



# **Single Building District Improvement Plan**

**West MI Academy of Arts and Academics**

**West MI Academy of Arts and Academics**

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## **Introduction**

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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

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

# **Improvement Plan Stakeholder Involvement**



## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Parental involvement with the improvement plan is an area that WMAAA has been addressing to ensure that a variety of stakeholders are involved in the process. We solicited parents through school newsletters, email blasts, and personal invitations and surveys. Monthly parent meetings were held and key communicator parents were utilized to gather input from.

Parental involvement is also solicited through annual surveys regarding satisfaction of our program offerings, strengths, and opportunities. We have a strong response from survey data.

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

Parents representing grades K-8 participated in monthly meetings, surveys, and key communications. Approximately 40% of our parents completed the parent survey.

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

The Board of Directors will be reviewing and approving the plan submitted by the school improvement team. Once the board approves the plan, the plan will be posted on our website and emailed to parents as an information item. The Board of Directors has school administration report annually on improvement plan progress and those minutes are available to parents. We will also be taking internal measurements and communicating those to parents through emails, newsletters, and reviewing survey data.

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

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

## **Component 1: Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

Data was collected and analyzed by various members of our school improvement team to create a snapshot of overall system performance/student achievement and to outline strengths and areas of need as they relate to continuous student improvement.

### **2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

All students are assessed using multiple criteria and assessments:

-State Assessments

-NWEA MAP

-DIBELS

-Delta Math

Other data considered:

-teacher recommendation based on classroom assessments, observations based on developmentally appropriate measures, and at-risk characteristics including socioeconomic status, family history, and interviews with parents/guardians.

Students are identified through a combination of the above factors.

### **3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

Below 25th percentile on NWEA MAP

Partially proficient or not proficient on M-Step

Strategic zone on DIBELS

Free/reduced lunch

Teacher recommendation

Interviews with parents/guardians

Family history of failure/incarceration/addictions/abuse

Institutionalized for neglect or delinquency

Results of developmentally appropriate measures

Prior services under Title I

Homelessness

Participation in the last two years in either Even Start, Great Start, Early Reading First, or Title I preschools

**4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

Preliminary readiness screening Multiple teacher observations Anecdotal reports

Formative assessments Parent/guardian input

Specialist observations and recommendations Results from developmentally appropriate measures

## **Component 2: Services to Eligible Students**

**1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

The supplemental services to Title I, Part A eligible students are included as activities within the goals section of the school improvement plan to meet the needs of all eligible students.

### **Component 3: Incorporated Into Existing School Program Planning**

**1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

The Title I coordinator is a member of the school improvement team and the needs of the Title I identified population are included in the action plan embedded in the school improvement plan to address the needs of all eligible students.



## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Math and reading are two primary goals within the school improvement plan. Each content area enlists the following strategy as the primary focus for at-risk monies. All at-risk money is used for direct services of qualifying students.

Data Driven Instruction-Explicit and systematic in-classroom (tier 1) scientifically based interventions are delivered through small group/pull-out and in-classroom (tier 2) as supplemental services and included regular and continuous progress monitoring of all students defined by state and federal at-risk criteria.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

Title I services are provided as a supplemental/additional service above and beyond the core curriculum instructional time offered in the classroom. Title I objectives are based on the same Common Core State Standards as the classroom objectives and goals are set based on results from formative assessments and universal screeners. Thirty minute intervention time is scheduled daily as a push in service and pull out services are kept to a minimal and only occur during non-instructional times.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

Results from on going progress monitoring, formative assessments observations, and classroom assessments are clear indicators that supplemental services help students as they progress through the curriculum in the core areas where scientifically based supplemental services are provided.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

Our daily schedule allows for a thirty minute block of time for interventions as a push in service allowing for supplemental instruction to take place without interruption to direct instructional time of core curriculum in the classroom. This time will be increased to 45 minutes for third grade based on the new 3rd grade reading legislation.

## **Component 5: Title I and Regular Education Coordination**

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Title I services are provided based on a mutually agreed upon objectives derived between the general education teacher and the Title I Service provider(s) based on data collected from summative and formative assessments as well as universal screeners.

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

n/a

**Component 6: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All certified teachers working under the Title I program meet the Highly Qualified expectations as set forth by the State of Michigan. All paraprofessionals meet expectations under NCLB in that each has either; a) completed two years of study at a higher education institution; b)obtained an associate or higher degree, or c) meet the rigorous standard of quality through formal state or local academic assessment.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All certified teachers working under the Title I program meet the Highly Qualified expectations as set forth by the State of Michigan. All paraprofessionals meet expectations under NCLB in that each has either; a) completed two years of study at a higher education institution; b) obtained an associate or higher degree, or c) meet the rigorous standard of quality through formal state or local academic assessment.	

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## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

All teachers engage in on going professional development regarding the core curriculum and best practices as well as universal screeners, progress monitoring, and assessment training.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

As part of our written Professional Development Plan, parents as well as other stake holders will be invited to take part in several training sessions offered to educate them on the methodologies of both the ELA and math programs currently used in our building whenever appropriate.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Not yet complete	

## Component 8: Strategies to Increase Parental Involvement

**1. How are parents involved in the design of the Targeted Assistance program plan?**

Parents are invited to take part in the design of their student's services and are encouraged to be a part of that service plan through school activities and home connections. Through flexible scheduling and numerous meetings, parents are provided opportunities to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program.

**2. How are parents involved in the implementation of the Targeted Assistance program plan?**

Parents are involved in the individual design of their student's services and encouraged to be a part of that service plan through participation in both school and home connection activities.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are involved in the individual design of their student's services and encouraged to be a part of that service plan through participation in both school and home connection activities.	

**4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.**

In accordance with the requirement of Section 1118 of Title I programs supported by Title I funds, our policy and practices include the following: Involve parents in the program, inviting their participation in the development of the plan; Conduct meetings with parents, using flexible scheduling; At meetings, review and explain the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain; Involve parents in the planning, review, and improvement of the Title I program; Inform parents about the School's performance profiles and their child's individual performance; Assist parents in helping their children to achieve the objectives of the program; Conduct with parents an annual evaluation of the parental involvement plan; And coordinate parental involvement plan with other programs, such as Head Start, Reading First, Even Start, and Parents as Teachers when necessary.

**5. Describe how the parent involvement activities are evaluated.**

An annual meeting will be conducted with parents to evaluate the parent involvement plan and to identify any barriers to greater parent involvement (such as English Language, limited literacy, etc.) and devise strategies to improve parental involvement.

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### 6. Describe how the school-parent compact is developed.

The school-parent compact was developed with input from the Title I coordinator, the Director and the school improvement team.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

Individual student academic assessment results are provided to the parents in the language that they request and supported through verbal explanation, additional documentation and websites designed specifically for parents of students who have taken those assessments.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

We provide parents/guardians a copy of the written school/parent compact during back to school night around the first week of school. While the compact is pre-signed by the Director, each parent/guardian, teacher, and student is asked to sign the compact during that meeting.

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

Title I funds, State Section 31a funds, Ottawa Area Intermediate School Districts (OAISD) grant funds (when applicable) and general education funds are combined to provide a variety of inclusion and pullout services, depending upon individual the service plan for the student.

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

We coordinate our federal and state monies for direct instructional services to qualifying students. We do not receive nutrition funds, head start funds, or any other additional funds from this prompt.

## Component 10: Ongoing Review of Student Progress

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Benchmark assessments are done at the beginning, middle and end of each year in both reading and math. Progress monitoring of eligible students is done every two weeks.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

Data and feedback of the program are regularly collected and used to adjust program design, procedures ( pull-out, push-in, extended day, extended year, etc.) and the number/level of curriculum tools used in order to meet the unique needs of each eligible student.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

All teachers have received professional development training in Response to Intervention (RtI) detailing the identification of each student's level of need as well as how to implement achievement standards in their classroom including goal setting and strategies along the way.



## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Parents and staff are asked to participate in a survey sent out regarding services. Meetings may be scheduled, upon request, to receive feedback and take suggestions

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

All state/local assessment data together with regular progress monitoring results are used to regularly monitor student growth and ensure that interventions are in line to support student achievement for every eligible student.

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

Each student's progress is closely monitored as they work toward the goals set forth in their personalized plan. Adjustments are made as necessary to support maximum academic student achievement for each individual.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

Continuous student improvement is at the forefront of the target assistance program. This objective is carried over in the each student plan created and closely monitored for effectiveness. The procedures and materials used are all research based to maximize support of the students who are in need. Data from formative assessments, observations, staff and parent feedback, and progress monitoring of student progress are regularly reviewed to ensure effective support is in place.

# **2017-2018 Single Building District Improvement Plan**

## **Overview**

### **Plan Name**

2017-2018 Single Building District Improvement Plan

### **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	Math	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$57545
2	English Language Arts	Objectives: 2 Strategies: 6 Activities: 11	Academic	\$60403
3	Technology	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$605
4	Writing	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$8407
5	Science	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

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### Goal 1: Math

#### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all math standards in Mathematics by 06/30/2022 as measured by state assessments (MEAP), ACT Explore, NWEA MAP or locally created assessments.

#### Strategy 1:

Standards Alignment and Program Fidelity - Teachers of math will implement a monitoring system to ensure that state standards are met through current Go Math curriculum.

Category:

Research Cited: What Works Clearinghouse, Response to Intervention for Elementary and Middle Schools, A Research-Based Framework for Houghton Mifflin Harcourt Go Math!

Tier:

Activity - Monitoring program implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teacher leaders will complete walk throughs and check lesson plans to ensure the math curriculum is properly implemented.	Monitor	Tier 2	Monitor	09/03/2013	06/29/2018	\$0	No Funding Required	Administrators
Activity - Math Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Math Academy professional development through the OAISD. This is broken into the different concepts that teachers can choose from from different grade levels and is ongoing to support math curriculum.	Professional Learning	Tier 1	Implement	06/30/2015	06/29/2018	\$0	No Funding Required	General education and special education teachers.
Activity - Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers and interventionists will participate in Math Workshop trainings at the OAISD that will focus on workshop procedures, activities and formative assessment methods to support the Go Math curriculum.	Direct Instruction	Tier 1	Implement	07/01/2016	06/29/2018	\$208	Title II Part A	General Education teachers and support staff.

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Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will work together to align curriculum maps and assessments to ensure content standards and concepts are not missed.	Professional Learning	Tier 1	Implement	07/03/2017	06/29/2018	\$0	No Funding Required	Teachers and Administrators

### Strategy 2:

Data Driven Instruction - Explicit and systematic in-classroom (Tier 1) interventions and small group/pull-out (Tier 2) interventions will be used to monitor and assess all students defined by state and federal at-risk criteria.

Category:

Research Cited: Supovitz, J. A., & Klein, V. (2003). Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement. Philadelphia, PA. [available at <http://www.cpre.org/Publications/AC-08.pdf>]

Bernhardt, V. L. (2004). Data analysis for continuous school improvement (2nd ed.). Larchmont, NY: Eye on Education. [available at <http://www.eyeducation.com>]

Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 80(2), 139-148. [available at <http://www.pdkintl.org/kappan/kbla9810.htm>]

Tier:

Activity - Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and interventionists will progress monitor students defined as "at-risk" using state recognized common assessments, progress monitoring tools, and curriculum related support materials. Thirty minute intervention blocks (daily) will be used as dedicated time to service students in the areas of reading and math. Students who qualify for additional services will be serviced through Title I and 31a funded staff.	Academic Support Program	Tier 2	Implement	07/01/2013	06/29/2018	\$57337	Section 31a, Title I Part A	Administrators, teachers, and interventionists.

Activity - Instructional Support for Delta Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive training in standard-based intervention cycles, Delta Math Tier 2 intervention lessons, and visual representations of mathematical ideas	Professional Learning	Tier 2	Monitor	06/30/2015	06/29/2018	\$0	No Funding Required	All teachers of math and administrators.

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Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of math will attend professional development opportunities at the GVSU Charter School Office. The topics of the trainings are differentiated instruction, math interventions, and response to intervention.	Academic Support Program	Tier 2	Implement	07/01/2013	06/29/2018	\$0	No Funding Required	Administrators, teachers of math.
Activity - Tier 1 Data Collection, Analysis, Dialogue-Universal Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct benchmark universal screening ( Delta Math, NWEA MAP). Data is collected by grade level teachers and the intervention team. Data is integrated with other sources of data (e.g. teacher recommendation, standardized assessments, behavior, attendance). An analysis of this data is performed to make decisions about core instruction, to identify needs beyond the classroom, and to decide which students require additional testing. Grade level meetings occur at least once per month.	Monitor	Tier 1	Implement	09/03/2013	06/29/2018	\$0	No Funding Required	Teachers and administrative.

### Strategy 3:

Parent Education - Stronger communication with parents regarding our current math program is needed to ensure that parents are contributing to the learning at home.

### Category:

Research Cited: Parent involvement and extended learning activities in school improvement plans in the Midwest Region. Available online: [http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL\\_2011115.pdf](http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2011115.pdf)

Funkhouser, J. E., & Gonzales, M. R. (1997). Family involvement in children's education, successful local approaches: An idea book. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. Retrieved June 3, 2006, from <http://www/ed.gov/pubs/PDFDocs/97-7022.pdf>

Tier:

Activity - Parent Math Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several parent nights will be held throughout the year to encourage our parents to fully utilize online components of our Go Math! curriculum. Parent nights will also be used to communicate strategies to improve test taking and improve overall math ability.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/29/2018	\$0	No Funding Required	Teachers and administrative.

## Goal 2: English Language Arts

### Measurable Objective 1:

90% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all reading and writing standards in English Language Arts by 06/30/2022 as measured by state level assessments (MEAP), nationally normed assessments (ACT Explore, NWEA MAP), and locally defined assessments.

### Strategy 1:

Evidence Based Literacy Instruction - Teachers, interventionists, and administrators will be trained in EBLI as a tool to teach reading to all students.  
Category:

Research Cited: McGuinness, D. (1999). Why Our Children Can't Read and What We Can Do About It.

Chahbazi, N. (2006). EBLI Results [PowerPoint slides]. Retrieved from Ounce of Prevention Reading Center website: [http://www.ebli.org/ebliresults\\_home.html](http://www.ebli.org/ebliresults_home.html)

Tier: Tier 1

Activity - EBLI Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete peer observations of EBLI lessons and share best practices.	Monitor	Tier 1	Implement	06/30/2015	06/29/2018	\$0	No Funding Required	Administrators, teachers

Activity - EBLI Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be educated on the methodology of EBLI and ways they can assist their students.	Parent Involvement	Tier 1	Implement	09/08/2015	07/27/2018	\$0	No Funding Required	Administrators, teachers of reading

### Strategy 2:

Data Driven Instruction - Teachers, administrators, and interventionists will use data to drive instruction.  
Category:

Research Cited: Schmoker, M. (1999). Results: The key to continuous school improvement (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.



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Supovitz, J. A., & Klein, V. (2003). Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement. Philadelphia, PA.

Tier:

Activity - Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and interventionists will progress monitor students defined as "at-risk" using state recognized common assessments, progress monitoring tools, and curriculum related support materials. Thirty minute intervention blocks (daily) will be used as dedicated time to service students in the areas of reading and math. Students who qualify for additional services will be serviced through Title I and 31a funded staff.	Academic Support Program	Tier 2	Implement	07/01/2013	06/29/2018	\$57336	Title I Part A, Section 31a	Administrators, intervention staff.
Activity - Tier 1 Data Collection, Analysis, and Dialogue- Universal Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct benchmark universal screening (DIBELS, Delta Math, NWEA MAP). Data is collected by grade level teachers and the intervention team. Data is integrated with other sources of data (e.g. teacher recommendation, standardized assessments, behavior, attendance). An analysis of this data is performed to make decisions about core instruction, to identify needs beyond the classroom, and to decide which students require additional testing. Grade level meetings occur at least once per month.	Implementation	Tier 1	Monitor	09/02/2013	06/29/2018	\$0	General Fund	Teachers and administrators.
Activity - Monitoring Intervention program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All interventionists will conduct progress monitoring bi-weekly. Staff will input the above data into the warehouse system (Dibels), integrate it with other sources of student data including grades, standards-based assessments, behavior/attendance and prepare the necessary documentation for review. All staff responsible for teaching students identified as at-risk will meeting every 6 weeks to review and analyze the data to make informed decisions regarding the impact of interventions.	Monitor	Tier 2	Monitor	09/05/2014	06/29/2018	\$0	No Funding Required	All Interventionists working with students identified as at-risk.

**Strategy 3:**

Parent Education - Title I parents will be invited to a parent night to participate in program planning, implementation, and educating them on ways to assist their child.

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**Category:**

Research Cited: A Toolkit for Title I Parent Involvement. Southwest Educational Development Authority.

**Tier:**

Activity - Title I Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I parents will be invited to attend a parent night regarding services their children are receiving in reading and math support.	Academic Support Program	Tier 2	Implement	09/08/2015	06/29/2018	\$0	No Funding Required	Title I intervention specialist
<b>Activity - Monitoring Parent Involvement</b>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will gather and analysis activities designed to increase parent involvement.	Monitor	Tier 2	Monitor	06/30/2015	06/29/2018	\$0	No Funding Required	Administrators
<b>Activity - Homework Nights for Students</b>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of once a week a Homework Night will be provided for identified Homeless Students that will be focused on reading intervention and help. All school supplies will be provided along with a healthy snack. The goal will be to increase reading fluency along with creating more connections with school and school personnel through mentorship. Students' grades and work turned in will be monitored quarterly and survey data will be collected to determine the success of the program.	Other - Specifically for Identified Homeless Students	Tier 1	Getting Ready	09/12/2017	06/29/2018	\$0	No Funding Required	Classroom Teachers/Administrators
<b>Strategy 4:</b>	Informational Text - Strategies for reading and comprehending informational text will be learned by staff and disseminated to students.							
<b>Category:</b>	Research Cited: Duke, N. (2004). The Case for Informational Texts. Educational Leadership 61(6).							
<b>Tier:</b>	Tier 1							
Activity - Integrating Common Core through the Arts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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An arts teacher leader will attend a 3 day intensive Broadway Workshop with many sessions focusing on integrating ELA Common Core standards through the arts, focusing on utilizing informational text through drama and the arts which is central to the K-8 curriculum at WMAAA. These strategies will then be disseminated through the arts department to be utilized in other arts classes.	Direct Instruction	Tier 1	Implement	06/23/2017	06/29/2018	\$2092	Title II Part A	Arts Staff Member
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### Strategy 5:

Literacy Institute - The strategy will be implemented by including more readers workshop methods in the middle levels in order to support all levels of readers from at-risk to gifted and talented students in all classrooms.

Category: English/Language Arts

Research Cited: Allington, R.L. McCuiston, K & Billen, M. (2014). What research says about text complexity and learning to read. Unpublished. The Reading Teacher, pp. 1-10.

Allington, R. L. (2012). What really matters for struggling readers: Designing research-based programs (3rd ed.). Boston: Allyn and Bacon.

Anderson, R. C., Wilson, P.T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. Reading Research Quarterly, 23, 285-303.

Brozo, W.G., Shiel, G. & Topping, K. (2008). Engagement in reading: Lessons learned from three PISA countries. Journal of Adolescent and Adult Literacy, 51(4), 304-315.

Cipielewski, J., & Stanovich, K.E. (1992). Predicting growth in reading ability from children's exposure to print. Journal of Experimental Child Psychology, 54, 74-89.

Cullinan, B. (2000). Independent reading and school achievement. School Library Media Research, 3, 1-24.

Ehri, L.C., Dreyer, L.G., Flugman, B., & Gross, A. (2007). Reading Rescue: An effective tutoring intervention model for language minority students who are struggling readers in first grade. American Educational Research Journal, 44(2), 414-448.

Hiebert, E.H. & Reutzel, D.R.(Eds.) (2010). Revisiting silent reading: New directions for teachers and researchers. Newark, D.E.: International Reading Association

Moss, B. & Young, T.A. (2010). Creating lifelong readers through independent reading. International Reading Association.

Guthrie, J.T. & Humenick, N.M. (2004). Motivating students to read: Evidence for classroom practices that increase motivation and achievement. In P. McCardle & V. Chhabra (Eds.), The voice of evidence in reading research (pp. 329-354). Baltimore: Paul Brookes.

O'Connor, R.E., Bell, K.M., Harty, K.R., Larkin, L.K., Sackor, S.M., & Zigmond, N. (2002). Teaching reading to poor readers in the intermediate grades: A comparison of

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text difficulty. Journal of Educational Psychology, 94, 474-485.

Tier: Tier 1

Activity - Summer Literacy Institute- Reading Workshop that Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a 3 day summer literacy institute to implement Reading Workshop in their classrooms in order to serve all levels of readers.	Professional Learning	Tier 1	Implement	08/01/2017	06/29/2018	\$975	Title II Part A	Teachers

### Measurable Objective 2:

100% of Homeless students will increase student growth in Reading in English Language Arts by 05/11/2018 as measured by NWEA MAP in Reading.

### Strategy 1:

District MV Homeless Education Liaison will tracking - MV Homeless Liaison will track and monitor all WMAAA homeless students' performance on NWEA MAP tests in Fall, Winter, and again in Spring to determine gaps and potential needs for support in order to impact the growth on the reading assessment for the Spring.  
Category: Learning Support Systems

Research Cited: Early Reading Skills and Academic Achievement Trajectories of Students Facing Poverty, Homelessness, and High Residential Mobility - Janette E. Herbers, J. J. Cutuli, Laura M. Supkoff, David Heistad, Chi-Keung Chan, Elizabeth Hinz, Ann S. Masten  
Educational Researcher . Vol 41, Issue 9, pp. 366 - 374. First published date: December-01-2012

Tier: Tier 1

Activity - Database and reporting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District MV Liaison will maintaining a file on all WMAAA Homeless students, containing data on enrollment, living situation, program and subgroup participation, barriers/needs, and academic achievement outcomes. This data will be collected and reported to the LEA data on homeless students as required by the MV grant coordinator and MDE.	Monitor	Tier 1	Getting Ready	08/15/2017	06/29/2018	\$0	No Funding Required	MV Homeless Education Liaison

## Goal 3: Technology

### Measurable Objective 1:

complete a portfolio or performance that successfully integrates Michigan Educational Technology Standards into at least one core subject area that is aligned with CCSS by 06/30/2015 as measured by locally created rubrics that align standards by grade level..

### Strategy 1:

Technology-Based Learning - Fully transition to a google friendly environment where all students have accounts within the westmichiganacademy.org domain, allowing

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higher levels of collaboration, more access to technology, and access to the google apps for education interface.  
Category:

Research Cited: Bebell, D., and O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings [Abstract]. The Journal of Technology, Learning, and Assessment, 9(1).

Bransford, J.D., Brown, A.L., and Cocking, R.R. (2000). How People Learn: Brain, Mind, Experience, and School. Washington, DC: National Academy Press.

Cheung, A., and Slavin, R.E. (2011). The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A Meta-Analysis. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education.

Tier:

Activity - Google Apps for Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teacher leaders will work with all staff on utilizing google apps for education within their classrooms to integrate into their curriculum. Budget to cover cost of supplies and substitutes.	Professional Learning	Tier 1	Monitor	07/01/2015	06/30/2017	\$215	Title II Part A	Administration and classroom teachers. Teacher leaders will be compensated for prep time.
Activity - Chromebook Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to best use google chrome in the classroom to meet the demands of technology integration in the classroom. Teachers will create projects for students as well as set up tools for their own productivity.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$90	Title II Part A	6 teachers
Activity - Technology Integration through the Arts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One arts staff members will attend a two-day training on arts and technology integration. The primary focus will be on creating a culture of achievement and arts integration through technology integration.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$300	Title II Part A	Arts teachers

**Measurable Objective 2:**

collaborate to become proficient in new-classroom technologies which include interactive projectors and google apps for education. by 06/30/2016 as measured by survey data collected through observations, evaluation documents, and peer observations. .

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### Strategy 1:

Interactive projector training - All classroom teachers will be trained on the interactive projectors.

Category:

Research Cited: Swan, K., Schenker, J., & Kratoski, A. (2008, June). The effects of the use of interactive whiteboards on student achievement. In World Conference on Educational Multimedia, Hypermedia and Telecommunications (Vol. 2008, No. 1, pp. 3290-3297).

Tier: Tier 1

Activity - Teacher training-interactive projectors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive further training from Digital Age Technologies on how to properly use their interactive projectors.	Professional Learning	Tier 1	Getting Ready	06/30/2015	06/30/2017	\$0	No Funding Required	classroom teachers

## Goal 4: Writing

### Measurable Objective 1:

85% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the adopted state performance assessment in Writing by 06/30/2022 as measured by the adopted state performance assessment..

### Strategy 1:

Informational Text - Strategies for reading, comprehending, and writing informational text will be learned by staff and disseminated to students.

Category:

Research Cited: Duke, N. (2004). The Case for Informational Text. Educational Leadership 61(6).

Tier:

Activity - NWEA MAP and State Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to disaggregate MAP and MEAP data as it relates to informational text items. Data will be used to drive instruction in areas of science and social studies.	Professional Learning	Tier 1	Monitor	06/30/2015	06/29/2018	\$0	No Funding Required	Administrators, teachers.

### Strategy 2:

Writing to Learn - Teachers will learn how to implement writing to learn strategies across the curriculum in order to help students read and write better in all content areas.

Category:

Research Cited: O'Brien, D.G., Steward R.A. & Moje, E. (1995). Why content literacy is difficult to infuse into the secondary school: complexities of curriculum,

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pedagogy and school culture. Reading Research Quarterly, 30 (3), 442-463.  
Tier: Tier 1

Activity - AVID Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will be trained during Summer Institute (July 2017) on AVID writing to learn strategies in order to disseminate to all students. This will include both middle school and elementary teachers in order to continue to bring the program down to the elementary level.	Professional Learning	Tier 1	Implement	07/03/2017	06/29/2018	\$8407	Title II Part A	Teachers and administrators

**Goal 5: Science**

**Measurable Objective 1:**

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in common core state standards in Science by 06/30/2022 as measured by the current state level assessment.

**Strategy 1:**

Scientific Reasoning - Using the Battle Creek science kits, students will make observations, construct a hypothesis and support their thinking with logical explanations. Teachers will support this process by using activities and questioning that elicit greater depth of knowledge.

Category: Science

Research Cited: Lawson, A.E. (1985). A review of research on formal reasoning and science teaching. Journal of Research in Science Teaching. 29 (9), 965 - 983. doi:10.1002/tea.3660290906

Giudici, C., Rinaldi, C., & Krechevsky, M (Eds.). (2001). Making learning visible: Children as individual and group learners. Reggio Emilia, Italy: Reggio Children.  
Tier: Tier 1

Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will work together to build in activities and formative assessment that are vertically aligned through Battle Creek Science.	Professional Learning	Tier 1	Getting Ready	07/03/2017	06/29/2018	\$0	No Funding Required	teachers and administrators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AVID Writing Strategy	Teachers and administrators will be trained during Summer Institute (July 2017) on AVID writing to learn strategies in order to disseminate to all students. This will include both middle school and elementary teachers in order to continue to bring the program down to the elementary level.	Professional Learning	Tier 1	Implement	07/03/2017	06/29/2018	\$8407	Teachers and administration
Technology Integration through the Arts	One arts staff members will attend a two-day training on arts and technology integration. The primary focus will be on creating a culture of achievement and arts integration through technology integration.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$300	Arts teachers
Summer Literacy Institute- Reading Workshop that Works	Teachers will participate in a 3 day summer literacy institute to implement Reading Workshop in their classrooms in order to serve all levels of readers.	Professional Learning	Tier 1	Implement	08/01/2017	06/29/2018	\$975	Teachers
Integrating Common Core through the Arts	An arts teacher leader will attend a 3 day intensive Broadway Workshop with many sessions focusing on integrating ELA Common Core standards through the arts, focusing on utilizing informational text through drama and the arts which is central to the K-8 curriculum at WMAAA. These strategies will then be disseminated through the arts department to be utilized in other arts classes.	Direct Instruction	Tier 1	Implement	06/23/2017	06/29/2018	\$2092	Arts Staff Member
Chromebook Academy	Teachers will learn how to best use google chrome in the classroom to meet the demands of technology integration in the classroom. Teachers will create projects for students as well as set up tools for their own productivity.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$90	6 teachers



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Google Apps for Education	Two teacher leaders will work with all staff on utilizing google apps for education within their classrooms to integrate into their curriculum. Budget to cover cost of supplies and substitutes.	Professional Learning	Tier 1	Monitor	07/01/2015	06/30/2017	\$215	Administrators and classroom teachers. Teacher leaders will be compensated for prep time.
Math Workshop	General Education teachers and interventionists will participate in Math Workshop trainings at the OAI/SD that will focus on workshop procedures, activities and formative assessment methods to support the Go Math curriculum.	Direct Instruction	Tier 1	Implement	07/01/2016	06/29/2018	\$208	General Education teachers and support staff.

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Program	All teachers and interventionists will progress monitor students defined as "at-risk" using state recognized common assessments, progress monitoring tools, and curriculum related support materials. Thirty minute intervention blocks (daily) will be used as dedicated time to service students in the areas of reading and math. Students who qualify for additional services will be serviced through Title I and 31a funded staff.	Academic Support Program	Tier 2	Implement	07/01/2013	06/29/2018	\$14319	Administrators, intervention staff.
Intervention Program	All teachers and interventionists will progress monitor students defined as "at-risk" using state recognized common assessments, progress monitoring tools, and curriculum related support materials. Thirty minute intervention blocks (daily) will be used as dedicated time to service students in the areas of reading and math. Students who qualify for additional services will be serviced through Title I and 31a funded staff.	Academic Support Program	Tier 2	Implement	07/01/2013	06/29/2018	\$14319	Administrators, teachers, and interventionists.

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Tier 1 Data Collection, Analysis, and Dialogue- Universal Screening	Staff will conduct benchmark universal screening (DIBELS, Delta Math, NWEA MAP). Data is collected by grade level teachers and the intervention team. Data is integrated with other sources of data (e.g. teacher recommendation, standardized assessments, behavior, attendance). An analysis of this data is performed to make decisions about core instruction, to identify needs beyond the classroom, and to decide which students require additional testing. Grade level meetings occur at least once per month.	Implementation	Tier 1	Monitor	09/02/2013	06/29/2018	\$0	Teachers and administrative.
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### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Program	All teachers and interventionists will progress monitor students defined as "at-risk" using state recognized common assessments, progress monitoring tools, and curriculum related support materials. Thirty minute intervention blocks (daily) will be used as dedicated time to service students in the areas of reading and math. Students who qualify for additional services will be serviced through Title I and 31a funded staff.	Academic Support Program	Tier 2	Implement	07/01/2013	06/29/2018	\$43017	Administrators, intervention staff.
Intervention Program	All teachers and interventionists will progress monitor students defined as "at-risk" using state recognized common assessments, progress monitoring tools, and curriculum related support materials. Thirty minute intervention blocks (daily) will be used as dedicated time to service students in the areas of reading and math. Students who qualify for additional services will be serviced through Title I and 31a funded staff.	Academic Support Program	Tier 2	Implement	07/01/2013	06/29/2018	\$43018	Administrators, teachers, and interventionists.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EBLI Parent Night	Parents will be educated on the methodology of EBLI and ways they can assist their students.	Parent Involvement	Tier 1	Implement	09/08/2015	07/27/2018	\$0	Administrators, teachers of reading

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Parent Math Academy	Several parent nights will be held throughout the year to encourage our parents to fully utilize online components of our Go Math! curriculum. Parent nights will also be used to communicate strategies to improve test taking and improve overall math ability.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/29/2018	\$0	Teachers and administrati on.
Monitoring Parent Involvement	Administrators will gather and analysis activities designed to increase parent involvement.	Monitor	Tier 2	Monitor	06/30/2015	06/29/2018	\$0	Administrators
Database and reporting	District MV Liaison will maintaining a file on all WMAAA Homeless students, containing data on enrollment, living situation, program and subgroup participation, barriers/needs, and academic achievement outcomes. This data will be collected and reported to the LEA data on homeless students as required by the MV grant coordinator and MDE.	Monitor	Tier 1	Getting Ready	08/15/2017	06/29/2018	\$0	MV Homeless Education Liaison
Title I Parent Night	Title I parents will be invited to attend a parent night regarding services their children are receiving in reading and math support.	Academic Support Program	Tier 2	Implement	09/08/2015	06/29/2018	\$0	Title I intervention list
Homework Nights for Students	A minimum of once a week a Homework Night will be provided for identified Homeless Students that will be focused on reading intervention and help. All school supplies will be provided along with a healthy snack. The goal will be to increase reading fluency along with creating more connections with school and school personnel through mentorship. Students' grades and work turned in will be monitored quarterly and survey data will be collected to determine the success of the program.	Other - Specifically for Identified Homeless Students	Tier 1	Getting Ready	09/12/2017	06/29/2018	\$0	Classroom Teachers/Administrators
Vertical Alignment	Teachers and administrators will work together to align curriculum maps and assessments to ensure content standards and concepts are not missed.	Professional Learning	Tier 1	Implement	07/03/2017	06/29/2018	\$0	Teachers and Administrators
Vertical Alignment	Grade level teams will work together to build in activities and formative assessment that are vertically aligned through Battle Creek Science.	Professional Learning	Tier 1	Getting Ready	07/03/2017	06/29/2018	\$0	teachers and administrators
Monitoring program implementation	Administrators and teacher leaders will complete walk throughs and check lesson plans to ensure the math curriculum is properly implemented.	Monitor	Tier 2	Monitor	09/03/2013	06/29/2018	\$0	Administrators
NWEA MAP and State Assessment Analysis	Teachers will be trained to disaggregate MAP and MEAP data as it relates to informational text items. Data will be used to drive instruction in areas of science and social studies.	Professional Learning	Tier 1	Monitor	06/30/2015	06/29/2018	\$0	Administrators, teachers.
Math Academy	Teachers will participate in Math Academy professional development through the OAIISD. This is broken into the different concepts that teachers can choose from from different grade levels and is ongoing to support math curriculum.	Professional Learning	Tier 1	Implement	06/30/2015	06/29/2018	\$0	General education and special education teachers.

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Teacher training-interactive projectors	Teachers will receive further training from Digital Age Technologies on how to properly use their interactive projectors.	Professional Learning	Tier 1	Getting Ready	06/30/2015	06/30/2017	\$0	classroom teachers
Small group instruction	Teachers of math will attend professional development opportunities at the GVSU Charter School Office. The topics of the trainings are differentiated instruction, math interventions, and response to intervention.	Academic Support Program	Tier 2	Implement	07/01/2013	06/29/2018	\$0	Administrators, teachers of math.
EBLI Peer Observations	Teachers will complete peer observations of EBLI lessons and share best practices.	Monitor	Tier 1	Implement	06/30/2015	06/29/2018	\$0	Administrators, teachers
Tier 1 Data Collection, Analysis, Dialogue-Universal Screening	Staff will conduct benchmark universal screening (Delta Math, NWEA MAP). Data is collected by grade level teachers and the intervention team. Data is integrated with other sources of data (e.g. teacher recommendation, standardized assessments, behavior, attendance). An analysis of this data is performed to make decisions about core instruction, to identify needs beyond the classroom, and to decide which students require additional testing. Grade level meetings occur at least once per month.	Monitor	Tier 1	Implement	09/03/2013	06/29/2018	\$0	Teachers and administrative.
Instructional Support for Delta Math	All teachers will receive training in standard-based intervention cycles, Delta Math Tier 2 intervention lessons, and visual representations of mathematical ideas	Professional Learning	Tier 2	Monitor	06/30/2015	06/29/2018	\$0	All teachers of math and administrative.
Monitoring Intervention program	All interventionists will conduct progress monitoring bi-weekly. Staff will input the above data into the warehouse system (Dibels), integrate it with other sources of student data including grades, standards-based assessments, behavior/attendance and prepare the necessary documentation for review. All staff responsible for teaching students identified as at-risk will meeting every 6 weeks to review and analyze the data to make informed decisions regarding the impact of interventions.	Monitor	Tier 2	Monitor	09/05/2014	06/29/2018	\$0	All Interventionists working with students identified as at-risk.