



School Improvement Plan

Tipton Academy - 4-7

Tipton Academy

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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?

All Instructional Staff, Interventionists, Special Education Teachers, Administrative Staff, and Additional Support Staff conducted the comprehensive needs assessment. All staff members reviewed multiple sources of data to find gaps and areas that were in need of improvement. By using the Data Director 30-day system, M-Step data, and Global Scholars/Ed Performance testing, the entire staff was able to compare sets of data and cross-examine it to find gaps and areas in need. We work collectively as an entire staff to create an action plan. We use this data to narrow our focus in Math and ELA intervention blocks. We actively involve parents by informing them of Global Scholars/Ed Performance data results each trimester and with their trimester report cards. They also are able to look at M-Step data, and the monthly results of Data Director testing. Parents are also informed at parent teacher conferences of their educational progress and through the use of the PowerSchool Parent Portal to check grades at anytime in all content areas including specials and/or electives.

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?

Tipton Academy opened in the 2013-2014 school year and has been in operation for four years. Within these four years Tipton's population has seen a rapid increase in enrollment. Tipton Academy opened another campus, Tipton West. The original school building is referred to as Tipton East, which houses Pre K - 3rd grade students. Tipton West houses students in grades 4th - 8th. Tipton Academy's enrollment data reflects our current enrollment in grades 4th - 8th.

The subgroup that is represented the most within the Tipton Academy West building is Caucasian, which is made up of 69% of our population, with 26% of our students being African American. The remaining subgroup includes 3% of the student population as Hispanic. Asian, other, and unclassified represent less than 1% each. Tipton Academy has seen an increase in our multiracial population.

Tipton Academy pulls students from several surrounding communities including Wayne, Westland, Detroit, Inkster, Dearborn Heights, Taylor, Redford, Livonia, Canton, Allen Park, and with our biggest percentage coming from our resident district of Garden City.

Our highly qualified teaching staff represents various levels of experience with 9 teaching and learning personnel having 0-4 years experience, 4 teaching and learning personnel having 5-10 years experience, 3 teaching and learning personnel having 11-15 years experience, 1 staff member having 16-20 years experience, 0 staff member having 21-25 years experience, and 1 staff member having over 25 years experience. With our school building having a variety of teaching experience it is an asset because newer teachers bring fresh ideas and experienced teachers bring tried and tested ideas and best practices. We continue to attract highly qualified teachers and staff and are working on retaining our effective teachers by offering a high end benefits program, including a 401K match, mentor program, ability to grow within the school, and the opportunity to increase salary. Tipton academy also offers smaller class size, a collaborative environment, and supportive administration.

Our MEAP scores based on the 13'-14' and 14'-15 school year show 4th Grade students were 65.6% and 32.6% proficient and on the M-Step in 15'-16' 24% proficient in ELA respectively and 29%, 24%, and 33% proficient in Math respectively.

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Our MEAP scores based on the 13'-14' and 14'-15' school year show 5th Grade students were 63.2% and 44% proficient and on the M-Step 15'-16' 45% proficient in ELA respectively and 21%, 22%, and 23% proficient in Math respectively.

Our MEAP scores based on the 14'-15' school year show 6th Grade students were 43% proficient and on the M-Step 15'-16' 29% proficient in ELA respectively and 30% and 24% proficient in Math respectively.

Our MEAP scores based on the 14'-15' school year show 7th Grade students were 41% proficient in ELA respectively and 19% proficient in Math. The 7th grade students scored the following proficiency on the M-Step 15'-16' in ELA and Math respectively.

We currently do not have any state assessment data for 8th grade because this the first year our building has held an 8th grade class for the 2016-2017 school year.

We have also gathered Global Scholars/Ed Performance assessments administered over these three years.

4th Grade students were 37% proficient in Reading and 30% proficient in Math moving into the 14'-15' school year. The next year 4th grade was 47% proficient in Math and 39% proficient in Reading. In the current school year, the 4th grade students are 65% proficient in Reading and 62% proficient in Math.

5th Grade students were 44% proficient in Reading and 47% proficient in Math moving into the 14'-15' school year. The next year 5th grade was 57% proficient in Math and 38% proficiency in Reading. In the current school year, the 5th grade students were 79% proficient in Reading and 78% proficient in Math.

6th Grade students were 38% proficient in Reading and 28% proficient in Math moving into the 14'-15' school year. The next year 6th grade was 46% proficient in Math and 40% proficient in Reading. In the current school year, the 6th grade students were 73% proficient in Reading and 72% proficient in Math.

7th Grade students showed 40% proficiency in Reading and 38% proficiency in Math last school year. In the current school year, the 7th grade students were 47% proficient in Reading and 94% proficient in math.

8th grade students showed a 63% proficiency in Math and a 64% proficiency in ELA in the current school year.

Tipton Academy as a whole needs to put a bigger emphasis on raising our student achievement in the area of Reading. In Reading, we will continue working on increasing reading skills in the areas of comprehension and vocabulary. According to our data we see a strong increase in reading scores as the school year progresses. With also the use of a new program being implemented with fidelity known as EBLI school wide, we again continue seeing great progress across the board with these many strategies and best practices being used in the 4th-8th grade classrooms.

Tipton Academy did not meet 60% proficiency in Reading in the previous school year for both Global Scholars and MEAP/M-Step. However, overall our students this current year are 68% proficient in Reading on Global Scholars, but 37% proficiency on state assessments. Our students still continue to struggle mostly with reading comprehension and content specific vocabulary. These challenges will continue to be addressed in our School Improvement Plan through the available help of interventionists and the Special Ed team who meets with individual students to address their challenges to reach 70% proficiency the following year on Global Scholars and increase state assessment proficiency to 42%. Interventionists and the Special Ed team will meet with students in all grade levels.

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These challenges and best practices being used will be monitored by utilizing achievement data through Global Scholars/Ed Performance and benchmark testing, use of hands-on learning, and differentiated instruction. All of the Tipton Academy teachers use the text Teach Like A Champion framework to build effective teaching strategies that are implemented school-wide. We also use the text Mindsets in the Classroom, which provides educators with tools to help students change their thinking about their ability and potential.

According to our data we see a strong increase in math scores as the school year progresses. Our scores at the end of the year on Global Scholars shows a 77% proficiency in math across all grade levels 4th-8th. On state assessments are students are showing a 33% average proficiency for all grades.

Tipton Academy's students have shown a tremendous increase of interest in Science due to the many PD opportunities are staff have been able to be a part of with our Schoolcraft Consortium. The science instructional staff have learned and are implementing many best practices using the new NGSS Standards as well as many opportunities for hands-on experimental learning and culminating end of the unit projects incorporating all content learned.

Tipton Academy will continue to use the RTI Intervention Program, differentiated instruction, learning style profiles, Individual Student Profiles, enrichment classes, college readiness targets, and data analysis to close these gaps even further and increase student achievement in all tests (Performance Series, Data Director Benchmark Tests, DRA2, MStep) in all content areas (Reading, Writing, Science, Social Studies, and Math).

In terms of parent perception data, the parent surveys have shown an overall satisfaction with the school and in the majority of areas surveyed satisfaction was at an 80% or higher. This survey was given to Tipton West's parents. The areas that received the highest level of satisfaction among parents/guardians with a level of 80% or higher were: parents feel welcomed and informed at their child's school, parents/guardians feel their child is safe at school, parents/guardians feel their child is receiving enough support services at school, parents/guardians feel that their child's teacher keeps them well informed as well as the office, parents/guardians feel comfortable addressing concerns with administration and parents/guardians feel that specials enrich their child's learning opportunities (i.e. Gym, Art, Technology, Health).

The only areas that fell below were in the areas of parents feeling that they volunteer enough at Tipton West and if their child is likely to attend next year. To remediate the issue of parents not feeling as though they volunteer enough, teachers/staff will provide or inform parents of more opportunities to volunteer. As far as students not returning next year, we feel that this may be due in part to the fact that we currently don't offer high school.

This was our third year of administering a student survey. The areas that show positive results were: students feel safe, secure, respected and successful, students feel they receive adequate help when they need it, students feel they receive enough support from their teachers, students understand rules and procedures, students feel their teachers respect them, students feel that they are recognized for good work, and students feel that their teachers think that they will be success.

The lowest areas among students were in the areas of respect from peers and lunchroom enjoyment. In the area of students treating their peers with respect, we are implementing a school-wide PBIS program and will provide students with assemblies that focus on character development and bullying. We expect this to change with continued implementation of our PBIS school-wide program.

During the 2016 - 2017 school year we saw around 60% office referrals where the students reflect on their behavior and converse with the Dean of Students to determine how to change the behavior in the classroom. A majority of RTR's come from the classroom or during non-structural times such as in the hallway and recess. During the 2016 - 2017 school year we saw a great decrease in lunch room behavior

issues due to the presence of administration as well as consistent parent volunteers. Throughout the school year, we definitely have noticed a significant decrease of behavioral issues in the hallways because of constant presence of administration and teachers greeting the students at the door. Also, teachers use the TLaC method of thresholding and using the school hallway rules of making sure to use a quiet signal as well as appropriate places to be to ensure proper behavior. There is also a significant decrease of office discipline referrals because of the RTR process and the consistent communication between parents to collaborate with one another to change inappropriate behaviors affecting the learning process. Office referrals most commonly from physical contact in the classroom, gym, and outside of school grounds mainly towards the second half of the school day. Suspensions have also shown a significant drop overall with more focus on in school than out of school suspensions to avoid issues with attendance. The suspensions are often tied to bullying and physical contact.

In the area of enjoying eating lunch at school we feel that this may be because of two reasons: first, we feel students do not enjoy the food being served during lunch and second, students who bring their lunch from home do not enjoy the lunchroom environment. We will be improving these situations by first, adding another lunch period, so there will be less students in the lunchroom and second, by changing the way lunch is served, and offering more options, such as a salad bar.

This is our third year in administering teacher/staff perception survey. This year we have conducted two separate perception surveys, one concerning the East (PK-3) and one concerning West (4-8). The following results are based on the staff/administration that work exclusively at Tipton West. Overall the results were positive. The areas that received the highest level of satisfaction among teachers and staff with a level of 60% or higher are teachers/staff feel that their working environment is positive, teachers/staff feel that they receive enough support from administration, teachers/staff feel Tipton Academy is a safe environment to teach in, teachers/staff feel they have the opportunity to grow at Tipton Academy, teachers/staff feel there are plenty of opportunities to attend professional development, teacher/staff feel that they have enough curriculum support, teachers/staff feel that the discipline plan is being executed according to administrative policies, teachers/staff have positive communication with the office and procedures, teachers/staff feel they meet the everyday needs of all stakeholders. and teachers/staff feel that they are given enough time to plan their curriculum effectively.

Based on our data, we did not find any areas with low satisfaction.

Based on last years data our low areas of satisfaction were: teachers/staff feel the behavior process is not being executed according to the handbook, they do not feel they are well informed on all school information and they do not feel that all teachers/staff are being treated equally. For this school year, Tipton West received a Dean of Students who executes our discipline plan with fidelity. As far as the other two area of low satisfaction, it has not be determined whether there has been improvements because these areas were not addressed on this years perception survey.

School Process data based upon the Interim Self Assessment shows a strength in:

- 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
- 1.2 The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.
- 2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.
- 2.2 The governing body operates responsively and functions effectively.
- 2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
- 2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.
- 2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.

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- 3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process.
- 3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
- 4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.
- 4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.
- 4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.
- 5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Challenges that are identified:

- 2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.
- 3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
- 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectation.
- 3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success
- 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.
- 3.6 Teachers implement the school's instructional process in support of student learning. 3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- 3.9 The school has a formal structure where by each student is well known by at least one adult advocate in the school who supports that student's educational experience. 3.11 All staff members participate in a continuous program of professional learning.
- 3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.
- 4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose directions and the educational program.
- 4.3 The school maintains facilities, services and equipment to provide a safe, clean, and healthy environment for all students and staff.
- 4.4 Students and school personnel use a range of media and informational resources to support the school's educational program.
- 5.2 Professional and support staff continuously collect, analyze, apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.
- 5.3 Professional and support staff are trained in evaluation, interpretation, and use of data.
- 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Another challenge Tipton West Academy is encountering is truancy issues in regards to missing school and the incredible increase in tardies coming to school and leaving early. Across grades 4th-8th, there is an average of 470 absences between all the grades. Only about 50 of the total absences are excused with either a doctor's note or family emergency such as a funeral. In addition, we currently have just in grades 4th-8th 62 students who have excessive attendance issues and have been monitored using the truancy policy set forth by the school systems. This greatly impacts the amount of instructional time that many of our students are receiving throughout the school year. To help alleviate these problems in the next school year, the West Building will become stricter with students leaving early making it mandatory to let the secretary know that a child will be picked up and cannot leave early after 3:00pm when school dismisses at 3:30pm. In addition, there will also be meetings set up with parents as soon as any trend of truancy can be caught early to discuss what needs to be done to ensure their child attends school regularly as well as on time and how the school can help. Furthermore, the West Building will be educating

parents/guardians about the truancy process and what steps are taken when students do not attend a certain number of school days and discussing the possibility of retention if this behavior continues. By taking a proactive approach early on, we hope to drastically bring down our attendance issues and allow for students to receive the instructional time required in all subject areas where they are expected by the end of the year to show proper growth, ensure they receive intervention services and one on one support, and be prepared to move on to the next grade level.

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.

It is clear that a detailed analysis of multiple types of data was conducted to select the goals. The school goals reflect the areas of English/Language Arts, Math, Science and Social Studies in which we need more progress across all subgroups to increase student achievement on standardized tests 4th-8th.

For Reading, 60% of all students 4 - 8 will demonstrate a proficiency in Reading by 6/13/2018 as an average measured by all the following assessments M-Step, Global Scholars/Ed Performance, and Monthly Benchmark Tests. This will be accomplished through the development of vocabulary banks, Reading Street Focus Walls, integrating technology, professional development training, differentiated instruction and material sources, small group instruction/instructional aids, EBLI, intervention blocks, small group and individual instruction, job-embedded professional development, family/community nights, Marzano Strategies, daily reading times, at home reading, "Just Right" reading materials, use of graphic organizers and note taking, and by comparing and contrasting literature.

In Math, 60% of all students 4 - 8 will demonstrate a proficiency in Math by 6/13/2018 as an average measured by all the following assessments M-Step, Global Scholars/Ed Performance, and Monthly Benchmark Tests. This will be accomplished through enhancing vocabulary through visual representation, strengthening Math vocabulary through models and drawings, using small group instruction in the classroom, math interventionists, intervention block, enhanced core instruction, parent math nights, parent development sessions, IXL.com, Envision Math online, professional development training, integration of various performance tasks in all units, differentiated instruction, and materials and instructional aids.

In Science, 60% of all students 4 - 8 will demonstrate a proficiency in Science by 6/13/2018 as measured by M-Step and Data Monthly Benchmark Tests. This will be accomplished through the use of hands on science materials, continued professional development with the new NGSS Standards, new science curriculum pacing guide, and through students participating in science labs/hands-on/project based learning.

In Social Studies, 60% of all students 4 - 8 will demonstrate a proficiency in Social Studies by 6/13/2018 as measured by M-Step and individual teacher administered assessments. This will be accomplished through the use of hands on materials, increased inquiry based practices through teacher resources, and mapping skills.

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?

All students 4 - 8 who are below grade level in reading will receive additional small group support in the classroom where instruction is differentiated to meet specific needs. These students are also met with regularly during whole group instruction to help them master grade

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level concepts. Title 1 students receive additional support in small groups from Title I staff while others receive special education support. Group size and the amount of instructional time in Title I and special education groups are varied according to student needs. Evidence based programs are utilized in these groups, such as EBLI, Reading A-Z, Reading Street Tiers, and Read Works.

All students 4 - 8 who are below grade level in writing will receive additional small group support in the classroom, where instruction is differentiated to meet specific needs. These students are also regularly met with during whole group instruction to help them master grade level concepts. Some of these students receive additional support from the Title 1 and special education staff. Title 1 staff pushes into the classroom to support writing instruction.

All students 4 - 8 who are below grade level in Math, will receive additional support in the classroom, where instruction is differentiated to meet specific needs. These students are also regularly met with during whole group instruction to help them master grade level concepts. Some of these students receive additional support in small groups from the Title I staff and others receive special education support. Group size and the amount of instructional time in these Title I and special education groups are varied according to student needs. Evidence-based programs are utilized in these groups, such as IXL Math, Envision Tiers, and Khan Academy.

Science informational texts are utilized in Title 1 reading intervention groups to support concept understanding. These texts have been coordinated with the scope and sequence of each grade level so that they coincide. Science text is also used when teaching reading strategies to further content knowledge.

Social studies informational texts are utilized in Title 1 reading intervention groups to support concept understanding. These texts have been coordinated with the scope and sequence of each grade level so that they coincide. Social studies text is also used when teaching reading strategies to further content knowledge.

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 - Instructional Staff 4 - 8 will focus on differentiation and multi-text structures to target vocabulary and comprehension. Instructors will also focus on EBLI strategies, modeled reading, real world problem solving experiences, and making connections.

Writing - Instructional Staff 4 - 8 will focus on creating effective writing instruction by providing time for daily writing with a variety of purposes, utilizing conventions appropriate to the age of the learner, and implementing common core writing rubrics to drive instruction.

Math - Instructional Staff 4 - 8 will differentiate math instruction to meet the needs of all learners. Teaching staff will focus on building math fact fluency and vocabulary through the use of modeling, tactile concrete experiences, and differentiation. They will also use real-world problem solving to help students make context connections.

Science - Instructional Staff 4 - 8 will teach students content vocabulary in order to increase student understanding of concepts and student achievement. Teachers will also provide specific instructional strategies such as attending to the different ways students learn, providing opportunities for students to experience authentic scientific inquiry, and providing challenging for all students for comprehending informational text in order to increase student achievement in science through the use of modeling and hands-on experiences.

Social Studies - Instructional Staff 4 - 8 will teach students content vocabulary in order to increase student understanding of concepts and to student achievement. Instructional Staff will also provide specific strategies for comprehending informational text in order to increase student achievement in social studies.

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).

Instructional Staff will focus on implementing Marzano and Mindsets in the Classroom strategies to increase the quality of instruction. These strategies include providing feedback to students, maintaining relationships with students, communicating high expectations, and establishing and maintaining classroom rules.

Instructional Staff will utilize Teach Like a Champion strategies such as setting high academic expectations, engaging students in your lesson, and creating a strong classroom culture.

Instructional Staff will implement Evidence Based Literacy Instruction (EBLI) strategies to give students an understanding of how phonemes (sounds) are connected to print, the ability to decode unfamiliar words and read fluency.

Instructional Staff are also partnered with Schoolcraft College Consortium to offer additional professional development in the areas of science based on where they feel they need the most support in the curriculum being taught. This upcoming school year, the science instructional staff will be provided additional professional development opportunities throughout the year as well as a personalized coach provided to our building continuing to increase our knowledge and teaching skills in regards to the new science standards. Tipton Academy West will increase the quantity of instruction by having an extended school day to fit in more instructional time. This time includes an intervention block

to help meet the needs of struggling students. We also offer Latchkey services where extra homework help is available to students who are in need. After school tutoring services are available as well.

We also offer summer camp and summer science camp which gives students expanded life experiences and opportunities. The students in 7th grade will also be participating in a camping trip during the end of the school year as well as the 8th grade students taking an educational field trip to Washington DC. Continuing with the previous school year, the students will also be given the opportunity to attend summer tutoring to continue to decrease their educational gap in the areas of math and reading based on assessment data. The last way we increase the quantity of instruction is offering access to home based computer programs such as IXL, where students can continue their learning at home.

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

In utilizing Teach Like a Champion strategies instructional staff will set high academic expectations, engage students, and create a strong classroom culture. By differentiating instruction, staff will meet students at their level, scaffold learning, and meet the needs of all learners. Evidence Based Literacy Instruction (EBLI) should increase phonemic awareness, which will lead to stronger and more confident readers. Marzano and Mindset in the Classroom Strategies will increase the quality of instruction by providing feedback to students, maintaining a relationship with students, communicating high expectations, and establishing and maintaining classroom rules. Tipton Academy West as a whole ensures that students with disabilities have access to the full array of intervention programs by implementing IEP's (Individual Educational Plans), full-service accommodations, and through the implementation and follow through of goals listed on each student's IEP intervention services.

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.

ELA/Reading

Grade Span: 4th-8th Grade Interventions: Using data from 30-day benchmark testing and NWEA, students that perform below grade level in reading will receive additional small group support in the classroom where instruction is differentiated to meet specific needs. These students are met with regularly during whole group instruction to help them master grade level concepts. Also using the data from 30-day benchmark testing and NWEA students at or above grade level will be given tasks to enrich and challenge their learning. Title 1 students receive additional support in small groups from Title I staff while others receive special education support. Group size and the amount of instructional time in Title I and special education groups are varied according to student needs. Evidence-based programs are utilized in these groups, such as Reading A-Z, EBLI, Reading Street Tiers, and Read Works.

Writing

Grade Span: 4th-8th Grade Interventions: Using data from 30-day benchmark testing and NWEA, students that perform below grade level in writing will receive additional small group support in the classroom where instruction is differentiated to meet specific needs. These students are met with regularly during whole group instruction to help them master grade level concepts. Also using the data from 30-day benchmark testing and NWEA students at or above grade level will be given tasks to enrich and challenge their learning. Students who are below grade level in writing will receive additional small group support in the classroom, where instruction is differentiated to meet specific needs. These students are also regularly met with during whole group instruction to help them master grade level concepts. Some of these students

receive additional support from the Title 1 and special education staff. Title 1 staff pushes into the classroom to support writing instruction.

Math

Grade Span: 4th-8th Grade Interventions: Using data from 30-day benchmark testing and NWEA, students that perform below grade level in math will receive additional small group support in the classroom where instruction is differentiated to meet specific needs. These students are met with regularly during whole group instruction to help them master grade level concepts. Also using the data from 30-day benchmark testing and NWEA students at or above grade level will be given tasks to enrich and challenge their learning. Students who are below grade level in math, will receive additional support in the classroom, where instruction is differentiated to meet specific needs. These students are also regularly met with during whole group instruction to help them master grade level concepts. Some of these students receive additional support in small groups from the Title I staff and others receive special education support. Group size and the amount of instructional time in these Title I and special education groups are varied according to student needs. Evidence-based programs are utilized in these groups, such as IXL Math, Envision Tiers, and Khan Academy.

Science

Grade Span: 4th-8th Grade Interventions: Science informational texts are utilized in Title 1 reading intervention groups to support concept understanding. These texts have been coordinated with the scope and sequence of each grade level so that they coincide. Science text is also used when teaching reading strategies such as checking for understanding, checking for prior knowledge, vocabulary development and meta-cognition to further content knowledge.

Social Studies

Grade Span: 4th-8th Grade Interventions: Social studies informational texts are utilized in Title 1 reading intervention groups to support concept understanding. These texts have been coordinated with the scope and sequence of each grade level so that they coincide. Social studies text is also used when teaching reading strategies such as graphic organizers, monitoring and adjusting, checking for understanding, checking for prior knowledge, vocabulary development and meta-cognition to further content knowledge.

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

The school determines that the needs of the students are being met by these progress monitoring strategies: 30-Day Monthly Benchmark Assessments, Trimester-based Performance Series assessments, Comprehensive Grade Level Unit Assessments for Tier 1. Biweekly assessments to target mastery on top of the Tier 1 assessments for Tier 2 and Tier 3 students.

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 the instructional paraprofessionals at Tipton Academy West meet the NCLB requirements to be considered highly qualified.	

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 of the teachers at Tipton Academy West meet the NCLB requirements to be considered highly qualified instructional staff.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Tipton Academy West has a low teacher turnover rate due to increased enrollment. Tipton Academy West has brought in additional highly qualified instructional staff.

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

0-4 years 9 staff

5-10 years 4 staff

11-15 years 3 staff

16-20 years 1 staff

21-25 years 0 staff

25^ years 1 staff

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

The specific initiatives at Tipton Academy West to be implemented in order to attract and retain high quality teachers regardless of the turnover rate are as follows:

- a. Smaller class sizes
- b. Retain highly qualified teachers
- c. Benefits program
- d. Collaborative environment
- e. Community involvement
- f. Supportive administration
- g. Personal growth opportunities/Professional Development

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

The specific district initiatives of Tipton Academy West being implemented to attract and retain highly qualified teachers regardless of the turnover rate are as follows:

- a. Low Turnover rate
- b. Additional staff because of increased enrollment

- c. Collaborative staff
- d. Small class sizes

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?

There is low turnover rate here at Tipton Academy West. We are increasing highly qualified instructional staff due to increased enrollment because of our growing building and adding on of grades up to 8th.

Component 5: High Quality and Ongoing Professional Development

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

The professional development/learning that the instructional staff at Tipton Academy West will be receiving that is aligned with the comprehensive needs assessment and the goals of the school improvement plan include:

- a. PBIS training for all staff on behavior expectation, interventions and rewards. Teachers will learn to keep their behavioral expectations consist building wide using the RTR three questions system.
- b. Once or twice a month instructional staff will be meeting with the curriculum director to discuss curriculum, alignment, lesson planning, data analysis, and intervention strategies.
- c. Professional development on test taking strategies where instructional staff will learn ways in which students can be more successful during assessments.
- d. Professional development on Reading, Math, and Science strategies where instructional staff will learn about the best practices in reading, math, and science from experts.
- e. Teach Like a Champion - Building character and trust, setting and maintaining high behavioral expectations and challenging students to think critically.
- f. Mindsets in the Classroom which provides educators with tools to help students change their thinking about their ability and potential.

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

Tipton Academy West has professional learning that is continuous, documentation includes:

- a. Ongoing book studies such as, "Teach Like a Champion" by Doug Lemov, focusing on various best practices in all educational and behavioral aspects of a school setting. Also, "Teach Like Your Hair's On Fire" by Rafe Asquith is going to be a focus in the 2017-2018 school year and continue to be implementing the rollout of all TLaC strategies in the following school years.
- b. Grade level collaboration is ongoing throughout the school year due to common planning time on a weekly basis . Grade level teachers meet to discuss curriculum, test results, lesson planning, and achievement gaps.
- c. Cross-grade level collaboration occurs at a minimum once per month. Teachers discuss curriculum, test results, lesson planning and achievement gaps.
- d. One on one collaboration with curriculum director on a bi-monthly basis. During these meetings curriculum, test results, achievement gaps, professional development, and concerns are discussed.
- e. The mentor-ship program at Tipton Academy provides the opportunity for new teachers to collaborate with a mentor on a regular basis. Mentors are observing new teachers and provide feedback. Mentors and new teachers meet, at least, monthly and more based on individual needs.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Learning Plan 2017-2018

Component 6: Strategies to Increase Parental Involvement

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

Parents will be involved in the design of the school wide plan through participation, meetings, and the public presentation of the School Improvement Plan.

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

Tipton Academy West believes that involving parents in their child's education will support improved student learning. Staff will provide monthly parent involvement activities during the 2016-2017 school year as well as being designated a room parent to help support teachers. All parents will be encouraged to attend the Meet and Greet and Curriculum Night in the fall of every school year. Parents will receive and be notified of student's grade level standards, expectations, student assessments and standardized tests, progress reports, report cards, and any other communication regarding these reports. Tipton Academy also has Monthly Town Hall Meetings to provide additional support for parents in reference to school needs and information. In addition, parents have the ability to communicate with instructional staff and vice versa through a program called Class DOJO where staff can ask for assistance when needed, help with classroom and/or school activities or events.

In building an effective home-school partnership and in compliance with section 1118 of No Child Left behind (2001), Tipton Academy West 4th - 8th grade will provide the following:

Section 1118 (e) (1): Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress. Tipton West will provide all parents with "Parents Guide to grade level standards," progress reports once a month and report cards at the end of each trimester. The parents also have 24-hour access to their child's grades showing their academic progress throughout the trimester as well as keep track of attendance.

Section 1118 (e) (2): Provide materials and training to help parents to work with their children. Tipton Academy West assists all parents in working with their children by conducting training through our Game Night (supporting our math goal), Intervention Night, Hands-on Science learning experiences, March is Reading Month Activities (supporting our reading goal), School Craft College Consortium science and math field trips, and our Summer School tutoring (supporting our reading and math goals).

Section 1118 (e) (3): Train staff to build effective parent involvement. Tipton Academy West staff members will be given materials, instruction, suggestions, and training to build effective parent involvement throughout the school year.

Section 1118 (e) (4): Collaborate with other programs to coordinate parent involvement. Staff at Tipton Academy West will coordinate with our Parent Committee and any other available programs to assist and encourage parental involvement.

Section 1118 (e) (5): Provide information in a format and language that parents can understand. Staff at Tipton Academy West will be consistently reminded to converse with all parents in a format and language free from education jargon and which is easily understand. Staff members will ask parents often if clarification is needed. A translator will be provided by RESA for non-English speaking parents if needed.

School Improvement Plan

Tipton Academy - 4-7

Section 1118 (e) (14): Provide other reasonable support for parent involvement as parents may request. Every effort is made to meet all parental requests to support their involvement, including child care and additional meetings.

Section 1118 (f): Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children. Tipton Academy West is equipped with wheelchair accessibility. A translator will be provided by RESA for non-English speaking parents if needed. Classroom teachers encourage families of various ethnicities to assist in authentic diverse instruction.

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

Parents will be involved in the evaluation of the school-wide plan by being involved with the improvement teams at the district level as well as at the building level and play a critical role in the process. Tipton Academy West believes the improvement plan needs their support in order to succeed. To succeed we need to involve them in the design, implementation, and evaluation.

Parents are also involved by helping in the classroom and with other school activities, and school improvement teams through meetings throughout the year. In addition a parent survey is given to gather input and feedback about programs that we offer for our students. This input is an important part of our decision-making process. Feedback from parents each year will help us as we build our program for the coming fall. We gather feedback from families on their preference for implementation of academic support programs. Input gathered is used to make changes and additions to our fall programming for the 2017-2018 school year. Parents will review their child's progress daily by communicating through a take home folder and/or planner. Parents may also volunteer in the classroom. The Title I staff may also notify parents of student achievement and any important activities. Lastly, parents are always invited to monthly Board Meetings and Town Hall Meetings.

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

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

Section 1118 (e) (1): Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress. Tipton West will provide all parents with "Parents Guide to grade level standards," progress reports once a month and report cards at the end of each trimester. The parents also have 24-hour access to their child's grades showing their academic progress throughout the trimester as well as keep track of attendance.

Section 1118 (e) (2): Provide materials and training to help parents to work with their children. Tipton Academy West assists all parents in working with their children by conducting training through our Game Night (supporting our math goal), Intervention Night, Hands-on Science learning experiences, March is Reading Month Activities (supporting our reading goal), School Craft College Consortium science and math field trips, and our Summer School tutoring (supporting our reading and math goals).

Section 1118 (e) (3): Train staff to build effective parent involvement. Tipton Academy West staff members will be given materials,

instruction, suggestions, and training to build effective parent involvement throughout the school year.

Section 1118 (e) (4): Collaborate with other programs to coordinate parent involvement. Staff at Tipton Academy West will coordinate with our Parent Committee and any other available programs to assist and encourage parental involvement.

Section 1118 (e) (5): Provide information in a format and language that parents can understand. Staff at Tipton Academy West will be consistently reminded to converse with all parents in a format and language free from education jargon and which is easily understand. Staff members will ask parents often if clarification is needed. A translator will be provided by RESA for non-English speaking parents if needed.

Section 1118 (e) (14): Provide other reasonable support for parent involvement as parents may request. Every effort is made to meet all parental requests to support their involvement, including child care and additional meetings.

Section 1118 (f): Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children. Tipton Academy West is equipped with wheelchair accessibility. A translator will be provided by RESA for non-English speaking parents if needed. Classroom teachers encourage families of various ethnicities to assist in authentic diverse instruction.

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

Parents are involved in evaluating the components of the school-wide plan. Parents will be provided many opportunities for meeting the educational needs of their child. Parent surveys are distributed throughout the year and data is collected and analyzed through the school improvement team. Parents also have the opportunity to attend parent group, parents-teacher conferences, workshops and informational nights. Goals and objectives will be discussed from the survey and improvements will be implemented. Parent-teacher conferences, informal meetings, and emails offer additional ways for parents to communicate and share their feedback with us about the programs their children attend. Title I teachers are available throughout the year, on an as-needed basis for individual parent-teacher conferences, to share progress and also get feedback and input. In addition, Tipton Academy West also uses a program called Class DOJO as an additional way to communicate with parents in regards to behavior and academic progress.

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

The results of the evaluation will be used to improve Tipton Academy West school-wide program by a survey that will be given to parents, staff, and students. The survey will address questions that include parent involvement in the program, program improvement, curriculum assessment, student progress, assistance to parents, and parent meetings. The results will be analyzed, shared, and revisions will be made at the annual meetings, staff meetings, and Parent Group meetings. Student surveys will address classroom environment, school climate, safety, academics, and extracurricular activities. Results collected will be taken into consideration as changes are made for the future.

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

The School-Parent-Student Compact was developed with input from our School Staff and Parent Group. The Compact states responsibilities and expectations for the parent/guardian, student, and staff of Tipton Academy West.

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

The School-Parent-Student-Compact is used at Tipton Academy West parent-teacher conferences. It is shared, discussed, and agreed upon by the parent/guardian, student, and teacher where it is then signed by all agreeing to commit to the compact expectations.

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

The School-Parent-Student Compact is shared with middle school parents at Tipton Academy West in the 6th, 7th and 8th grades. The School-Parent-Student-Compact is used at Tipton Academy West parent-teacher conferences. It is shared, discussed, and agreed upon by the parent/guardian, student, and teacher where it is then signed by all agreeing to commit to the compact expectations.

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

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

The school provides individual academic assessment results in a language that parents can understand by including student goals and summarizes parent reports from the multiple assessment systems. Assessment results are discussed at conference time. Any questions or concerns can be addressed to a teacher, administrator, curriculum director, or support staff.

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?

The Preschool staff conducts home visits at the beginning of the program to introduce themselves and meet the families. They go over goals and objectives of the program as well as the parent handbook and answer any questions that the parents may have. There is a home visit at the end of the year to go over the child's yearly progress and provide parents with summer activities that they can attend with their children to help prepare them for kindergarten. Twice a year, parent-teacher conferences are held, parents are encouraged to attend. The school offers many activities for the entire families. There is an open house at the beginning of the school year with an ice cream social. The preschool teachers, along with the Early Childhood Specialist plan workshops, make-and-take Math and reading activities, guest speakers, and holiday fun activities. The preschool children also have the opportunity to have reading buddies with the second graders. They have opportunities to play on the playground with older students.

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?

The Early Childhood Specialist is the link between the community and the school. Through the Early Childhood Initiative, funded by Wayne Regional Education Service Agency (RESA), services and activities are provided to help families raise their children ready to attend and experience success when they enter school, as well as reduce the percentage of special education programs and services. The Early Childhood Specialist arranges for an early spring meeting for parents to meet for an overview of the programs as well as questions. The Early Childhood Specialist, along with the preschool staff set up parent meetings and hands-on workshops that provide opportunities for parents to become involved with the skills that are being taught. The school also holds parent meetings and invites guest speakers to discuss various topics. The school also has school-wide activities for the entire family. We have a Fall Fun Night, book fairs, Santa shops, animal farm, math and reading enrichment and ice cream socials. The goal is to promote readiness and a smooth kindergarten transition. The Early Childhood Specialist will meet with the parents of incoming kindergartners to discuss academic and social expectations of a kindergarten student and provide academic support. The meeting will take place in late winter prior to Kindergarten round-up. The teachers will be giving all students an assessment to assess their academic skills.

Struggling kindergarten students are provided with additional targeted support from a school professional. Kindergarten teachers will meet with parents to discuss any concerns by setting up an appointment for a conference. The district website will also have information for the parents of the incoming kindergartners. The kindergarten staff will meet with all of the incoming students and their parents prior to the start of the school year. Day and evening appointments are available to meet the needs of all the families. The teacher does a brief intake assessment and social readiness the parents begin the school enrollment process. There is also an open house/ice cream social at the beginning of the school year for the entire family. Information regarding specific time and location do the kindergarten round-up are posted in the school, newspapers, flyers and school website.

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 provide their input into the decisions regarding these school-based academic assessments; they identify needed interventions, identify changes needed in instruction, and they use information needed to communicate with parents. Teachers also use local data to develop assessments based on instructional need.

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

Teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students by developing their own assessments, addressing standards of M-Step and local assessments. We are involved by using movable data walls based on national norms testing (NWEA), one on one conference, grade level meetings, and immediate access to data via 30 day benchmark test and NWEA data websites.

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:4th through 8th grade

Identification/Criteria for Selection: Based on student proficiency on district and national standard assessments, as well as other cross curricular evaluations students will qualify for intervention services if they fail meet common core state standards after classroom remediation, students will exit the intervention program if they show that adequate growth in the area(s) that were once a deficit.

Writing

Grade Span:4th through 8th grade

Identification/Criteria for Selection: Based on student proficiency on district and national standard assessments, as well as other cross curricular evaluations students will qualify for intervention services if they fail meet common core state standards after classroom remediation, students will exit the intervention program if they show that adequate growth in the area(s) that were once a deficit.

Math

Grade Span:4th through 8th grade

Identification/Criteria for Selection: Based on student proficiency on district and national standard assessments, as well as other cross curricular evaluations students will qualify for intervention services if they fail meet common core state standards after classroom remediation, students will exit the intervention program if they show that adequate growth in the area(s) that were once a deficit.

Science

Grade Span:4th through 8th grade

Identification/Criteria for Selection: Based on student proficiency on district and national standard assessments, as well as other cross curricular evaluations students will qualify for intervention services if they fail meet common core state standards after classroom remediation, students will exit the intervention program if they show that adequate growth in the area(s) that were once a deficit.

Social Studies

Grade Span:4th through 8th grade

Identification/Criteria for Selection: Based on student proficiency on district and national standard assessments, as well as other cross curricular evaluations students will qualify for intervention services if they fail meet common core state standards after classroom remediation, students will exit the intervention program if they show that adequate growth in the area(s) that were once a deficit.

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:4th-8th grade

Interventions: Students who are below grade level in reading will receive additional small group support in the classroom where instruction is differentiated to meet specific needs. These students are also met with regularly during whole group instruction to help them master grade level concepts. Title 1 students receive additional support in small groups from Title I staff while others receive special education support. Group size and the amount of instructional time in Title I and special education groups are varied according to student needs. Evidence-based programs are utilized in these groups, such as Reading A-Z, Raz-Kids, EBLLI, Reading Street Tiers, Read Works and logical reasoning games.

Writing

Grade Span:4th-8th grade

Interventions: Students who are below grade level in writing will receive additional small group support in the classroom, where instruction is differentiated to meet specific needs. These students are also regularly met with during whole group instruction to help them master grade level concepts. Some of these students receive additional support from the Title 1 and special education staff. Title 1 staff pushes into the classroom to support writing instruction

Math

Grade Span:4th-8th grade

Interventions: Students who are below grade level in math, will receive additional support in the classroom, where instruction is differentiated to meet specific needs. These students are also regularly met with during whole group instruction to help them master grade level concepts. Some of these students receive additional support in small groups from the Title I staff and others receive special education support. Group size and the amount of instructional time in these Title I and special education groups are varied according to student needs. Evidence-based programs are utilized in these groups, such as IXL Math, Envision Tiers, Xtra Math, Khan Academy and logical reasoning games.

Science

Grade Span:4th-8th grade

Interventions:Science informational texts are utilized in Title 1 reading intervention groups to support concept understanding. These texts have been coordinated with the scope and sequence of each grade level so that they coincide. Science text is also used when teaching reading strategies such as vocabulary development, checking for understanding, connecting to prior knowledge and comparing similarities and differences to further content knowledge.

Social Studies

Grade Span:4th-8th grade

Interventions:Social studies informational texts are utilized in Title 1 reading intervention groups to support concept understanding. These texts have been coordinated with the scope and sequence of each grade level so that they coincide. Social studies text is also used when teaching reading strategies such as KWL charts, vocabulary development, probing questions and student projects to further content

knowledge.

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

The differentiation of instruction addresses individual student academic needs in the classroom by small group activities. Those small groups are determined by ongoing assessments, and classroom work. Classrooms utilize guided reading groups, which target specific skills using leveled reading texts. Classroom centers are differentiated by ability level. Ability levels are determined by district and national standard assessments. Assignments may be modified based on individualized needs. Teachers participate in one-on-one instruction based on tracked student progress.

In writing, students participate in all aspects of the writing process. During this activity, students choose to write pieces that coincide with their interests. These pieces are discussed in individual student/teacher conferences and skills are targeted according to individual student needs. Students contribute to reading logs each day, responding to a text of their choice that they have read. Students respond to writing prompts in their journals daily.

In math, guided math groups are utilized, which target specific skills as needed. These groups are flexible and change as needs are identified. Some students also participate in making instructional choices with math centers. They are taught how to identify appropriate level activities, and then are able to choose a variety of ways to practice math skills. They may also log on to IXL.com and choose their own math practice. Students also participate in cooperative learning through small group work, shadowing, reciprocal teaching and centers.

In science and social studies, students are given a variety of ways to demonstrate their learning. These options meet many different learning styles and ability levels. Students who need additional support to understand concepts, receive additional time and re-teaching as needed.

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.

District General Funds support staffing, nutrition programs, transportation, supplies, Title I Teacher support, resources, materials, timely and additional assistance. Title 2A provides professional development for teachers, training in classroom management and curriculum and student performance. Section 31A provides staffing for special programs and supplies.

Great Start Readiness Preschool is a state funded program for at-risk 4-year-old children, which provides them with early intervention. Free and Reduced Breakfast and Lunch Programs to make sure our students have a well balance breakfast and lunch. ELL Programs (consortium with Wayne RESA) provide academic support to students for which English is a second language. Maplewood Family Resource Center is a local center providing parent and children services in health education, behavior management, substance abuse, and peer groups. Rotary and Kiwanis Club provides holiday activities for the students, dictionaries, clothing and food for families in need. Positive Behavior Support provides support and resources for the students to ensure they are safe, responsible and respectful.

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.

Our school will use the resources available to help implement components of the school-wide plan. Supports and resources are listed below each component:

Comprehensive Needs Assessment

-General Fund, School Improvement, English Language Learners, Positive Behavior Support, Staff Meetings, Mentors, Collaboration School Wide Reform Strategies

-General Fund, Title I, Title II A, Response to Intervention such as teacher interventionists, Tier I screening and Assessment such as NWEA

Highly Qualified Staff

-General Fund, All Staff are currently Highly Qualified, Attract and Retain Highly Qualified Staff, General Fund, Title II A, New teacher orientation, mentor meetings, District Professional Development, New Teacher

Orientation Professional Development

-Title I, Title IIA, RESA (County consultants), Ongoing professional development such as EBLI training, PBIS training, curriculum development and also professional developments, training, Title I staff, grade level data analysis, Response to Intervention, curriculum meetings, parent resources

Parent Involvement

-Title I, General Funding, Title IIA, Volunteer, Community services, Great Start Readiness preschool programs, parenting classes, parent conferences, open house, classroom volunteers, positive behavior rewards, family nights, parent town hall meetings

Preschool Transition-General Fund, Great Start Readiness Program (GSRP) Title I, Kindergarten round-up, parent orientation, open house, moving up transition,parent/teacher conferences, home visits, summer transition

Assessment Decisions

-General Fund, Title I, RESA (county) Title II A, RESA (Wayne County) assessment training, data analysis, 30-day benchmark testing, at-risk team, building school improvement, grade level meetings, school improvement plan

Timely and Additional Assistance

-Title I, Section 31A, General Fund, Parent Volunteer involvement, Extended Day activities, intervention groups, paraprofessionals, resource teachers, Title I programs, English language learners, positive behavior support system, Rotary/Kiwanis club, Maplewood family resource center, Parent group

Coordination and Integration of Federal, State and Local Resources

-Federal Nutrition program, Title I, Title II, Section 31A, Wayne RESA (county) parent volunteers, nutrition academic support systems, Interventions, Professional Development, Community Education, Social Work

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.

The school improvement team utilizes a school improvement software such as Illuminate to monitor and analyze progress towards the school improvement goals monthly. We also use M-Step and NWEA results to evaluate academic achievement.

ELA/Reading

Grade Span: 4th-8th grade

Identification/Criteria for Selection: Based on student proficiency on district and national standard assessments, as well as other cross curricular evaluations students will qualify for intervention services if they fail meet common core state standards after classroom remediation, students will exit the intervention program if they show that adequate growth in the area(s) that were once a deficit.

Writing

Grade Span: 4th-8th Grade

Identification/Criteria for Selection: Based on student proficiency on district and national standard assessments, as well as other cross curricular evaluations students will qualify for intervention services if they fail meet common core state standards after classroom remediation, students will exit the intervention program if they show that adequate growth in the area(s) that were once a deficit.

Math

Grade Span: 4th-8th Grade

Identification/Criteria for Selection: Based on student proficiency on district and national standard assessments, as well as other cross curricular evaluations students will qualify for intervention services if they fail meet common core state standards after classroom remediation, students will exit the intervention program if they show that adequate growth in the area(s) that were once a deficit.

Violence Prevention Turning Point: Provides services for abuse and violence.

Nutritional Federal Funds: Provides nutritional foods for needy families, food and clothing to families in the community, and a nutritious

breakfast and lunch for the students housing of Wayne County.

Community Action Agency: Provides affordable housing to needy families.

Great Start Readiness: State funded preschool program for community children.

Head Start Program: Federal funded program provides a preschool program for community children.

First Step: Provides financial assistance for vehicles, housing, utility bills.

Evaluation:

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

Tipton Academy West uses M-Step, Global Scholars/Ed Performance tests, and Monthly Benchmark Data Director Assessments to evaluate the implementation of our school-wide program. Looking at the data from the Data Director assessments, teachers and administrators can notice trends in the data. If the student data shows positive results, teachers and administrators can conclude that the staff is using the strategies in the school improvement plan. Also, if student data shows negative results, teachers and administrators can look back to the school improvement plan to indicate the appropriate feedback. Administrators also conduct formal evaluations at least twice a year along with regular walk-throughs in the classroom to make sure that teachers are using the strategies outlined in the plan.

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

The school improvement team utilizes a school improvement software called Data Director to monitor and analyze progress towards the school improvement goals monthly. We also use M-Step and Global Scholar/Performance Series results to evaluate academic achievement.

ELA/Reading

Grade Span: 4th-8th grade Identification/Criteria for Selection: Based on student proficiency on district and national standard assessments, as well as other cross curricular evaluations students will qualify for intervention services if they score below 60% on these specific reading assessments. Based on student proficiency on district, national standard assessments, and cross-curricular evaluations students will exit the intervention program if they score an 80% or above on these assessments.

Writing

Grade Span: 4th-8th Grade Identification/Criteria for Selection: Based on student proficiency on district, national standard assessments, and other cross curricular evaluations an students will qualify for intervention services if they score below 60% on these specific writing assessments. Based on student proficiency on district, national standard assessments, and cross-curricular evaluations students will exit the intervention program if they score an 80% or above on these assessments.

Math

Grade Span: 4th-8th Grade Identification/Criteria for Selection: Based on student proficiency on district, national standard assessments, and other cross curricular evaluations an students will qualify for intervention services if they score below 60% on these specific math assessments. Based on student proficiency on district, national standard assessments, and cross-curricular evaluations students will exit the intervention program if they score an 80% or above on these assessments.

Science

Grade Span: 4th-8th Grade Identification/Criteria for Selection: Based on student proficiency on district, national standard assessments, and other cross curricular evaluations and students will qualify for intervention services if they score below 60% on these specific science assessments. Based on student proficiency on district, national standard assessments, and cross-curricular evaluations students will exit the intervention program if they score an 80% or above on these assessments.

Social Studies

Grade Span: 4th-8th Grade Identification/Criteria for Selection: Based on student proficiency on district, national standard assessments, and other cross curricular evaluations and students will qualify for intervention services if they score below 60% on these specific social studies assessments. Based on student proficiency on district, national standard assessments, and cross-curricular evaluations students will exit the intervention program if they score an 80% or above on these assessments.

We determine if strategies/interventions have worked by ongoing assessments, students are placed into the RTI program if they do not hit our 60% growth target based on our monthly standards assessment. We remediate the students and retest them on the same standards two weeks after their initial assessment has been given. Over the course of the year, the students in intervention regularly meet 80% or higher when they receive tier two strategies to help meet their growth targets. The struggling students who still do not consistently reach mastery of their growth target standards receive continued support in small groups and sometimes with one on one support. These students are tracked specifically to be referred to our HELP team if need be.

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.

Tipton Academy West's RTI intervention program and staff assesses our struggling students regularly for monitoring their progress and making adjustments to ensure extensive growth.

We determine if strategies/interventions have worked by ongoing assessments, students are placed into the RTI program if they do not hit our 60% growth target based on our monthly standards assessment. We remediate the students and retest them on the same standards two weeks after their initial assessment has been given. Over the course of the year the students in intervention regularly meet 80% or higher when they receive tier two strategies to help meet their growth targets. The struggling students who still do not consistently reach mastery of their growth target standards receive continued support in small groups and sometimes with one on one support. These students are tracked specifically to be referred to our HELP team if needed.

ELA/Reading

Grade Span: 4th-8th Grade Interventions: Students who are below grade level in reading will receive additional small group support in the classroom where instruction is differentiated to meet specific needs. These students are also met with regularly during whole group instruction to help them master grade level concepts. Title 1 students receive additional support in small groups from Title I staff while others receive special education support. Group size and the amount of instructional time in Title I and special education groups are varied according to student needs. Evidence based programs are utilized in these groups, such as Reading A-Z, Raz-Kids, Reading Street Tiers, and Read Works.

Writing

Grade Span: 4th-8th Grade Interventions: Students who are below grade level in writing will receive additional small group support in the classroom, where instruction is differentiated to meet specific needs. These students are also regularly met with during whole group instruction to help them master grade level concepts. Some of these students receive additional support from the Title 1 and special education staff. Title 1 staff pushes into the classroom to support writing instruction.

Math

Grade Span: 4th-8th Grade Interventions: Students who are below grade level in math, will receive additional support in the classroom,

where instruction is differentiated to meet specific needs. These students are also regularly met with during whole group instruction to help them master grade level concepts. Some of these students receive additional support in small groups from the Title I staff and others receive special education support. Group size and the amount of instructional time in these Title I and special education groups are varied according to student needs. Evidence-based programs are utilized in these groups, such as IXL Math, Envision Tiers, Xtra Math, and Khan Academy.

Science

Grade Span: 4th-8th Grade Interventions: Science informational texts are utilized in Title 1 reading intervention groups to support concept understanding. These texts have been coordinated with the scope and sequence of each grade level so that they coincide. Science text is also used when teaching reading strategies such as vocabulary development, checking for understanding, connecting to prior knowledge and comparing similarities, and differences to further content knowledge.

Social Studies

Grade Span: 4th-8th Grade Interventions: Social studies informational texts are utilized in Title 1 reading intervention groups to support concept understanding. These texts have been coordinated with the scope and sequence of each grade level so that they coincide. Social studies text is also used when teaching reading strategies such as KWL charts, vocabulary development, probing questions and student projects to further content knowledge.

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?

The school improvement plan is evaluated yearly based on summative assessment data; however, as formative and intermediary summative assessments are analyzed the school improvement plan needs adjustment to meet the needs of the students in our program. During these evaluation meetings the school improvement team along with parents from the parent committee meet to revise the plan according to the previous school year and what is needed for the next school year.

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?

All Instructional Staff, Interventionists, Special Education Teachers, Administrative Staff, and Additional Support Staff conducted the comprehensive needs assessment. All staff members reviewed multiple sources of data to find gaps and areas that were in need of improvement. By using the Data Director 30-day system and Global Scholars/Ed Performance testing, the entire staff is able to compare sets of data and cross-examine it to find gaps and areas in need. We work collectively as an entire staff to create an action plan. We use this data to narrow our focus in Math and ELA intervention blocks. We actively involve parents by informing them of Global Scholars/Ed Performance data results each trimester and with their trimester report cards. Parents are also informed at parent teacher conferences of their educational progress.

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 ELA teachers in grades 4-8 use the Common Core State Standards (CCSS) for their respective grade levels with a consistent measure to select students who are failing or at greatest risk of failing the CCSS. The classroom teacher will examine the results of the universal screening, diagnostic benchmark assessments, and periodic progress monitoring. When instruction is satisfactory for at least 80 percent of students in every classroom, problem-solving is directed toward those students who struggle to meet academic and behavioral expectations for grade level. This process may occur at any point throughout the school year. Those struggling students will be recommended for Title 1 consideration.

All Math teachers in grades 4-8 use the Common Core State Standards (CCSS) for their respective grade levels with a consistent measure to select students who are failing or at greatest risk of failing the CCSS. The classroom teacher will examine the results of the universal screening, diagnostic benchmark assessments, and periodic progress monitoring. When instruction is satisfactory for at least 80 percent of students in every classroom, problem-solving is directed toward those students who struggle to meet academic and behavioral expectations for grade level. This process may occur at any point throughout the school year. Those struggling students will be recommended for Title 1 consideration.

All Science teachers in grades 4-8 use the Common Core State Standards (CCSS) for their respective grade levels with a consistent measure to select students who are failing or at greatest risk of failing the CCSS. The classroom teacher will examine the results of the universal screening, diagnostic benchmark assessments, and periodic progress monitoring. When instruction is satisfactory for at least 80 percent of students in every classroom, problem-solving is directed toward those students who struggle to meet academic and behavioral expectations for grade level. This process may occur at any point throughout the school year. Those struggling students will be recommended for Title 1 consideration.

All Social Studies teachers in grades 4-8 use the Common Core State Standards (CCSS) for their respective grade levels with a consistent measure to select students who are failing or at greatest risk of failing the CCSS. The classroom teacher will examine the results of the
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universal screening, diagnostic benchmark assessments, and periodic progress monitoring. When instruction is satisfactory for at least 80 percent of students in every classroom, problem-solving is directed toward those students who struggle to meet academic and behavioral expectations for grade level. This process may occur at any point throughout the school year. Those struggling students will be recommended for Title 1 consideration.

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.

The following objective criteria are established to generate the list of eligible students in grades 4-8:

Universal Screening

Applies to all students and will occur three times a school year, September, January and May.

Progress Monitoring

Tier 1 will be taught the core curriculum with standard supports such as differentiated instruction, flexible grouping, or enrichment. Content and skill assessment will occur regularly according to the teacher's plans. The data received as a result of these assessments will be analyzed. If it indicates that a student is struggling with a Common Core State Standard, he or she will be moved into Tier 2.

Classroom Assessments and Observations

The classroom teacher will examine the results of the universal screening, diagnostic benchmark assessments, and periodic progress monitoring. When instruction is satisfactory for at least 80 percent of students in every classroom, problem-solving is directed toward those students who struggle to meet academic and behavioral expectations for grade level. This process may occur at any point throughout the school year.

If a teacher has concerns about an individual student's academic achievement or behavior, the teacher and parents communicate informally. Together, the parents and the teacher will discuss the problem, agree upon a plan, and monitor the student's progress. Follow-up communication should take place to review the effectiveness of the intervention. If the student's problem persists, or if the student does not meet expectations on benchmark assessments, a more formal problem-solving process will be initiated. The teacher can request assistance from the support staff to determine if the student needs additional Tier 1 core instruction support or a Tier 2 intervention.

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.

Tipton West is a 4th-8th grade building with different criteria for the older grade levels.

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.

Intervention - Interventionists are providing extra support and guidance to students 30 minutes per day in Reading and/or Math. They provide these services based on students who are not meeting proficiency in these subject areas, who are below the 30th percentile on the Global Scholars/Ed Performance assessment given three times per school year as well on their proficiency on the previous years state assessments.

Component 3: Incorporated Into Existing School Program Planning

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

A formal comprehensive needs assessment is completed by the School Improvement Committee at least annually. The identification and prioritization of needs for students who qualify for Title I, Part A services is included in this analysis. Specific instructional strategies, supplemental interventions, and extended learning programs are included in the School Improvement Plan.

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?

Tipton Academy has adopted as a school-wide reform strategy the delivery of additional opportunities to learn for students who need to increase their background knowledge. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring, mentoring, vocabulary instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful.

Additionally, the school has developed measures to ensure that students' difficulties are identified on a timely basis in order to provide teacher and school leadership with sufficient information on which to base effective assistance. Teachers utilize the formative assessment process to meet the varied learning needs of students. The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible groupings in order to meet each student's individual learning needs.

Supplemental intervention services are provided to students that are having difficulty mastering State academic achievement standards through differentiation in the classroom. If the school has student that are identified as neglected or delinquent, they will use the Comprehensive Needs Assessment data to develop neglected programs and services.

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

The research supporting the strategy/program/initiative is the Global Scholars/Ed Performance Assessment that is used to measure each student's academic achievement of standards/skills being taught in the classroom as well as data provided by state assessments to target areas in need of improvement across all grade levels and subject areas.

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

The extended learning program that Tipton West offers to accelerate the quality of our curriculum is after school tutoring from instructional staff in the areas of Math and ELA. We also offer summer tutoring for those students who have not shown as much growth in Math and/or ELA and is used to increase their knowledge as well as close the gap to prepare them further when going to the next grade level. In addition, intervention services is provided during the school day using the pull out and push in instructional method. These students are chosen using Global Scholars and M-Step data to help those students struggling as well as those are are excelling above grade level to offer them a more challenging curriculum.

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

At Tipton West this school year, Math and ELA interventionists were provided a schedule using instructional staff hours of when those subject areas were taught. Instead of taking them from the classroom and missing important grade level content, the interventionists would co-teach in the classroom and introduce any new strategies and/or best practices to provide further understanding and offer one on one support to students who were in need of additional assistance.

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?

The classroom teacher will examine the results of the universal screening, diagnostic benchmark assessments, and periodic progress monitoring. When instruction is satisfactory for at least 80 percent of students in every classroom, problem-solving is directed toward those students who struggle to meet academic and behavioral expectations for grade level. This process may occur at any point throughout the school year.

If a teacher has concerns about an individual student's academic achievement or behavior, the teacher and parents communicate informally. Together, the parents and the teacher will discuss the problem, agree upon a plan, and monitor the student's progress. Follow-up communication should take place to review the effectiveness of the intervention. If the student's problem persists, or if the student does not meet expectations on benchmark assessments, a more formal problem-solving process will be initiated. The teacher can request assistance from the support staff to determine if the student needs additional Tier 1 core instruction support or a Tier 2 intervention.

Communication with parents about their child's performance at school and about additional support provided in an RTI framework is critical to student success. If the RTI Team identifies an individual student to receive focused intervention, this information will be communicated to the parents.

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.

The Tipton West Building only services grades 4th through 8th.

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 Title I, Part A instructional paraprofessionals meet NCLB requirements for highly qualified staff.	

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 teachers meet the NCLB requirements for a highly qualified instructional staff.	

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?

The professional development/learning that the instructional staff at Tipton Academy West will be receiving that is aligned with the comprehensive needs assessment and the goals of the school improvement plan include:

- a. PBIS training for all staff on behavior expectation, interventions and rewards. Teachers will learn to keep their behavioral expectations consist building wide using the RTR three questions system.
- b. Once or twice a month instructional staff will be meeting with the curriculum director to discuss curriculum, alignment, lesson planning, data analysis, and intervention strategies.
- c. Professional development on test taking strategies where instructional staff will learn ways in which students can be more successful during assessments.
- d. Professional development on Reading, Math, and Science strategies where instructional staff will learn about the best practices in reading, math, and science from experts.
- e. Teach Like a Champion - Building character and trust, setting and maintaining high behavioral expectations and challenging students to think critically.
- f. Mindsets in the Classroom which provides educators with tools to help students change their thinking about their ability and potential.

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?

Tipton Academy West has professional learning that is continuous, documentation includes:

- a. Ongoing book studies such as, "Teach Like a Champion" by Doug Lemov, focusing on various best practices in all educational and behavioral aspects of a school setting. Also, "Teach Like Your Hair's On Fire" by Rafe Asquith is going to be a focus in the 2017-2018 school year and continue to be implementing the roll-out of all TLaC strategies in the following school years.
- b. Grade level collaboration is ongoing throughout the school year due to common planning time on a weekly basis . Grade level teachers meet to discuss curriculum, test results, lesson planning, and achievement gaps.
- c. Cross-grade level collaboration occurs at a minimum once per month. Teachers discuss curriculum, test results, lesson planning and achievement gaps.
- d. One on one collaboration with curriculum director on a bi-monthly basis. During these meetings curriculum, test results, achievement gaps, professional development, and concerns are discussed.
- e. The mentor-ship program at Tipton Academy provides the opportunity for new teachers to collaborate with a mentor on a regular basis. Mentors are observing new teachers and provide feedback. Mentors and new teachers meet, at least, monthly and more based on individual needs.

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Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		

Component 8: Strategies to Increase Parental Involvement

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

Parents will be involved in the design of the Targeted Assistance program plan through participation of School Improvement meetings with the team, parent educational organization meetings, curriculum nights to help parents better assist their child with best practices used in the classroom as well as guidance with the curriculum being taught in their child's grade level, and the public presentation of the entire School Improvement Plan including the understanding of the Title 1 Program.

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

Tipton Academy West believes that involving parents in their child's education will support improved student learning. Staff will provide monthly parent involvement activities during the 2016-2017 school year as well as being designated a room parent to help support teachers. All parents will be encouraged to attend the Meet and Greet and Curriculum Night in the fall of every school year. Parents will receive and be notified of student's grade level standards, expectations, student assessments and standardized tests, progress reports, report cards, and any other communication regarding these reports. Tipton Academy also has Monthly Town Hall Meetings to provide additional support for parents in reference to school needs and information. In addition, parents have the ability to communicate with instructional staff and vice versa through a program called Class DOJO where staff can ask for assistance when needed, help with classroom and/or school activities or events.

In building an effective home-school partnership and in compliance with section 1118 of No Child Left behind (2001), Tipton Academy West 4th - 8th grade will provide the following:

Section 1118 (e) (1): Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress. Tipton West will provide all parents with "Parents Guide to grade level standards," progress reports once a month and report cards at the end of each trimester. The parents also have 24-hour access to their child's grades showing their academic progress throughout the trimester as well as keep track of attendance.

Section 1118 (e) (2): Provide materials and training to help parents to work with their children. Tipton Academy West assists all parents in working with their children by conducting training through our Game Night (supporting our math goal), Intervention Night, Hands-on Science learning experiences, March is Reading Month Activities (supporting our reading goal), School Craft College Consortium science and math field trips, and our Summer School tutoring (supporting our reading and math goals).

Section 1118 (e) (3): Train staff to build effective parent involvement. Tipton Academy West staff members will be given materials, instruction, suggestions, and training to build effective parent involvement throughout the school year.

Section 1118 (e) (4): Collaborate with other programs to coordinate parent involvement. Staff at Tipton Academy West will coordinate with our Parent Committee and any other available programs to assist and encourage parental involvement.

Section 1118 (e) (5): Provide information in a format and language that parents can understand. Staff at Tipton Academy West will be consistently reminded to converse with all parents in a format and language free from education jargon and which is easily understand. Staff
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members will ask parents often if clarification is needed. A translator will be provided by RESA for non-English speaking parents if needed.

Section 1118 (e) (14): Provide other reasonable support for parent involvement as parents may request. Every effort is made to meet all parental requests to support their involvement, including child care and additional meetings.

Section 1118 (f): Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children. Tipton Academy West is equipped with wheelchair accessibility. A translator will be provided by RESA for non-English speaking parents if needed. Classroom teachers encourage families of various ethnicities to assist in authentic diverse instruction.

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 will be involved in the evaluation of the TA program plan by being involved with the improvement teams at the district level as well as at the building level and play a critical role in the process. Tipton Academy West believes the TA program plan needs their support in order to succeed. To succeed we need to involve them in the design, implementation, and evaluation. Parents are also involved by helping in the classroom and with other school activities, and school improvement teams through meetings throughout the year. In addition a parent survey is given to gather input and feedback	

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

Section 1118 (e) (1): Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress. Tipton West will provide all parents with "Parents Guide to grade level standards," progress reports once a month and report cards at the end of each trimester. The parents also have 24-hour access to their child's grades showing their academic progress throughout the trimester as well as keep track of attendance.

Section 1118 (e) (2): Provide materials and training to help parents to work with their children. Tipton Academy West assists all parents in working with their children by conducting training through our Game Night (supporting our math goal), Intervention Night, Hands-on Science learning experiences, March is Reading Month Activities (supporting our reading goal), School Craft College Consortium science and math field trips, and our Summer School tutoring (supporting our reading and math goals).

Section 1118 (e) (3): Train staff to build effective parent involvement. Tipton Academy West staff members will be given materials, instruction, suggestions, and training to build effective parent involvement throughout the school year.

Section 1118 (e) (4): Collaborate with other programs to coordinate parent involvement. Staff at Tipton Academy West will coordinate with our Parent Committee and any other available programs to assist and encourage parental involvement.

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Section 1118 (e) (5): Provide information in a format and language that parents can understand. Staff at Tipton Academy West will be consistently reminded to converse with all parents in a format and language free from education jargon and which is easily understand. Staff members will ask parents often if clarification is needed. A translator will be provided by RESA for non-English speaking parents if needed.

Section 1118 (e) (14): Provide other reasonable support for parent involvement as parents may request. Every effort is made to meet all parental requests to support their involvement, including child care and additional meetings.

Section 1118 (f): Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children. Tipton Academy West is equipped with wheelchair accessibility. A translator will be provided by RESA for non-English speaking parents if needed. Classroom teachers encourage families of various ethnicities to assist in authentic diverse instruction.

5. Describe how the parent involvement activities are evaluated.

Parents are involved in evaluating the parent involvement activities. Parents will be provided many opportunities for meeting the educational needs of their child. Parent surveys are distributed throughout the year and data is collected and analyzed through the school improvement team. Parents also have the opportunity to attend parent group, parents-teacher conferences, workshops and informational nights. Goals and objectives will be discussed from the survey and improvements will be implemented. Parent-teacher conferences, informal meetings, and emails offer additional ways for parents to communicate and share their feedback with us about the programs their children attend. Title I teachers are available throughout the year, on an as-needed basis for individual parent-teacher conferences, to share progress and also get feedback and input. In addition, Tipton Academy West also uses a program called Class DOJO as an additional way to communicate with parents in regards to behavior and academic progress.

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

The School-Parent-Student Compact was developed with input from our School Staff and Parent Group. The Compact states responsibilities and expectations for the parent/guardian, student, and staff of Tipton Academy West.

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

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

The school provides individual academic assessment results in a language that parents can understand by including student goals and summarizes parent reports from the multiple assessment systems. Assessment results are discussed at conference time. Any questions or concerns can be addressed to a teacher, administrator, curriculum director, or support staff.

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

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

The parent compact is used at the elementary level to remind parents about the expectations set at the beginning of the school year as to what their responsibilities are in terms of attendance, support of discipline policy, positivity, attending conferences, volunteering, communication with stakeholders, be involved in child's learning process at school, and reading with their child regularly. The students also has expectations of being ready to learn, respecting others, completing work and participating in class, following rules, being safe and clean, and set time aside for completing work. As for the teacher agreement, we must provide leadership, care for our students, use efficient instructional time, engage learning, provide positive communication among all stakeholders, and encourage students with positive information about progress. This compact is signed at the very beginning of the year and then reviewed with the teacher, student, and parent at conferences to ensure all stakeholders are following the compact and if not coming up with a plan to do so to ensure the students are successful throughout the remainder of the school year.

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.

Identified students will receive targeted group intervention as well as core instruction. Tier 2 intervention will be provided in small, same ability groups of 3-5 students. Intervention at this level should provide sufficient additional support for these students to gain the skills and strategies needed to close the achievement gap and continue to make grade-level progress in Tier 1 instruction.

Tier 2 targeted group intervention instruction will include the following elements: Evidence-based practice protocols, effective and highly engaging instruction, and progress monitoring.

Tier 2 intervention will be specialized, systematic, purposeful, focused, and consistent. It will be very structured. Evidence-based practices will be provided for students with similar needs. Tier 2 intervention has a high probability of producing change for a large number of students who need support for mastering a targeted skill.

Tier 2 intervention will provide more opportunities for students to process and practice the target skill or behavior and help break the material into smaller chunks and segments. Tier 2 may also provide different instructional methods and pacing of instruction, making overt connections between what the students currently know and what they need to learn.

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.

The school uses several resources to implement the required School-wide plan components. Title I and Section 31a provide supplemental services to students. Professional development programs, supplemented with funding available through Titles IIA, are also supported by the school's School-wide Plan. A complete list of support can be found in below.

Tier 2 Referral Form

Classroom teachers and members of the support staff members are available for consultation and program implementation. These are structured weekly meetings that focus on meeting the needs of specific students. The master schedule was designed carefully to provide teachers with common planning time with their grade level peers. This provides all staff members with time to reflect on professional development, instructional practices, differentiated instruction, and student progress.

Title I Literacy Teacher and Math Support Teacher Meetings

The Title I teachers work closely with classroom teachers to carefully develop a schedule that minimizes general education classroom interruption and maximizes intensive instructional support for at-risk students. Title I teachers also work closely with classroom teachers to provide additional support across the curriculum and provide as much alignment as possible. When possible, texts are selected that align with classroom units of study and Common Core standards in the four core content areas.

Shared Strategies

Title I teachers share some of the strategies that are used in the general education classroom. Math facts, manipulatives, Readers/Writers Workshop strategies, and the EBLI are used both in Title I programs and in general education classrooms. When necessary, Title I teachers update general education teachers on student progress in these areas.

Parent/Teacher Conference Attendance

When appropriate, Title I, and Special Ed., and other support staff sit in on general education Parent/Teacher Conferences to provide additional information on student performance. Rather than meet with only the general education teacher, parents are able to meet with the entire instructional team to hear about their child's progress.

Report Card Inserts

Title I, and Special Ed., and other support staff provide their own report cards to supplement the report cards from the general education teacher. This ensures that parents get focused updates on their child's response to intervention.

Component 10: Ongoing Review of Student Progress

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

Teachers have significant input into school-based academic assessments. Each grade level has shared planning time and is expected to spend time each week reviewing student needs, developing instructional strategies to address those needs, and assessment to ensure needs are met. Additionally, teachers choose to implement, as appropriate, tests and assessment that measure student performance with respect to the school's curriculum. The school utilizes many data points to throughout the year to monitor the progress of students participating in the Title I program. When students have mastered content they are moved out of the intervention program and are continued to be monitored through regular meetings between intervention and general education staff.

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.

Based on student formative and summative assessments, teacher observations, classroom teacher and parent input, the Target Assistance program is reviewed and revised as needed.

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.

Teachers regularly participate in training to better analyze data, differentiate instruction accordingly, and determine appropriate is classroom based interventions. They are active participants in the analysis of data to improve the academic achievement for all students. Each year professional development for all staff is organized through our district-wide calendar and in accordance with our school improvement plan. Every professional development activity is directly focused on achieving the School Improvement Plan goals and on improving teaching and student learning in the four core areas. In addition, staff members participate in district wide professional development opportunities to develop strategies to differentiate instruction for their students.

Teachers also have the flexibility to select professional development opportunities that fit their specific instructional roles. Teachers are provided with a survey, asking them to describe what type of Professional Development would benefit them in the classroom and what topics would help them to meet the needs of identified and at-risk students

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.

The school annually evaluates the implementation of its school improvement efforts through its school improvement process. While the school regularly assesses its needs, when engaged in the school improvement process it specifically considers student academic performance data, demographic data, programs and processes data, and perceptions data, to gauge the impact of its school improvement plan on meeting identified needs.

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.

Every year, student test scores are analyzed and are cross-referenced with data from our Title I programs. These scores are used to evaluate the effectiveness of our programming and are also used to guide future planning. In addition, there will be a separate parent survey to help evaluate how well they felt their child demonstrated growth in the intervention areas provided to them and then use that data to help improve our program for the following school year.

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.

Every year, student test scores are analyzed and are cross-referenced with data from our Title I programs. These scores are used to evaluate the effectiveness of our programming and are also used to guide future planning. We also refer to the parent survey feedback.

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.

Every year, student test scores are analyzed and are cross-referenced with data from our Title I programs. These scores are used to evaluate the effectiveness of our programming and are also used to guide future planning. We also refer to the parent survey feedback. Our school improvement team reviews all of the data and revises the program, as needed.

2017/2018 Goals

Overview

Plan Name

2017/2018 Goals

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 Tipton Academy West (4th-8th) will be proficient at Science inquiry processes.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$39150
2	All students at Tipton Academy West (4th-8th) will be proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$24150
3	All students at Tipton Academy West (4th-8th) will increase in reading proficiency accross the content areas.	Objectives: 1 Strategies: 4 Activities: 20	Academic	\$50600
4	All students at Tipton Academy West (4th-8th) will be proficient in Math	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$13400
5	For the 2017/2018 school year, Tipton Academy West will increase the overall instructional time by supporting students' positive behaviors and attendance.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$8800

Goal 1: All students at Tipton Academy West (4th-8th) will be proficient at Science inquiry processes.

Measurable Objective 1:

60% of Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 of 80% in Science by 06/13/2018 as measured by Science Fusion Assessment and any state mandated assessments.

Strategy 1:

Science Labs - Students will become more proficient by performing science inquires. Staff will teach students to engage in scientifically oriented questions, apply evidence, formulate explanations that connect to scientific knowledge and then to communicate the information. They will use real life experiences and the physical environment to practice scientific investigation related to specific curricular outcomes. Our RTI professionals will assist students to apply previously learned material and recall facts and basic concepts while performing scientific inquires. The interventionists will work one on one using the basic objectives, Bloom's Taxonomy to strengthen the student's understanding and critical thinking.

Category: Science

Research Cited: Differentiated Science Inquiry (2010) by Douglas Liewellyn

Science Fusion

Tier: Tier 1

Activity - Science Lab Equipment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will actively participate and proficiently perform scientific experiments using problem solving skills, explorations and observations through the use of scientific equipment and kits to better understand the scientific process, and continue incorporating the STEM curriculum.	Direct Instruction, Supplemental Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$6000	General Fund	All Teaching and support staff
Activity - Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SchoolCraft College will provide our building with a direct science instruction coach to keep instructional staff up to date with strategies and be available for any support needed by staff.	Professional Learning	Tier 1	Implement	09/05/2017	06/13/2018	\$2500	Title II Part A	All staff
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Tipton Academy - 4-7

The instructional staff will have the use of N-computing Units, laptop, iPad, and Chrome Book carts to incorporate research based projects and labs into their lessons as well as virtual labs and experiments.	Technology	Tier 1	Implement	09/05/2017	06/13/2018	\$16000	Title I Part A	All science instructional staff
Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science instructional staff will use a variety of resources to increase their understanding in science with a focus on informational text and science related novels.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$5500	Title I Part A	All Science Instructional Staff
Activity - Improving Science Logical Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with logical reasoning games to use in the classroom. These games are designed to improve students' logical reasoning skills.	Supplemental Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$150	General Fund	All Science Instructional Staff and Support Staff

Strategy 2:

Intervention and Enrichment - Teachers 4 - 8 will provide support for students who are struggling academically and enrichment support for those at or above grade level in science. Teachers will analyze data, during PLC meetings, from common assessments to determine students who are not meeting standards and/or who are identified in the lower 30%. These students will be provided with support designed to meet their individual needs to become proficient readers. Students at or above will be provided with opportunities to expand their knowledge.

Category: Science

Research Cited: Fifteen Positive Behavior Strategies to Increase Academic Success by Beverly H. Johns

Tier: Tier 1

Activity - Social and Emotional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social and Emotional Support will be utilized to provide struggling students with coping skills and safe zones to develop successfully. Subgroup students will be provided individual, small group, and classroom social and emotional skill building opportunities to increase student achievement.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	Section 31a	School Social Worker, Behavior Interventionist, Support Staff, Academic Interventionists

School Improvement Plan

Tipton Academy - 4-7

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers 4 - 8 will implement the use of technology in a computer lab, on iPads and via laptop carts, and use of classroom N-Computing Units to improve science skills. Students will access online labs and enhance use of informational science texts and inquiry methods. In addition, through the use of Smart Boards the students will be able to use them to complete virtual labs in various science concepts.	Technology	Tier 1	Implement	09/05/2017	06/13/2018	\$8000	Title I Part A	All Academic Instructional Staff

Strategy 3:

Science Professional Development - Teachers will continue to attend professional developments to gain knowledge on the new science standards and create an up to date curriculum plan to increase achievement in science.

Category: Science

Research Cited: Generation Science Standards: For States, By States. 2013

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional developments from local organizations, Wayne RESA, in regards to the new science standards, Next Generation.	Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	General Fund	All staff

Goal 2: All students at Tipton Academy West (4th-8th) will be proficient in Social Studies.

Measurable Objective 1:

60% of Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 of 80% in Social Studies by 06/13/2018 as measured by teacher created formative and summative assessments.

Strategy 1:

Strengthening Social Studies Content Instruction - Students will gain knowledge of the world around them. Students will gain knowledge of map skills, economics, government, history, civics, and geographical locations. Through the use of small groups and one-on-one assistance, use of real world situations from our resources from History/Social Studies Alive, and our Response to Intervention paraprofessionals will aid struggling students in the understanding of facts and applying that knowledge Social Studies. The interventionist will work one-on-one to recall facts and basic concepts and apply that knowledge to the skills presented.

Category: Social Studies

Research Cited: MC3 (Michigan Curriculum Framework for Social Studies), Google Earth and Me on the Map (1998) by Joan Sweeney, Mindsets in the Classroom:

Building a Growth Mindset Learning Community Jul 1, 2013 by Mary Cay Ricci

School Improvement Plan

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Tier: Tier 1

Activity - Real World Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create various meaningful maps that have real world connections. Teachers will accomplish this through hands on activities.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	All teaching and support staff
Activity - Washington D.C. Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 8th grade will have the opportunity to attend a culminating trip to Washington D.C. to increase additional real world curriculum to enhance the social studies instruction in middle school.	Extra Curricular, Field Trip	Tier 1	Implement	05/31/2018	06/03/2018	\$0	No Funding Required	Middle school, support staff
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social studies instructional staff will be able to use laptop, iPad, and Chrome book carts to incorporate historical based projects and research papers. The technology will also allow for more informational text to be utilized in the classrooms.	Technology	Tier 1	Implement	09/05/2017	06/13/2018	\$16000	Title I Part A	All social studies instructional staff
Activity - Improving Logical Reasoning Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with logical reasoning games to use in the classroom. These games are designed to improve students' logical reasoning skills.	Supplemental Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$150	General Fund	All Social Studies Instructional Staff and Support Staff

Strategy 2:

Intervention and Enrichment - Teachers 4 - 8 will provide support for students who are struggling academically and enrichment support for those at or above grade level in social studies. Teachers will analyze data, during PLC meetings, from common assessments to determine students who are not meeting standards and/or who are identified in the lower 30%. These students will be provided with support designed to meet their individual needs to become proficient readers. Students at or above will be provided with opportunities to expand their knowledge.

Category: Social Studies

Research Cited: Fifteen Positive Behavior Strategies to Increase Academic Success by Beverly H. Johns

Tier: Tier 1

School Improvement Plan

Tipton Academy - 4-7

Activity - Social and Emotional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social and Emotional Support will be utilized to provide struggling students with coping skills and safe zones to develop successfully. Subgroup students will be provided individual, small group, and classroom social and emotional skill building opportunities to increase student achievement.	Behavioral Support Program	Tier 2	Implement	09/13/2017	06/13/2018	\$0	Section 31a	School Social Worker, Behavior Interventionist, Support Staff, Academic Interventionists

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers 4 - 8 will implement the use of technology in a computer lab, on iPads, via laptop and Chrome Book carts, and use of classroom N-Computing Units to improve students skills in social studies. Students will be able to access online informational texts and social studies learning programs to increase academic achievement.	Technology	Tier 1	Implement	09/05/2017	06/13/2018	\$8000	Title I Part A	All Academic Instructional Staff

Goal 3: All students at Tipton Academy West (4th-8th) will increase in reading proficiency across the content areas.

Measurable Objective 1:

60% of Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 of 80% in Reading by 06/13/2018 as measured by M-Step, Global Scholars and Data Director.

Strategy 1:

Vocabulary - Teachers will assist students in development of expanded academic and high level vocabulary skills through use of context clues and common language.

Category: Other - All content areas

Research Cited: Building Academic Vocabulary Teachers Manual by Robert Marzano. Debra J Pickering ASCD Copyright 2005.

What works in Schools: Translating Research Into Action by Robert J. Marzano. ASCD Copyright 2003.

Tier: Tier 1

Activity - Develop Vocabulary Banks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Tipton Academy - 4-7

Teachers will create and implement grade level vocabulary banks across all content areas. They will implement accordingly to develop deeper understanding of vocabulary when reading passages across all content areas.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Classroom teachers and support staff
Activity - Utilize Reading Street Focus Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4 - 6 Teachers will utilize a focus wall by implementing the Pearson Reading Street Program. The focus wall will include vocabulary, "amazing words", from texts read each week to allow students to gain a deeper understanding of reading passages.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Classroom teachers and support staff
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers 4 - 8 will utilize educational technology to have students research new and/or challenging vocabulary using Chrome Book laptop carts in their classrooms.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$16000	Title I Part A	classroom teachers and support staff
Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 4 - 8 will focus on vocabulary used in classroom texts, novels and expository texts. Students will keep a vocabulary reference booklet to refer to as needed. In addition, instructional staff will also expose students to important assessment vocabulary to increase progress on assessments.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	teachers and staff 4 - 8

Strategy 2:

Intervention and Enrichment - Teachers 4 - 8 will provide support for struggling readers and enrichment support for those at or above grade level in reading. Teachers will analyze data, during PLC meetings, from common assessments to determine students who are not meeting standards and/or who are identified in the lower 30%. These students will be provided with support designed to meet their individual needs to become proficient readers. Students at or above will be provided with opportunities to expand their knowledge.

Category: English/Language Arts

Research Cited: 40 Reading Intervention Strategies for K-6 by Elaine McEwan

Tier: Tier 1

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

Tipton Academy - 4-7

Teachers 4 - 8 and support staff will implement an intervention block daily. Teachers will use targeted goals to provided additional support to identified students.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/13/2018	\$0	No Funding Required	Intervention staff and classroom teachers
Activity - Small Group Instruction in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers 4 - 8 will utilize paraprofessionals and interventionists in the classroom to assist with meeting the needs of students	Direct Instruction	Tier 1	Monitor	09/05/2017	06/13/2018	\$0	No Funding Required	classroom teachers and support staff
Activity - Job Embedded Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded modeling, support and coaching for intervention instruction, professional development series on EBLI will be provided to staff in order to establish best practice interventions to students, as appropriate, daily.	Professional Learning	Tier 1	Implement	09/05/2017	06/13/2018	\$6000	Title II Part A	All Language Arts Instructional Staff, Interventionists, Support Staff
Activity - Family Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tipton Academy will host parent involvement activities through family and community nights. These activities will include specific strategies parents can use to help support their child in reading while being able to attend the school-wide book fair to increase the amount of resources parents need to help their child succeed. In addition, parents will learn the importance of their involvement with the school.	Community Engagement	Tier 1	Implement	09/05/2017	06/13/2018	\$1200	Title I Part A	Administration, classroom teachers, support staff
Activity - Summer Tutoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students will work in small groups with summer support staff on target skills to increase academic proficiency and reduce summer gap. Summer tutoring will consist of a 6 week program for students and use of data driven lesson planning to target needs. The students will attend 2 days a week for 2 hours a week.	Academic Support Program	Tier 2	Implement	07/11/2017	09/05/2017	\$0	Title I Part A	Academic Instructional Staff

School Improvement Plan

Tipton Academy - 4-7

Activity - Tutoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The tutoring program is offered to all students grades 4th through 8th who would like to receive extra support and guidance in core subject areas. The program will run for a full 16 school weeks. The students will attend 4 days a week, where the students attend two days for either math or reading or both.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/13/2018	\$0	Title I Part A	Academic Instructional Staff
Activity - Social and Emotional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social and Emotional Support will be utilized to provide struggling students with coping skills and safe zones to develop successfully. Subgroup students will be provided individual, small group, and classroom social and emotional skill building opportunities to increase student achievement.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	Section 31a	School Social Worker, Behavior Interventionist, Support Staff, Academic Interventionists
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions will use targeted goals to provide additional support to identified students and use technology resources to increase their growth in literacy.	Technology	Tier 2	Implement	09/05/2017	06/13/2018	\$8000	Title I Part A	All Interventionists

Strategy 3:

Best Practices in Reading - All staff will utilize lessons that are research-based and best practice centered to support the needs of all students. These best practices will emphasize authentic, collaborative, relevant, rigorous and active student engagement through use primarily of the Depth of Knowledge (DOK) levels two, three and four. Staff, at all levels, are provided with and will use the Best Practices Frameworks and curriculum to support the standards at their level/ content area and will use assessment to guide instruction.

Category: English/Language Arts

Research Cited: Teach Like a Champion, D.Lemov(2010), Classroom Instruction That Works, R.Marzano, D.Pickering and J.Pollock(2001), Mindsets in the Classroom; Building a Culture of Success and Student Achievement in Schools (2013) M. Ricci

Tier: Tier 1

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

Tipton Academy - 4-7

Teachers 4 - 8 and staff will actively involve students in best practice strategies from Marzano's research such as Academic Vocabulary, Non-linguistic Representation, Setting Objectives and Providing Feedback and Identifying Similarities and Differences on a daily basis.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Classroom teachers and support staff
Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff 4 - 8 will use differentiation strategies to meet the needs of all learners whether on, below or above grade level, with a specific focus on best practices throughout every lesson daily. Instructional staff are also required to include differentiation practices within their lesson plans based on research based strategies and through professional development.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	classroom teachers and support staff
Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will receive a copy of Teach Like a Champion and Teach Like Your Hair is on Fire to increase teacher motivation and use best practices comprehended through the book study. These strategies will be evaluated when used by administration.	Professional Learning	Tier 1	Implement	09/05/2017	06/13/2018	\$600	General Fund	Administration, Classroom Teachers, and Support Staff
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers 4 - 8 will implement the use of technology in a computer lab, on iPads, laptop, Chrome Book carts, and use of classroom N-Computing Units to improve students reading ability. Students will access online texts and enhancing language applications.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$16000	Title I Part A	All literacy instructional staff

Strategy 4:

Independent Reading Practice - Teachers will provide students with opportunities for independent reading practice to apply concepts taught through mini-lessons.

Category: English/Language Arts

Research Cited: Teaching Comprehension in the Primary Grades, Debbie Miller, 2013.

What Works in Schools, Robert Marzano, 2007.

Tier: Tier 1

School Improvement Plan

Tipton Academy - 4-7

Activity - Daily Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers 4 - 8 will provide students with time daily to read to self, buddy read, independent read, or listen aloud to reading texts. Grades 7/8 will also receive a subscription for Scholastic Scope Magazine.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$2000	Title I Part A	Classroom Teachers and Support Staff
Activity - At Home Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 4 - 8 will participate in at home reading programs which include: monthly reading logs, Pizza Hut "Book It" program, and celebration of March is Reading Month activities. Also, we will continue to invite parents into the school building to become reading visitors where they will share their favorite books to create additional enthusiasm towards literacy with our students.	Parent Involvement	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Classroom Teachers and Support Staff
Activity - "Just Right" Reading Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of classroom libraries to access "just right" independent reading materials. All classrooms 4 - 8 will have appropriate classroom libraries and reading materials through our many resource programs.	Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	classroom teachers
Activity - Scope Magazine 7th/8th Grade	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 7th and 8th grade ELA will each receive a subscription to Scholastic Scope Magazine. This will be a supplemental non-fiction texts to increase comprehension with fact based text and strategies to identify evidence within text.	Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$800	General Fund	Classroom teachers, support staff

Goal 4: All students at Tipton Academy West (4th-8th) will be proficient in Math

Measurable Objective 1:

60% of Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 of 80% in Mathematics by 06/14/2017 as measured by M-Step, Global Scholars and Data Director.

School Improvement Plan

Tipton Academy - 4-7

Strategy 1:

Strengthening Math Skills - Teachers will assist students in development of expanded academic and high level vocabulary skills through use of context clues and common language.

Category: Mathematics

Research Cited: Building Academic Vocabulary Teachers Manual by Robert Marzano. Debra J Pickering ASCD Copyright 2005.

What works in Schools: Translating Research Into Action by Robert J. Marzano. ASCD Copyright 2003.

Tier: Tier 1

Activity - Enhancing vocabulary through visual representation.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will expose students to common math vocabulary through the use of content specific strategies. Some examples might include pictures or drawings, word walls, definitions, and pre/post vocabulary assessments. Each student will compile these in an interactive notebook and add more to it each year as they learn new vocabulary and deepen their knowledge of existing vocabulary.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Classroom teachers, interventionists, staff

Activity - Strenthening math vocabulary through models and drawings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate and provide learning opportunities for students to explain math content vocabulary words through models/drawings. Some examples might include: drawings (break apart, math mountains, diagrams, equations in the later grades) and/or detailed explanations to support models and math vocabulary, etc. We will continue also using performance task materials from our EnVision textbooks to prepare for assessments.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Classroom teachers, interventionists and staff

Strategy 2:

Intervention and Enrichment - Teachers will provide support for struggling readers and enrichment support for those at or above grade level in reading. Teachers will analyze data, during PLC meetings, from common assessments to determine students who are not meeting standards and/or who are identified in the lower 30%.

Category: Mathematics

Research Cited: 40 Reading Intervention Strategies for K-6 by Elaine McEwan.

Tier: Tier 1

Activity - Small Group Instruction in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Tipton Academy - 4-7

Differentiating instruction for students identified in our lower 30%, at level and for our high achieving students.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Classroom teachers, interventionists and resource staff
Activity - Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated instruction for small group instruction and/or intervention. Interventionists will also use technology through the use of a Chrome Book laptop cart to enhance growth in mathematics.	Direct Instruction	Tier 2	Implement	09/05/2017	06/13/2018	\$8000	Title I Part A	Classroom teachers, interventionists and resource staff
Activity - Enhance Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A greater emphasis will be placed on exposing students to various math manipulatives, constructed response, projects, extended response problems, and performance tasks. Based on the depth of knowledge required for the problem, this could be done whole group, small group, or independently.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$450	General Fund	Classroom teachers, interventionists, resource staff
Activity - Improving Logical Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with logical reasoning games to use in the classroom. These games are designed to improve students' logical reasoning skills.	Materials, Extra Curricular, Supplemental Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$0	General Fund	Classroom teachers, support staff
Activity - Summer Tutoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students will work in small groups with summer support staff on target skills to increase academic proficiency and reduce summer gap. Summer tutoring will consist of a 6 week program for students and use of data driven lesson planning to target needs. The students will attend 2 days a week for 2 hours a week.	Academic Support Program	Tier 2	Implement	07/09/2018	08/20/2018	\$0	Title I Part A	Academic Instructional Staff

School Improvement Plan

Tipton Academy - 4-7

Activity - Tutoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The tutoring program is offered to all students grades 4th through 8th who would like to receive extra support and guidance in core subject areas. The program will run for a full 16 school weeks. The students will attend 4 days a week, where the students attend two days for either math or reading or both.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/13/2018	\$0	Title I Part A	Academic Instructional Staff

Activity - Social and Emotional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social and Emotional Support will be utilized to provide struggling students with coping skills and safe zones to develop successfully. Subgroup students will be provided individual, small group, and classroom social and emotional skill building opportunities to increase student achievement.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	Section 31a	School Social Worker, Behavior Interventionist, Support Staff, Academic Interventionists

Activity - SchoolCraft Consortium Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math instructional staff will receive hands-on math professional development through the consortium to increase their teaching skills using the common core standards.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$750	Title II Part A	All math instructional staff

Strategy 3:

Parent Involvement in Mathematics Instruction - Tipton Academy will provide developmental activities to support all parents in their ability to assist in the education of their students in order to improve their child's skills in all core content areas.

Category: Mathematics

Research Cited: Paired Maths Handbook: Parental Involvement and Peer Tutoring in Mathematics by Judi Bamford and Keith Topping

Tier: Tier 1

Activity - Parent Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Tipton Academy - 4-7

Tipton Academy will host parent math informational night including Learning Gizmos and IXL training and demonstrations to help parents better understand their child's math curriculum and provide extra support at home. We will provide parents training on strategies they can use to help their children.	Parent Involvement	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1200	Title I Schoolwide	Administration, Interventionists, Classroom Teachers, Resource Staff
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Strategy 4:

Technology Integration - Teachers/staff will utilize technology to reinforce and increase students' understanding of key math terms and to reinforce core math skills appropriate to the level of instruction and content as supported in brain-based instruction and learning research.

Category: Mathematics

Research Cited: Using Technology With Classroom Instruction That Works Paperback – July 30, 2007 by Howard Pitler

Tier: Tier 1

Activity - IXL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will have access to IXL for additional practice and learning.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$1500	General Fund	classroom teachers, interventionists, resource staff

Activity - Calculators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use scientific, graphic calculators, and standard calculators to enhance their math content skills.	Technology	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1500	General Fund	Middle School Math Instructional Staff, Support Staff

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

Tipton Academy - 4-7

All classrooms will be provided with an N-Computing Unit to offer students the ability to use technology within the classroom setting on a daily basis to increase student achievement in areas they are struggling and teachers will be able to implement lessons using this technology and administer academic programs imposed by our school. Teachers will be provided with Chrome Book laptop carts to also use for technology in the classroom to increase achievement in the areas of literacy.	Technology	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Title I Part A	All Academic Instructional Staff
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Goal 5: For the 2017/2018 school year, Tipton Academy West will increase the overall instructional time by supporting students' positive behaviors and attendance.

Measurable Objective 1:

collaborate to implement a school wide PBIS program by 06/14/2017 as measured by records of attendance and behavioral referrals.

Strategy 1:

Program Analysis - The PBIS Team and staff will analyze and communicate/publish behavioral data from grades 4 - 8 to make program adjustments to reduce referrals and increase time on task.

Category: School Culture

Research Cited: The PBIS Team Handbook: Setting Expectations and Building Positive Behavior Paperback – April 23, 2014 by Beth Baker M.S.Ed. & Char Ryan Ph.D.

Tier: Tier 1

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will work collaboratively with the PBIS team, parents and student to create a behavior plan and/or contract to increase time spent in the classroom on academic tasks.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	PBIS team, classroom teachers, support staff

Activity - Culture of Civility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and maintain a culture of civility, where pro-social behavior is taught and reinforced. Tipton Academy will purchase PBIS posters and positive reward incentives.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	General Fund	PBIS team, classroom teachers, support staff

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Activity - Character Building/Bullying Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend and participate in character building/bullying awareness activities and assemblies. These activities will give students specific strategies they can use in order to develop coping skills. Students will be given positive incentives each trimester to provide a decrease in behavior issues throughout the school.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$5000	General Fund	All staff
Activity - PBIS Staff Training/Classroom Management Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will attend training for classroom management and PBIS. Teachers will gain a better understanding of classroom management and behaviors. Additionally, the Dean of Students will receive additional professional development to report back to the staff to continue improving our PBIS program and the downward trend of behavioral issues within the school day. The behavior interventionists and administration will also attend professional development on creating positive behavior support with students who have ADHD and how sensory processing affects behavior and learning. Challenging Behaviors in the Classroom	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$2800	General Fund	All School Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social and Emotional Support	Social and Emotional Support will be utilized to provide struggling students with coping skills and safe zones to develop successfully. Subgroup students will be provided individual, small group, and classroom social and emotional skill building opportunities to increase student achievement.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	School Social Worker, Behavior Interventionist, Support Staff, Academic Interventionists
Social and Emotional Support	Social and Emotional Support will be utilized to provide struggling students with coping skills and safe zones to develop successfully. Subgroup students will be provided individual, small group, and classroom social and emotional skill building opportunities to increase student achievement.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	School Social Worker, Behavior Interventionist, Support Staff, Academic Interventionists
Social and Emotional Support	Social and Emotional Support will be utilized to provide struggling students with coping skills and safe zones to develop successfully. Subgroup students will be provided individual, small group, and classroom social and emotional skill building opportunities to increase student achievement.	Behavioral Support Program	Tier 2	Implement	09/13/2017	06/13/2018	\$0	School Social Worker, Behavior Interventionist, Support Staff, Academic Interventionists

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Social and Emotional Support	Social and Emotional Support will be utilized to provide struggling students with coping skills and safe zones to develop successfully. Subgroup students will be provided individual, small group, and classroom social and emotional skill building opportunities to increase student achievement.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	School Social Worker, Behavior Interventionist, Support Staff, Academic Interventionists
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Technology	All classrooms will be provided with an N-Computing Unit to offer students the ability to use technology within the classroom setting on a daily basis to increase student achievement in areas they are struggling and teachers will be able to implement lessons using this technology and administer academic programs imposed by our school. Teachers will be provided with Chrome Book laptop carts to also use for technology in the classroom to increase achievement in the areas of literacy.	Technology	Tier 1	Implement	09/05/2017	06/13/2018	\$0	All Academic Instructional Staff
Technology Integration	Teachers 4 - 8 will implement the use of technology in a computer lab, on iPads, via laptop and Chrome Book carts, and use of classroom N-Computing Units to improve students skills in social studies. Students will be able to access online informational texts and social studies learning programs to increase academic achievement.	Technology	Tier 1	Implement	09/05/2017	06/13/2018	\$8000	All Academic Instructional Staff
Daily Reading Time	Teachers 4 - 8 will provide students with time daily to read to self, buddy read, independent read, or listen aloud to reading texts. Grades 7/8 will also receive a subscription for Scholastic Scope Magazine.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$2000	Classroom Teachers and Support Staff
Family Curriculum Night	Tipton Academy will host parent involvement activities through family and community nights. These activities will include specific strategies parents can use to help support their child in reading while being able to attend the school-wide book fair to increase the amount of resources parents need to help their child succeed. In addition, parents will learn the importance of their involvement with the school.	Community Engagement	Tier 1	Implement	09/05/2017	06/13/2018	\$1200	Administration, classroom teachers, support staff

School Improvement Plan

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Math Interventionist	Differentiated instruction for small group instruction and/or intervention. Interventionists will also use technology through the use of a Chrome Book laptop cart to enhance growth in mathematics.	Direct Instruction	Tier 2	Implement	09/05/2017	06/13/2018	\$8000	Classroom teachers, interventionists and resource staff
Technology Integration	The social studies instructional staff will be able to use laptop, iPad, and Chrome book carts to incorporate historical based projects and research papers. The technology will also allow for more informational text to be utilized in the classrooms.	Technology	Tier 1	Implement	09/05/2017	06/13/2018	\$16000	All social studies instructional staff
Technology Integration	Interventions will use targeted goals to provided additional support to identified students and use technology resources to increase their growth in literacy.	Technology	Tier 2	Implement	09/05/2017	06/13/2018	\$8000	All Interventionists
Summer Tutoring Program	Struggling students will work in small groups with summer support staff on target skills to increase academic proficiency and reduce summer gap. Summer tutoring will consist of a 6 week program for students and use of data driven lesson planning to target needs. The students will attend 2 days a week for 2 hours a week.	Academic Support Program	Tier 2	Implement	07/09/2018	08/20/2018	\$0	Academic Instructional Staff
Technology Integration	Teachers 4 - 8 will implement the use of technology in a computer lab, on iPads and via laptop carts, and use of classroom N-Computing Units to improve science skills. Students will access online labs and enhance use of informational science texts and inquiry methods. In addition, through the use of Smart Boards the students will be able to use them to complete virtual labs in various science concepts.	Technology	Tier 1	Implement	09/05/2017	06/13/2018	\$8000	All Academic Instructional Staff
Informational Text	The science instructional staff will use a variety of resources to increase their understanding in science with a focus on informational text and science related novels.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$5500	All Science Instructional Staff
Tutoring Program	The tutoring program is offered to all students grades 4th through 8th who would like to receive extra support and guidance in core subject areas. The program will run for a full 16 school weeks. The students will attend 4 days a week, where the students attend two days for either math or reading or both.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/13/2018	\$0	Academic Instructional Staff
Tutoring Program	The tutoring program is offered to all students grades 4th through 8th who would like to receive extra support and guidance in core subject areas. The program will run for a full 16 school weeks. The students will attend 4 days a week, where the students attend two days for either math or reading or both.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/13/2018	\$0	Academic Instructional Staff

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Technology Integration	The instructional staff will have the use of N-computing Units, laptop, iPad, and Chrome Book carts to incorporate research based projects and labs into their lessons as well as virtual labs and experiments.	Technology	Tier 1	Implement	09/05/2017	06/13/2018	\$16000	All science instructional staff
Summer Tutoring Program	Struggling students will work in small groups with summer support staff on target skills to increase academic proficiency and reduce summer gap. Summer tutoring will consist of a 6 week program for students and use of data driven lesson planning to target needs. The students will attend 2 days a week for 2 hours a week.	Academic Support Program	Tier 2	Implement	07/11/2017	09/05/2017	\$0	Academic Instructional Staff
Technology Integration	Teachers 4 - 8 will implement the use of technology in a computer lab, on iPads,laptop, Chrome Book carts, and use of classroom N-Computing Units to improve students reading ability. Students will access online texts and enhancing language applications.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$16000	All literacy instructional staff
Technology Integration	Teachers 4 - 8 will utilize educational technology to have students research new and/or challenging vocabulary using Chrome Book laptop carts in their classrooms.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$16000	classroom teachers and support staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Real World Mapping	Students will create various meaningful maps that have real world connections. Teachers will accomplish this through hands on activities.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	All teaching and support staff
Small Group Instruction in the Classroom	Teachers 4 - 8 will utilize paraprofessionals and interventionists in the classroom to assist with meeting the needs of students	Direct Instruction	Tier 1	Monitor	09/05/2017	06/13/2018	\$0	classroom teachers and support staff
Develop Vocabulary Banks	Teachers will create and implement grade level vocabulary banks across all content areas. They will implement accordingly to develop deeper understanding of vocabulary when reading passages across all content areas.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Classroom teachers and support staff

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Enhancing vocabulary through visual representation.	Teachers will expose students to common math vocabulary through the use of content specific strategies. Some examples might include pictures or drawings, word walls, definitions, and pre/post vocabulary assessments. Each student will compile these in an interactive notebook and add more to it each year as they learn new vocabulary and deepen their knowledge of existing vocabulary.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Classroom teachers, interventionists, staff
At Home Reading	Grades 4 - 8 will participate in at home reading programs which include: monthly reading logs, Pizza Hut "Book It" program, and celebration of March is Reading Month activities. Also, we will continue to invite parents into the school building to become reading visitors where they will share their favorite books to create additional enthusiasm towards literacy with our students.	Parent Involvement	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Classroom Teachers and Support Staff
Intervention Block	Teachers 4 - 8 and support staff will implement an intervention block daily. Teachers will use targeted goals to provide additional support to identified students.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/13/2018	\$0	Intervention staff and classroom teachers
Targeted Interventions	Teaching staff will work collaboratively with the PBIS team, parents and student to create a behavior plan and/or contract to increase time spent in the classroom on academic tasks.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	PBIS team, classroom teachers, support staff
"Just Right" Reading Materials	Use of classroom libraries to access "just right" independent reading materials. All classrooms 4 - 8 will have appropriate classroom libraries and reading materials through our many resource programs.	Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$0	classroom teachers
Utilize Reading Street Focus Wall	4 - 6 Teachers will utilize a focus wall by implementing the Pearson Reading Street Program. The focus wall will include vocabulary, "amazing words", from texts read each week to allow students to gain a deeper understanding of reading passages.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Classroom teachers and support staff
Small Group Instruction in the Classroom	Differentiating instruction for students identified in our lower 30%, at level and for our high achieving students.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Classroom teachers, interventionists and resource staff
Marzano Strategies	Teachers 4 - 8 and staff will actively involve students in best practice strategies from Marzano's research such as Academic Vocabulary, Non-linguistic Representation, Setting Objectives and Providing Feedback and Identifying Similarities and Differences on a daily basis.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Classroom teachers and support staff

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Tipton Academy - 4-7

Washington D.C. Trip	Students in 8th grade will have the opportunity to attend a culminating trip to Washington D.C. to increase additional real world curriculum to enhance the social studies instruction in middle school.	Extra Curricular, Field Trip	Tier 1	Implement	05/31/2018	06/03/2018	\$0	Middle school, support staff
Strengthening math vocabulary through models and drawings	Teachers will demonstrate and provide learning opportunities for students to explain math content vocabulary words through models/drawings. Some examples might include: drawings (break apart, math mountains, diagrams, equations in the later grades) and/or detailed explanations to support models and math vocabulary, etc. We will continue also using performance task materials from our EnVision textbooks to prepare for assessments.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Classroom teachers, interventionists and staff
Differentiation	All teaching staff 4 - 8 will use differentiation strategies to meet the needs of all learners whether on, below or above grade level, with a specific focus on best practices throughout every lesson daily. Instructional staff are also required to include differentiation practices within their lesson plans based on research based strategies and through professional development.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	classroom teachers and support staff
Vocabulary Instruction	Students in grades 4- 8 will focus on vocabulary used in classroom texts, novels and expository texts. Students will keep a vocabulary reference booklet to refer to as needed. In addition, instructional staff will also expose students to important assessment vocabulary to increase progress on assessments.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$0	teachers and staff 4 - 8

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Job Embedded Professional Development	Job embedded modeling, support and coaching for intervention instruction, professional development series on EBLI will be provided to staff in order to establish best practice interventions to students, as appropriate, daily.	Professional Learning	Tier 1	Implement	09/05/2017	06/13/2018	\$6000	All Language Arts Instructional Staff, Interventionists, Support Staff
Science Professional Development	SchoolCraft College will provide our building with a direct science instruction coach to keep instructional staff up to date with strategies and be available for any support needed by staff.	Professional Learning	Tier 1	Implement	09/05/2017	06/13/2018	\$2500	All staff

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SchoolCraft Consortium Math Professional Development	The math instructional staff will receive hands-on math professional development through the consortium to increase their teaching skills using the common core standards.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$750	All math instructional staff
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Math Night	Tipton Academy will host parent math informational night including Learning Gizmos and IXL training and demonstrations to help parents better understand their child's math curriculum and provide extra support at home. We will provide parents training on strategies they can use to help their children.	Parent Involvement	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1200	Administration, Interventionists, Classroom Teachers, Resource Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Enhance Core Instruction	A greater emphasis will be placed on exposing students to various math manipulatives, constructed response, projects, extended response problems, and performance tasks. Based on the depth of knowledge required for the problem, this could be done whole group, small group, or independently.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$450	Classroom teachers, interventionists, resource staff
IXL	Students and parents will have access to IXL for additional practice and learning.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$1500	classroom teachers, interventionists, resource staff
Improving Logical Reasoning	Teachers will be provided with logical reasoning games to use in the classroom. These games are designed to improve students' logical reasoning skills.	Materials, Extra Curricular, Supplemental Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$0	Classroom teachers, support staff

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PBIS Staff Training/Classroom Management Training	All staff will attend training for classroom management and PBIS. Teachers will gain a better understanding of classroom management and behaviors. Additionally, the Dean of Students will receive additional professional development to report back to the staff to continue improving our PBIS program and the downward trend of behavioral issues within the school day. The behavior interventionists and administration will also attend professional development on creating positive behavior support with students who have ADHD and how sensory processing affects behavior and learning. Challenging Behaviors in the Classroom	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$2800	All School Staff
Character Building/Bullying Awareness	Students will attend and participate in character building/bullying awareness activities and assemblies. These activities will give students specific strategies they can use in order to develop coping skills. Students will be given positive incentives each trimester to provide a decrease in behavior issues throughout the school.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$5000	All staff
Science Lab Equipment	Students will actively participate and proficiently perform scientific experiments using problem solving skills, explorations and observations through the use of scientific equipment and kits to better understand the scientific process, and continue incorporating the STEM curriculum.	Direct Instruction, Supplemental Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$6000	All Teaching and support staff
Improving Science Logical Reasoning	Teachers will be provided with logical reasoning games to use in the classroom. These games are designed to improve students' logical reasoning skills.	Supplemental Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$150	All Science Instructional Staff and Support Staff
Calculators	Students will use scientific, graphic calculators, and standard calculators to enhance their math content skills.	Technology	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1500	Middle School Math Instructional Staff, Support Staff
Scope Magazine 7th/8th Grade	Students in 7th and 8th grade ELA will each receive a subscription to Scholastic Scope Magazine. This will be a supplemental non-fiction texts to increase comprehension with fact based text and strategies to identify evidence within text.	Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$800	Classroom teachers, support staff

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Improving Logical Reasoning Skills	Teachers will be provided with logical reasoning games to use in the classroom. These games are designed to improve students' logical reasoning skills.	Supplemental Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$150	All Social Studies Instructional Staff and Support Staff
Culture of Civility	Create and maintain a culture of civility, where pro-social behavior is taught and reinforced. Tipton Academy will purchase PBIS posters and positive reward incentives.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	PBIS team, classroom teachers, support staff
Professional Development	Teachers will attend professional developments from local organizations, Wayne RESA, in regards to the new science standards, Next Generation.	Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	All staff
Book Study	All teaching staff will receive a copy of Teach Like a Champion and Teach Like Your Hair is on Fire to increase teacher motivation and use best practices comprehended through the book study. These strategies will be evaluated when used by administration.	Professional Learning	Tier 1	Implement	09/05/2017	06/13/2018	\$600	Administration, Classroom Teachers, and Support Staff