2019	\$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.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$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	06/30/2019	\$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: Mathematics

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

Tier: Tier 1

SY 2018-2019

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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	09/01/2016	06/30/2019	\$0	No Funding Required	Admin 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	06/30/2019	\$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 DBT talk moves to encourage student to student interaction, engagement with the content, and as a continual formative assessment.	Direct Instruction	Tier 1	Implement	09/05/2017	06/20/2018	\$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 involve higher-level thinking skills, problem-solving strategies, and student discourse.	Academic Support Program	Tier 1	Implement	09/05/2017	06/30/2019	\$0	No Funding Required	All teachers
Activity - Monitoring DBT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	No Funding Required	Admin and SIP team
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	06/30/2019	\$0	No Funding Required	Admin, SIP team and teachers

School Improvement Plan

Conner Creek Academy East - Elementary

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		08/28/2017	06/30/2019	\$0	No Funding Required	All admin and teaching staff
Activity - Claim Evidence Reasoning	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	09/05/2017	06/30/2019	\$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.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	No Funding Required	All admin and SIP team members
Activity - Evaluation 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	06/30/2019	\$0	No Funding Required	All admin and SIP team members

Strategy 6:

Math Practice Standards/Comprehensive Math Program - 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.

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Conner Creek Academy East - Elementary

Category: Mathematics

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

Tier: Tier 1

Activity - Professional Learning	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.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Title I Part A	Admin, teachers
Activity - 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.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum Coordinator, teachers
Activity - 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.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Admin, teachers
Activity - Technology Support	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	Title I Part A	Tech Support
Activity - Reteaching/Remedial Resources	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	Teachers, paraprofessionals
Activity - Math Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Conner Creek Academy East - Elementary

Our lowest at-risk students who are not meeting grade-level standards will receive support from a math specialist or paraprofessional.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Title I Part A	Math Specialist, paraprofessionals
Activity - Monitor Implementation of Math Practices	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.	Walkthrough	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Admin
Activity - Evaluate Implementation of Math Practices	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.	Other - Program Eval, Academic Support Program	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	No Funding Required	Admin & SIP Team
Activity - Standards for Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 (Math Expressions) and will be supported through hands-on math manipulatives, online learning, field trips, etc. 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	Title I Part A	Teachers

Goal 2: All students at Conner Creek Academy East will be proficient in ELA.

Measurable Objective 1:

School Improvement Plan

Conner Creek Academy East - Elementary

25% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/30/2019 as measured by the state assessment.

Strategy 1:

Data Teams - Teachers will work collaboratively in Data Teams to address weak standards through the use common assessment cycles. They will use the results to determine instructional strategies and interventions that best fit student needs.

Category: English/Language Arts

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. Time for data-team meetings is provided during PD days, early-release days, and PLC meetings. Teachers also have 2-3 common preps for grade-level PLC teams to meet. Binders are provided that have norms, CITW strategies, and protocols for each cycle.	Teacher Collaboration	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Administration and all staff
Activity - Data Team Meetings Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level data teams have post-assessment meetings for ELA units. During the post-assessment meeting, teachers determine whether they met their smart goal and which students need further intervention. The staff also analyzes the data to determine strengths/weaknesses and plan instructional strategies for improvement.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	All administration and staff
Activity - Monitoring Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 also be reviewed through the use of the progress monitoring matrix.	Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	No Funding Required	All administration and staff

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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 post assessment growth of students as well as analyzing the district's progress towards meeting our annual state objectives.	Other	Tier 1	Evaluate	05/01/2019	06/30/2019	\$0	No Funding Required	Admin & SIP Team

Strategy 2:

Close & Critical Reading/New Comprehensive Reading Program - Teachers will implement Close and Critical reading strategies to implement the common core standards. A new comprehensive reading program will be implemented at the elementary school to provide appropriate grade-level content as well as strategies/interventions for at-risk students.

Category: English/Language Arts

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

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Conner Creek Academy East - Elementary

Instruction on Middle-Grade Students Comprehension and 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 Association

Tier: Tier 1

Activity - Getting Ready for Close & Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin will provide after-school professional learning with a local ISD Close and Critical consultant. Administration will ensure that teachers will have access to professional learning and the mission literacy website to refresh their knowledge of close and critical reading implementation. Several instructors have participated in close and critical reading training, so we will reinforce this knowledge with resources from our local ISD. Professional development will be provided in the fall of 2017 for new comprehensive reading program.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/20/2018	\$0	No Funding Required	All teachers and local ISD Close and Critical consultant

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Activity - Close & Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will implement Close and Critical reading strategies to implement the common core standards. This will include the use of complex text, repeated readings, framing the text, and analysis of text through student discussion and writing. The analysis of the text will be guided by these four questions: What does the text say? How does the text say it? What does the text mean? What does the text mean to me? Resources from missionliteracy.com and the local ISD consultant's LiveBinders website (Close and Critical) will be provided to teachers for support. A new comprehensive reading program will provide appropriate grade-level content as well as supplementary content for students reading below grade-level. Close reading strategies will be used throughout the program engaging students with complex text.</p>	Academic Support Program	Tier 1	Implement	09/05/2017	06/20/2018	\$0	No Funding Required	Administration and teachers
Activity - Monitoring Close & Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Admin 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 this strategy using our progress monitoring matrix. Progress Monitoring of new reading curriculum strategies and interventions will be part of monthly PLC meetings and grade-level data team meetings.</p>	Walkthrough	Tier 1	Monitor	09/05/2017	06/20/2018	\$0	No Funding Required	Administration and teachers
Activity - Evaluating Close & Critical	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Admin and SIP team will evaluate Close and Critical Reading's impact on student achievement by analyzing our district progress towards our Reading AMO's and pre to post assessment growth. Additionally, a formal evaluation of the new reading program will take place during our Annual Title I/SIP review.</p>	Other	Tier 1	Evaluate	05/01/2018	06/20/2018	\$0	No Funding Required	Admin & SIP Team

Strategy 3:

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

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

School Improvement Plan

Conner Creek Academy East - Elementary

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 [tp://ies.ed.gov/ncee/wwc/publications/practiceguides/](http://ies.ed.gov/ncee/wwc/publications/practiceguides/).

Tier: Tier 2

Activity - Waterford Early Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Waterford Early Learning is an online intervention program aimed at meeting the individual reading needs of each student. The Waterford program is for K-2 students and the Waterford Facilitator monitors this program daily.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	Waterford Facilitator
Activity - Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will be available to support students who are not achieving grade-level standards.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	Teachers & Paraprofessionals
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will provide intensive & focused instruction of reading skills in both narrative and informational text.	Academic Support Program	Tier 3	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	Summer School Staff
Activity - Reading Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Reading Specialist will work with small groups of the lowest achieving students in reading.	Academic Support Program	Tier 3	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	Reading Specialist
Activity - SuccessMaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SuccessMaker is an online intervention program aimed at meeting the individual reading needs of each student. The SuccessMaker program is for 3-6 students and the SuccessMaker Facilitator monitors this program daily.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	SuccessMaker Facilitator
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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After-school tutoring in ELA will be provided for students not meeting grade-level standards.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Title I Part A	Teachers
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Strategy 4:

Classroom Instruction That Works - 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
District 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	09/01/2014	06/30/2019	\$0	No Funding Required	All administration and teaching staff

Activity - Setting Objectives & 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	09/01/2017	06/30/2019	\$0	No Funding Required	All teaching staff

Activity - Reinforcing Effort & 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	09/01/2017	06/30/2019	\$0	No Funding Required	All teaching staff

Activity - Cooperative Learning & 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	09/05/2017	06/30/2019	\$0	No Funding Required	All teaching staff

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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.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$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	05/01/2018	06/30/2018	\$0	No Funding Required	Administration and teaching staff

Strategy 5:

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	09/05/2017	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
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Conner Creek Academy East - Elementary

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		09/05/2017	06/15/2018	\$0	No Funding Required	All teaching staff
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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	09/05/2017	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
Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Administration, SIP team, 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	05/01/2018	06/15/2018	\$0	No Funding Required	Administration and SIP team

Strategy 6:

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

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	09/01/2017	06/30/2019	\$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	09/01/2017	06/30/2019	\$0	No Funding Required	All teaching staff

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Conner Creek Academy East - Elementary

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.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$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 Eval	Tier 1	Evaluate	05/01/2019	06/30/2019	\$0	No Funding Required	Administration, SIP team and teaching staff

Goal 3: All students at Conner Creek Academy East will be proficient in Science.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency of content and investigative skills in Science by 06/30/2019 as measured by the state assessment.

Strategy 1:

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: 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
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School Improvement Plan

Conner Creek Academy East - Elementary

Science teachers will review and define performance expectations and current practices and standards. Teachers will then create curriculum maps and pacing guides for instruction and implementation. 4th grade began transitioning to Next Generation standards with new curriculum in the 2015-16 school year. 5th & 6th grade followed in 2017-18. K-2 will begin teaching the new standards in 2018-19.	Curriculum Development	Tier 1	Getting Ready	09/30/2015	06/30/2020	\$0	No Funding Required	Administration, Curriculum Coordinator, Teachers
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Activity - Next Generation Science Standards Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers and curriculum directors will receive professional learning at our local ISD. These trainings will be supported through regularly scheduled staff PLCs. Time is also 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	09/06/2016	06/30/2019	\$0	No Funding Required	Science teachers, 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. An additional science teacher will support implementation of the newly implemented TCI science program to teach these practices. Staff will also use math & science manipulatives, videos from Discovery Education, and hands-on experiences at Field Trips to supplement instruction. TCI "Bring Science Alive," curriculum was adopted in 2016-17 for 3rd/4th grade and all grades K-6 will be implementing the curriculum by the 2018-19 school year. The Next Generation Science Practices are as follows: 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	09/30/2016	06/30/2019	\$0	Title I Part A	All teachers

Activity - Monitoring Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Conner Creek Academy East - Elementary

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	Tier 1		09/01/2018	06/30/2019	\$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 our implementation data as well as data from classroom science assessments and the science state assessment.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/30/2019	\$0	No Funding Required	Administration and SIP Team
Activity - Math & Science Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math & Science Specialist will support science instruction, specifically supporting at-risk students with hands-on experiences and the incorporation of technology.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	Title I Part A	Math & Science Specialist

Strategy 2:

Classroom Instruction That Works - Teachers 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: Science

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, Reinforcing Effort/Providing Recognition, Cooperative Learning, and Content Vocabulary.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2019	\$0	No Funding Required	All teaching staff and admin
Activity - Setting Objectives/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	09/05/2017	06/30/2019	\$0	No Funding Required	All teaching staff

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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 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	09/05/2017	06/30/2020	\$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. Administration	Academic Support Program	Tier 1	Implement	09/05/2017	06/30/2019	\$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.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$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 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	06/30/2019	\$0	No Funding Required	Administration, SIP team and teachers

Strategy 3:

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: 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

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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	08/29/2016	06/30/2019	\$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 essential to implementing DBT.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/30/2019	\$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.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/30/2019	\$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	09/05/2017	06/20/2018	\$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
Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/05/2017	06/20/2018	\$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

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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	06/30/2019	\$0	No Funding Required	Administration, SIP team and teaching staff
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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://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	09/06/2016	06/30/2019	\$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	09/05/2017	06/30/2019	\$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.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$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	06/30/2019	\$0	No Funding Required	Administration, SIP team and teachers

Goal 4: All students at Conner Creek Academy East will be proficient in Social Studies.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency of knowledge and critical thinking skills in Social Studies by 06/20/2019 as measured by the State Assessment.

Strategy 1:

Michigan Citizenship Curriculum - All social studies teachers will implement the Michigan Citizenship Curriculum in grades K-6.

Category: Social Studies

Research Cited: Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001). A taxonomy for Learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Addison Wesley Longman. Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). Taxonomy of educational objectives: Handbook I: Cognitive domain. New York: David McKay.

Tier: Tier 1

Activity - MI-Citizenship Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with the Michigan Citizenship Curriculum website as a primary curricular resource for instruction. Teachers will have access to local ISD trainings on this topic. Teachers were also given a resource bin of trade books and/or online subscriptions to support their grade-level curriculum.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2019	\$0	No Funding Required	Administration and teachers
Activity - MI-Citizenship Curriculum & Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the units set up on MC3 Website for their grade-level. Teachers will use diverse literacy, multimedia, and higher-level thinking activities to help develop student understanding in the areas of history, geography, politics and economics. Technology, such as mobile labs and interactive whiteboards, will support this activity.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	No Funding Required	Administration and teachers
Activity - Monitoring MI-Citizenship Curriculum	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 teachers are using the Michigan Citizenship resources effectively. Administrators will also provide opportunities for the staff to evaluate their own implementation of the strategy using our progress monitoring matrix.	Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	No Funding Required	Administration and teachers

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Activity - Evaluating Michigan Citizenship Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin and SIP team will evaluate the Michigan Citizenship Curriculum by analyzing chapter assessments and if we met our social studies state objectives.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/30/2019	\$0	No Funding Required	Admin, SIP Team, Teachers

Strategy 2:

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: Social Studies

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	09/01/2014	06/30/2019	\$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, and a positive culture is conducive to DBT.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$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	09/01/2018	06/30/2019	\$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
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Conner Creek Academy East - Elementary

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	09/01/2018	06/30/2019	\$0	No Funding Required	All teaching staff
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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 walk-throughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	No Funding Required	All 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	06/30/2019	\$0	No Funding Required	Administration

Strategy 3:

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	08/29/2016	06/20/2018	\$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	09/05/2017	06/20/2018	\$0	No Funding Required	All teaching staff

Activity - Monitoring CER	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Conner Creek Academy East - Elementary

Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	No Funding Required	Admin, SIP team, and teachers
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Activity - Evaluation 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	05/01/2018	06/20/2018	\$0	No Funding Required	Administration, SIP team and staff members

Strategy 4:

Classroom Instruction That Works - 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: 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, Reinforcing Effort/Providing Recognition, Cooperative Learning, and Content Vocabulary.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/30/2019	\$0	No Funding Required	All teaching staff and administration

Activity - Setting Objectives/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	09/05/2017	06/30/2019	\$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	09/05/2017	06/30/2019	\$0	No Funding Required	All teaching staff

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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	09/05/2017	06/30/2019	\$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.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$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 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	06/30/2019	\$0	No Funding Required	Administration, SIP team, and staff members

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 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 also be reviewed through the use of the progress monitoring matrix.	Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$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		08/28/2017	06/30/2019	\$0	All admin and teaching staff
CITW Professional Learning	District 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	09/01/2014	06/30/2019	\$0	All administration and teaching staff
Cooperative Learning & Kagan Structures	Teachers will utilize cooperative learning and Kagan structures to engage students during instructional times.	Academic Support Program	Tier 1		09/01/2018	06/30/2019	\$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 throughout the year.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/30/2019	\$0	Administration and teaching staff
Next Generation Science Standards Curriculum Mapping	Science teachers will review and define performance expectations and current practices and standards. Teachers will then create curriculum maps and pacing guides for instruction and implementation. 4th grade began transitioning to Next Generation standards with new curriculum in the 2015-16 school year. 5th & 6th grade followed in 2017-18. K-2 will begin teaching the new standards in 2018-19.	Curriculum Development	Tier 1	Getting Ready	09/30/2015	06/30/2020	\$0	Administration, Curriculum Coordinator, Teachers

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Classroom Culture	Teachers will create a classroom culture using the components of Capturing Kids Hearts. A positive culture is essential to implementing DBT.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/30/2019	\$0	All teaching staff
Data Team Process	Grade-level data teams have post-assessment meetings for math units. During the post-assessment meeting, teachers determine whether they met their smart goal and which students need further intervention. The staff also analyzes the data to determine strengths/weaknesses and plan instructional strategies for improvement.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Administration and teachers
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	09/05/2017	06/30/2019	\$0	All teachers
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	Tier 1		09/01/2018	06/30/2019	\$0	Administration
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		09/05/2017	06/15/2018	\$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	09/05/2017	06/15/2018	\$0	All teaching staff
Data Team Meetings Process	Grade-level data teams have post-assessment meetings for ELA units. During the post-assessment meeting, teachers determine whether they met their smart goal and which students need further intervention. The staff also analyzes the data to determine strengths/weaknesses and plan instructional strategies for improvement.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/30/2019	\$0	All administration and staff
Setting Objectives/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	09/05/2017	06/30/2019	\$0	All teaching staff

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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	09/01/2018	06/30/2019	\$0	All teaching staff
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	06/30/2019	\$0	Administration, SIP team and teachers
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	09/01/2018	06/30/2019	\$0	All 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	06/30/2019	\$0	Administration, SIP team, and staff members
Evaluating Michigan Citizenship Curriculum	Admin and SIP team will evaluate the Michigan Citizenship Curriculum by analyzing chapter assessments and if we met our social studies state objectives.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/30/2019	\$0	Admin, SIP Team, Teachers
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.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/30/2019	\$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	09/01/2018	06/30/2019	\$0	All teaching staff
Cooperative Learning and Kagan Structures	Teachers will utilize cooperative learning and Kagan structures to engage students during instructional times. Administration	Academic Support Program	Tier 1	Implement	09/05/2017	06/30/2019	\$0	All teaching staff
Setting Objectives/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	09/05/2017	06/30/2019	\$0	All teaching staff
Reteaching/Remedial Resources	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	Teachers, paraprofessionals

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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	09/01/2017	06/30/2019	\$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	09/05/2017	06/30/2019	\$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	09/05/2017	06/20/2018	\$0	All teaching staff
Reinforcing Effort & 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	09/01/2018	06/30/2019	\$0	All teaching staff
Close & Critical Reading	Teachers will implement Close and Critical reading strategies to implement the common core standards. This will include the use of complex text, repeated readings, framing the text, and analysis of text through student discussion and writing. The analysis of the text will be guided by these four questions: What does the text say? How does the text say it? What does the text mean? What does the text mean to me? Resources from missionliteracy.com and the local ISD consultant's LiveBinders website (Close and Critical) will be provided to teachers for support. A new comprehensive reading program will provide appropriate grade-level content as well as supplementary content for students reading below grade-level. Close reading strategies will be used throughout the program engaging students with complex text.	Academic Support Program	Tier 1	Implement	09/05/2017	06/20/2018	\$0	Administration 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	05/01/2018	06/30/2018	\$0	Administration and teaching staff
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	05/01/2018	06/15/2018	\$0	Administration and SIP team
Cooperative Learning & Kagan Structures	Teachers will utilize cooperative learning and Kagan structures to engage students during instructional times.	Academic Support Program	Tier 1	Implement	09/05/2017	06/30/2019	\$0	All teaching staff

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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.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Admin, teachers
Monitoring CITW	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Administration, SIP team and teachers
Monitoring DBT	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Admin 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	09/01/2016	06/30/2019	\$0	Admin and teaching staff
Data Teams Professional Learning	Admin will train all new staff and refresh all returning staff on our data team process. Time for data-team meetings is provided during PD days, early-release days, and PLC meetings. Teachers also have 2-3 common preps for grade-level PLC teams to meet. Binders are provided that have norms, CITW strategies, and protocols for each cycle.	Academic Support Program	Tier 1	Getting Ready	09/01/2015	06/30/2019	\$0	Administration
Monitoring MI-Citizenship Curriculum	Administration will utilize walk-throughs to verify and document if teachers are using the Michigan Citizenship resources effectively. Administrators will also provide opportunities for the staff to evaluate their own implementation of the strategy using our progress monitoring matrix.	Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Administration and teachers
Monitoring Close & Critical Reading	Admin 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 this strategy using our progress monitoring matrix. Progress Monitoring of new reading curriculum strategies and interventions will be part of monthly PLC meetings and grade-level data team meetings.	Walkthrough	Tier 1	Monitor	09/05/2017	06/20/2018	\$0	Administration and teachers
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	06/30/2019	\$0	All teachers

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Claim Evidence Reasoning	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	09/05/2017	06/30/2019	\$0	All teaching staff
Setting Objectives & 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	09/01/2017	06/30/2019	\$0	All teaching staff
Setting Objectives & 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	09/01/2018	06/30/2019	\$0	All teaching staff
MI-Citizenship Curriculum & Instruction	Teachers will follow the units set up on MC3 Website for their grade-level. Teachers will use diverse literacy, multimedia, and higher-level thinking activities to help develop student understanding in the areas of history, geography, politics and economics. Technology, such as mobile labs and interactive whiteboards, will support this activity.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Administrati on and teachers
Evaluate Implementation of Math Practices	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.	Other - Program Eval, Academic Support Program	Tier 1	Evaluate	05/01/2019	06/14/2019	\$0	Admin & SIP Team
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
CITW Professional Learning	District teachers will be trained on CITW components: Setting objectives/Providing feedback, Reinforcing Effort/Providing Recognition, Cooperative Learning, and Content Vocabulary.	Professiona l Learning	Tier 1	Getting Ready	09/01/2014	06/30/2019	\$0	All teaching staff and administrati on

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Getting Ready for Close & Critical Reading	Admin will provide after-school professional learning with a local ISD Close and Critical consultant. Administration will ensure that teachers will have access to professional learning and the missionliteracy website to refresh their knowledge of close and critical reading implementation. Several instructors have participated in close and critical reading training, so we will reinforce this knowledge with resources from our local ISD. Professional development will be provided in the fall of 2017 for new comprehensive reading program.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/20/2018	\$0	All teachers and local ISD Close and Critical consultant
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	09/05/2017	06/30/2019	\$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	09/05/2017	06/20/2018	\$0	All teaching staff
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	06/30/2019	\$0	Administration, SIP team and teaching staff
CITW Professional Learning	District 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	09/05/2014	06/30/2019	\$0	Administration and teaching staff
Monitoring CITW	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Administration and SIP team
Evaluation 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	05/01/2018	06/20/2018	\$0	Administration, SIP team and staff members
Evaluating Data Teams	Admin and SIP team will evaluate the impact of data teams on achievement scores by analyzing post assessment growth of students as well as analyzing the district's progress towards meeting our annual state objectives.	Other	Tier 1	Evaluate	05/01/2019	06/30/2019	\$0	Admin & SIP team

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Monitoring CITW	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Administration, SIP team and teachers
CITW Professional Learning	District 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	09/02/2014	06/30/2019	\$0	All teaching staff and admin
Evaluating Data Teams	Admin and SIP team will evaluate the impact of data teams on achievement scores by analyzing post assessment growth of students as well as analyzing the district's progress towards meeting our annual state objectives.	Other	Tier 1	Evaluate	05/01/2019	06/30/2019	\$0	Admin & SIP Team
Monitor Implementation of Math Practices	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.	Walkthrough	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Admin
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	09/01/2017	06/30/2019	\$0	Administration
Evaluating Close & Critical	Admin and SIP team will evaluate Close and Critical Reading's impact on student achievement by analyzing our district progress towards our Reading AMO's and pre to post assessment growth. Additionally, a formal evaluation of the new reading program will take place during our Annual Title I/SIP review.	Other	Tier 1	Evaluate	05/01/2018	06/20/2018	\$0	Admin & SIP Team
Reinforcing Effort and Providing Recognition	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	09/05/2017	06/30/2020	\$0	All 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	06/30/2019	\$0	Administration, SIP team and teachers
Monitoring DBT	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/05/2017	06/20/2018	\$0	Administration, SIP team and teaching staff
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	06/30/2019	\$0	Administration

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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 regularly scheduled staff PLCs. Time is also 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	09/06/2016	06/30/2019	\$0	Science teachers, curriculum directors
Monitoring CER	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Admin, SIP team, and teachers
Monitoring DBT	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	All teaching staff
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	08/29/2016	06/20/2018	\$0	Administration
Evaluating Next Generation Science Standards	Admin and SIP team will evaluate the Next Generation Science Practices by analyzing our implementation data as well as data from classroom science assessments and the science state assessment.	Other - Program Evaluation	Tier 1	Evaluate	05/01/2019	06/30/2019	\$0	Administration and SIP Team
Data Teams Professional Learning	Admin will train all new staff and refresh all returning staff on our data team process. Time for data-team meetings is provided during PD days, early-release days, and PLC meetings. Teachers also have 2-3 common preps for grade-level PLC teams to meet. Binders are provided that have norms, CITW strategies, and protocols for each cycle.	Teacher Collaboration	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Administration and all staff
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	09/05/2017	06/15/2018	\$0	Administration and teaching staff
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	09/05/2017	06/30/2019	\$0	All 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	06/30/2019	\$0	Administration, SIP team, and teachers
Curriculum Development	Curriculum Maps & Pacing Guides will be created to support the new comprehensive math curriculum.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Curriculum Coordinator, teachers

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Reinforcing Effort & 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	09/01/2017	06/30/2019	\$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.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Administration, SIP team and teaching staff
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 Eval	Tier 1	Evaluate	05/01/2019	06/30/2019	\$0	Administration, SIP team and teaching staff
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	09/01/2014	06/30/2019	\$0	Administration and teaching staff
Monitoring CITW	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Administration and SIP Team
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	06/30/2019	\$0	Admin, SIP team and teachers
Evaluation 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	06/30/2019	\$0	All admin and SIP team members
Monitoring Evidence Based Writing	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Administration, SIP team and teaching staff
Monitoring DBT	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Administration, SIP team, teaching 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 also be reviewed through the use of the progress monitoring matrix.	Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	All administration and staff

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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	09/05/2017	06/20/2018	\$0	All teaching staff
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	09/06/2016	06/30/2019	\$0	Administration
MI-Citizenship Professional Learning	Teachers will be provided with the Michigan Citizenship Curriculum website as a primary curricular resource for instruction. Teachers will have access to local ISD trainings on this topic. Teachers were also given a resource bin of trade books and/or online subscriptions to support their grade-level curriculum.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2019	\$0	Administration and teachers
Monitoring Evidence-Based Writing	Administration and SIP Team members will monitor implementation progress through walkthroughs, SIP meeting discussions, and progress monitoring matrix.	Teacher Collaboration, Walkthrough	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	All admin and SIP team members

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessional Support	Paraprofessionals will support students who are not achieving grade-level standards.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Math Paraprofessionals & Teachers
Standards for Mathematical Practices	<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 (Math Expressions) 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	Teachers

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Math Specialist	Our lowest at-risk students who are not meeting grade-level standards will receive support from a math specialist or paraprofessional.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Math Specialist, paraprofessionals
Math & Science Specialist	Math & Science Specialist will support science instruction, specifically supporting at-risk students with hands-on experiences and the incorporation of technology.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	Math & Science Specialist
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 3	Implement	06/17/2019	08/16/2019	\$0	Summer School Staff
Technology Support	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	Tech Support
After-School Tutoring	After-school tutoring in ELA will be provided for students not meeting grade-level standards.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Teachers
Summer School	Summer School will provide intensive & focused instruction of reading skills in both narrative and informational text.	Academic Support Program	Tier 3	Implement	09/01/2018	06/30/2019	\$0	Summer School Staff
Study Island	Teachers will use resources from the Study Island Math program to supplement their core math instruction in the classroom and prepare them for various assessments.	Technology	Tier 1	Implement	09/01/2018	06/30/2019	\$0	All teachers
Math Specialist	A math specialist and paraprofessionals will assist students who are not achieving at grade-level in mathematics. They will work with individual students as well as small groups using manipulatives when applicable.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Math Specialist
Professional Learning	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.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Admin, teachers
SuccessMaker	SuccessMaker is an online intervention program that will be utilized to individualize instruction in mathematics for all students (3-6).	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	SuccessMaker Facilitators

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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. An additional science teacher will support implementation of the newly implemented TCI science program to teach these practices. Staff will also use math & science manipulatives, videos from Discovery Education, and hands-on experiences at Field Trips to supplement instruction. TCI "Bring Science Alive," curriculum was adopted in 2016-17 for 3rd/4th grade and all grades K-6 will be implementing the curriculum by the 2018-19 school year. The Next Generation Science Practices are as follows: 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	09/30/2016	06/30/2019	\$0	All teachers
Paraprofessional Support	Paraprofessionals will be available to support students who are not achieving grade-level standards.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Teachers & Paraprofessionals
Waterford Early Learning	Waterford Early Learning is an online intervention program aimed at meeting the individual reading needs of each student. The Waterford program is for K-2 students and the Waterford Facilitator monitors this program daily.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Waterford Facilitator
Reading Specialist	A Reading Specialist will work with small groups of the lowest achieving students in reading.	Academic Support Program	Tier 3	Implement	09/01/2018	06/30/2019	\$0	Reading Specialist
After-school Tutoring	After-school tutoring in math will be provided for students not meeting grade-level standards.	Academic Support Program	Tier 3	Implement	09/01/2018	06/30/2019	\$0	Tutoring Staff
Waterford Early Learning	Waterford Early Learning is an online intervention program aimed at meeting the individual math needs of each student. The Waterford program is for K-2 students and the Waterford Facilitator monitors this program daily.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Waterford Facilitator
SuccessMaker	SuccessMaker is an online intervention program aimed at meeting the individual reading needs of each student. The SuccessMaker program is for 3-6 students and the SuccessMaker Facilitator monitors this program daily.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	SuccessMaker Facilitator