



School Improvement Plan

Tipton Academy - PK-3

Tipton Academy

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TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Title I Schoolwide Diagnostic	
Introduction	6
Component 1: Comprehensive Needs Assessment	7
Component 2: Schoolwide Reform Strategies	11
Component 3: Instruction by Highly Qualified Staff	14
Component 4: Strategies to Attract Highly Qualified Teachers	15
Component 5: High Quality and Ongoing Professional Development	16
Component 6: Strategies to Increase Parental Involvement	17
Component 7: Preschool Transition Strategies	21
Component 8: Teacher Participation in Making Assessment Decisions	22
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	23
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	26
Evaluation:	28

Goals for PK - 3

Overview	32
Goals Summary	33
Goal 1: All students at Tipton Academy East (K - 3rd) will become proficient at science inquiry processes.	34
Goal 2: All students at Tipton Academy East (K - 3rd) will become proficient in Social Studies.....	35
Goal 3: All students at Tipton Academy East (K - 3rd) will increase reading proficiency across the content areas.....	35
Goal 4: All students at Tipton Academy East (K - 3rd) will become proficient in Math.....	40
Goal 5: For the 2017-2018 school year Tipton Academy East will improve the overall instructional time by supporting students' positive behaviors and character development.	44
Activity Summary by Funding Source	46

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?

Classroom teachers, interventionists, resources room teachers, and additional staff conducted the comprehensive needs assessment. These 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 report cards. Parents are also informed at parent teacher conference

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. In the past four years Tipton's population has seen a rapid increase in enrollment. Due to increased enrollment, Tipton Academy opened another building in 2015. Our building is referred to as Tipton East, which houses Pre K - 3rd grade students. The other building is referred to as Tipton West. It houses students in grades 4th - 8th. The subgroup that is represented the most within our school is Caucasian, which makes up 60% of our population. African Americans comprise 33% of our school's population, and finally our Hispanic population is 6% of our enrollment. Tipton Academy educates students from several surrounding communities including Wayne, Westland, Detroit, Inkster, Dearborn Heights, Taylor, Redford, and 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, 4 teaching and learning personnel having 11-15 years experience, 2 staff member having 16-20 years experience, no staff members having 21-25 years experience and no staff members having over 25 years experience. Having a variety of teaching experience 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 high end benefits program, including a 401K match, mentor program and the opportunity to increase salary. Tipton academy also offers smaller class size, a collaborative environment, and supportive administration.

Our Global Scholars Ed Performance data, based on Spring testing, shows Kindergarten students are 81% proficient in ELA and 88% proficient in Math moving into the 2017-2018 school year. First Grade students are 85% proficient in ELA and 83% proficient in Math moving into the 2017-2018 school year. Second Grade students are 64% proficient in ELA and 81% proficient in Math moving into the 2017-2018 school year. Third Grade students are 45% proficient in ELA and 68% proficient in Math moving into the 2017-2018 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 fluency and comprehension. The reading proficiency level averages to 69% for grades K-3 based on spring test scores. According to our data we see an increase in reading scores as the school year progresses. Overall in Kindergarten 80% met their yearly target gains, which means that 80% made at least one years growth. In first grade, 85% met yearly target gains. In second grade, 68% met yearly target gains. Third grade, 67% met yearly target gains. Our students struggle with reading comprehension and long passages. These challenges will 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. Interventionists and the Special Ed team meet with students in all grades. These will also be reached by utilizing achievement data through NWEA and Illuminate, 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. According to our data we see a strong increase in math scores as the school SY 2017-2018

School Improvement Plan

Tipton Academy - PK-3

year progresses. The math proficiency level averages a score of 80% for all grades based on spring test scores. An area of concern is measurement. To resolve this, the School Improvement Plan will provide for additional measurement manipulatives and support for students struggling with math concepts. Overall in Kindergrarten 87% met their yearly target gains. First grade, 85% met yearly target gains. Second grade, 75% met yearly target gains. Third grade, 73% met yearly target gains.

Tipton Academy's students show an increased interest in Science. One strength that supports our data is in grades K-3, which show 80% and above in Science and Social Studies unit classroom assessments. Students who have been at Tipton Academy since it first opened have a higher achievement level as compared to students who have enrolled in the past year. This is likely because students who have been here for three years have experienced the same science/social studies curriculum which builds upon itself each year. Tipton Academy will continue to use the RTI Intervention Program, differentiated instruction, enrichment classes, best practices and data analysis to close these gaps even further and increase student achievement in all tests (NWEA, Illuminate Benchmark Tests, MStep, and classroom assessments) in all content areas (Reading, Writing, Science, Social Studies, and Math).

In terms of perception data, the parent surveys have shown an overall satisfaction with the school and in the majority of areas surveyed satisfaction was at an 85% or higher. The areas that received the highest level of satisfaction among parents/guardians with a level of 85% or higher: parents/guardians feel welcomed, parents/guardians feel their children are safe, parents/guardians feel their child is receiving enough support services at school, parents/guardians feel well informed, parents/guardians feel that specials(gym, art, music and technology) enrich their child's learning, parents/guardians feel their child enjoys coming to school, and parents/guardians feel that their child will attend Tipton next year. The only areas that fell below were in the areas of parents feeling involved by volunteering for activities and/or events and feeling comfortable voicing their concerns to administration. To remediate the issue of being involved, the Parent Involvement Committee has been informed, and they will assist teachers next year in offering more opportunities for parents to be involved and volunteer for activities and events, as well as in the classroom. On a whole Tipton Academy will plan more activities that involve parents by having several family nights throughout the school year. We are also making it a requirement that all families volunteer or contribute in some way to their child's classroom. Tipton Academy is also forming a new committee called the Family Engagement Committee to help plan and organize activities and events throughout the year. To remediate the issue of feeling comfortable voicing concerns to administration, parents will be invited to address concerns during Town Hall style meetings that will be held. Parents are also welcome to attend board meetings.

The student survey data was very positive. The students feel safe, they feel they get help when needed, they feel treated with respect from their teachers, they feel that they will be successful and they feel that the staff cares about them. 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 character education program, along with continuing implementation of our school-wide PBIS program. We see that 70% of our office referrals come from the classroom while 10% during lunch and 20% on the playground. 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 enforcing lunchroom rules and providing incentives for positive behaviors in the lunchroom and second, by changing the way lunch is served, by offering more options.

The staff survey results were also positive. The areas that received the highest level of satisfaction among teachers and staff with a level of 80% 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, and teachers/staff feel that they meet the everyday needs of staff, students and parents. The areas with the lowest satisfaction, 60% or less, by teachers/staff are: teachers/staff feel the behavior process is not being executed according to the administrative policies and they do not feel there are enough opportunities to attend professional development. The behavior process will be re-mediated by: the full implementation of PBIS, a character development program, and a behavior specialist on hand. As for opportunities to attend professional development, staff was given an opportunity to state which types of professional development they would like to attend next year. By using teacher/staff input to plan professional development, staff will have more choice and attend PD that is more beneficial to their needs.

The School Process data based upon the Interim Self Assessment shows a strength in Standard 1, Indicator 1.2. The schools leadership and staff have a strong commitment to instructional practices that include active student engagement, and focus on dept of understanding and the application of knowledge and skills. Challenges are seen in Standard 3 and 5. Once challenge is in Standard 3, Indicator 3.5. Teachers

participate in collaborative learning communities to improve instruction and student learning. the challenge is finding more time for teacher collaboration. Teachers collaborate with their grade levels and content areas. There needs to be more peer coaching between teachers and vertical grade level meeting. Challenge in Standard 5, Indicator 5.3 is that our professional and support staff needs more training in evaluation, interpretation and use of data. Teachers and support staff needs more training so that they can make use of data more efficiently to increase student learning.

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

The 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 K-3rd. For ELA, 80% of all students K - 3 will demonstrate proficiency by 6/16/2018 as measured by NWEA and Illuminate Benchmark Test. This will we accomplish through the development of comprehension skills, Reading Street Focus Walls, Integrating technology, professional development training, differentiated instruction and material sources, small group instruction/instructional aids, EBLLI, Intervention block, small group and individual instruction, job-embedded professional development, family/community nights, 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, 80% of all students K - 3 will demonstrate proficiency by 6/16/2018 as measured by NWEA and Illuminate Benchmark Test. This will be accomplished through enhancing measurement skills 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, differentiated instruction and materials and instructional aids. In Science, 80% of students K-3 will demonstrate a proficiency by 6/16/2018 as measured by Illuminate Benchmark Test and classroom assessments. This will be accomplished through the use of hands on science materials and also through students participating in science labs. In Social Studies, 80% of students in grades K-3 will demonstrate proficiency by 6/16/2018 as measured by classroom assessments. This will be accomplished through the use of literature, textbooks, videos, real world map skills, and websites.

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 K - 3 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. Students may also receive additional support in small groups from Title 1 Reading Interventionists, while others will receive support from the special education teacher. Group size and the amount of instructional time in general classroom, Intervention and special education is varied according to student needs. Evidence based programs are utilized in these groups, such as Reading A-Z, Raz-Kids, EBLLI, and Reading Street Tiers.

All students K - 3 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 I Reading Interventionist and special education teacher. Title I staff push into the classroom to support writing instruction.

All students K - 3 who are below grade level in Math will receive additional support in the classroom, where instruction is differentiated to

School Improvement Plan

Tipton Academy - PK-3

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 will receive additional support in small groups from the Title I Math Interventionist staff and others receive support from the special education teacher. Group size and the amount of instructional time in these Title I and special education groupings are varied according to student needs. Evidence-based programs are utilized in these groups, such as IXL Math and Envision Math Tiers, as well as math manipulatives to gain strategies.

Science informational texts are utilized in Title I reading intervention groups and special education 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 I reading intervention groups and special education 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- Teaching staff K - 3 will focus on differentiation and multi-text structures to target fluency and comprehension. Teachers will also focus on modeled reading, text comprehension, and making connections. Teachers will work on building fluency and comprehension skills.

Writing- Teaching staff K - 3 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 writing rubrics to drive instruction.

Math- Teaching staff K - 3 will differentiate math instruction to meet the needs of all learners. Teaching staff will focus on building math fact fluency, measurement skills and differentiate through math centers. They will also use real-world problem solving to help students make math connections.

Science- Teaching staff K - 3 will teach students content vocabulary in order to increase student understanding of concepts and gain 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. Teaching staff will utilize the new Michigan Science Standards and they teach hand on science units.

Social Studies- Teaching staff K - 3 will teach students content vocabulary in order to increase student understanding of concepts and gain student achievement. Teaching staff will also provide specific instructional strategies for comprehending informational text in order to increase student achievement in social studies. Teachers will focus on the geographic perspective to increase student knowledge of the world they live in.

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).

Teaching staff will focus on implementing Marzano 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. Teaching staff will also utilize Teach Like a Champion strategies such as setting high academic expectations, engaging students in your lesson, and creating a strong classroom culture. Teaching staff will continue to 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. We will increase the quality of instruction by having an intervention block to help meet the needs of struggling students. After school tutoring services are available as well as summer tutoring. The last way we increase the quantity of instruction is offering access to home based computer programs such as Raz-Kids and IXL, where students can continue their learning at home. Students and parents will also have access through NWEA and Illuminate to practice and learn skills that the struggle with while 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 teachers will set high academic expectations, engage students, and create strong classroom culture. When you have a positive, well managed learning environment academic achievement increases. By differentiating instruction

teachers will meet students at their level, scaffold their learning and meet the needs of all learners. Evidence Based Literacy Instruction should increase phonemic awareness which will lead to stronger and more confident readers. If we can build a strong foundation in reading, by using EBLI, our reading proficiency will rise. Marzano Strategies will increase the quality of instruction by providing feedback to students, maintaining a relationship with students, communicating high expectations and establishing and maintain classroom rules. Tipton Academy as a whole ensures that students with disabilities have access to the full array of intervention programs by 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: K through 3rd Grade Interventions: Using data from Illuminate 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 Illuminate and NWEA, students at or above grade level will be given tasks to enrich and challenge their learning. Title I 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: K-3rd Grade Interventions: Using data from Illuminate 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 Illuminate 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 I and special education staff. Title I staff pushes into the classroom to support writing instruction.

Math

Grade Span: K-3rd Grade Interventions: Using data from Illuminate 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 Illuminate 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 and Envision leveled tiers.

Science

Grade Span: K-3rd Grade Interventions: Science informational texts are utilized in Title I 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 metacognition to further content knowledge.

Social Studies

Grade Span: K-3rd Grade Interventions: Social studies informational texts are utilized in Title I 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 metacognition 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 the following progress monitoring strategies: Illuminate Assessments(monthly and bi-monthly), Trimester-based NWEA assessment, Comprehensive grade level unit assessments for all students, classroom work and teacher observations.

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	Yes, All the instructional paraprofessionals at Tipton Academy 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	Yes, All of the teachers at Tipton Academy 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 has a low teacher turnover rate. Due to increased enrollment, Tipton Academy 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 members 5-10 years: 4 staff members 11-15 years: 4 staff members 16-20 years: 2 staff member 21-25 years: 0 staff members 25^ years: 0 staff members.

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

The specific initiatives that Tipton Academy has implemented in order to attract and retain high quality teachers regardless of the turnover rate are as follows: a. Small class sizes, limit at 25. b. Benefits package. c. Collaborative environment. d. Supportive administration. e. Personal growth opportunities. f. Professional Development opportunities.

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 has implemented to attract and retain highly qualified teachers regardless of the turnover rate are as follows: a. Collaborative staff. b. Small class sizes. c. Benefits program. d. Supportive administration. e. Professional Development

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.

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 staff at Tipton will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan include: a. PBIS review for staff on behavior expectation, interventions and rewards. Teachers will learn to keep their behavioral expectations the same. b. Instructional Strategies for the Classroom, as well as twice a month teaching staff will be meeting with the curriculum director to discuss curriculum, alignment, lesson planning, data analysis, and intervention strategies. c. Science Classroom Coaching K-3 teachers with Schoolcraft College on NGSS and Math PD with K-3 teachers with Schoolcraft College. d. How Sensory Processing Affects Behaviors and Learning, and Challenging Behaviors in the Classroom with Detroit Children's Institute on classroom management strategies to promote a positive learning environment. e. Ongoing PD on the book Teach Like a Champion to build character and trust, setting and maintaining high behavioral expectations and challenging students to think critically. f. Differentiating Instruction/Building Classroom Literacy and Math centers. g. Professional development on new assessment platforms, NWEA and Illuminate, to learn how to interpret and analyze data as well as create assessments to use in the classroom.

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

Tipton's professional learning is continuous, documentation includes:

- a. PBIS is ongoing and a part of our daily routine. Behavior info and tracked and used to determine students who need a behavior interventions.
- b. One on one collaboration with curriculum director on a bi-monthly basis. During these meetings teachers will discuss curriculum pacing, data, achievement gaps, professional development, and any concerns they may have.
- c. Science PD will continue with Schoolcraft College. Teaching staff will participate in ongoing science PD with mentoring and coaching provided. In addition Math PD from Schoolcraft College will be added.
- d. Classroom management PD will provide additional resources and methods for handling challenging behaviors in the classroom.
- e. Teach Like A Champion is an ongoing book PD in which several new methods and strategies are added each year to utilize in the classroom.
- f. Differentiating Instruction and Building Classroom Centers will allow the needs of all students to be met.

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 in meetings, surveys and the presentation of the School Improvement plan.

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

Tipton believes that involving parents in their child's education will support improved student learning. Staff will provide parent involvement activities during the 2017-2018 school year. All parents are 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, report cards, and any other communication regarding these reports. Teaching staff have a room parent for teachers to reach out to when needed. Room parents have the ability to contact the rest of the classroom parents. Classrooms also utilize Class Messenger or Class Dojo, which are programs that allow teachers to contact parents electronically. We have also implemented Town Hall meetings in which parents can come to voice any concerns to the administration. Parents also have the ability to view grades using PowerSchool, the schools grading system.

In building an effective home-school partnership and in compliance with section 1118 of No Child Left behind (2001), Tipton Academy Elementary 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 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.

Section 1118 (e) (2): Provide materials and training to help parents to work with their children. Tipton assists all parents in working with their children by Meet and Greet, Curriculum Night, Game Night (supporting our math goal), , Reading Month Activities (supporting our reading goal), Intervention Night (supporting our math and reading goals), Literacy Night (supporting our reading goal), and our Summer School tutoring (supporting our reading and math goals), and After School Tutoring(supporting our math and reading goals). Parents will also receive access to an online help platform through our NWEA and Illuminate assessment programs. Parents will be able to learn about math and reading concepts so that they can assist their children at home.

Section 1118 (e) (3): Train staff to build effective parent involvement. Tipton 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 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 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 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 ethnicity 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. We believe 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 need for additional support. Parents are always invited to monthly board 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		School-Parent Involvement Plan

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's Academy will provide all parents with "Parents Guide to grade level standards, State and local assessment reports and report cards at the end of each trimester.

Section 1118 (e) (2): Provide materials and training to help parents to work with their children. Tipton Academy assists all parents in working with their children by conducting training through our Meet and Greet, Curriculum Night, Game Night (supporting our math goal), March is Reading Month Activities (supporting our reading goal), Literacy Night (supporting our reading goal), Reading Logs (supporting our reading goal), Summer tutoring (supporting our reading and math goals), and After School Tutoring (supporting our reading and math goals).). Parents will also receive access to an online help platform through our NWEA and Illuminate assessment programs. Parents will be able to learn about math and reading concepts so that they can assist their children at home.

Section 1118 (e) (3): Train staff to build effective parent involvement. Tipton Academy 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 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 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. Staff provides opportunities for full parent participation with special emphasis on meeting needs of parents with limited English proficiency, parents with physical and cognitive disabilities and parents of migratory children: Tipton Academy is equipped with

wheelchair accessibility. A translator will be provided by RESA for non-English speaking parents if needed. We assist our parents by providing necessary information in various formats. Classroom teachers encourage families of various ethnicity 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.

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 the 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 staff and Parent Group. The Compact states responsibilities and expectations for the parent/guardian, student, and staff of Tipton Academy.

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

The School-Parent-Student-Compact is used at elementary-level parent teacher conferences. It is shared, discussed, and agreed upon parent/guardian/student and teacher must sign and commit to the compact.

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

Tipton Academy East is a PK-3 building.

School Improvement Plan

Tipton Academy - PK-3

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

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

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

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 another 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 do and/or 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 a Meet and Greet at the beginning of the year for families to tour the classroom and meet the teacher. 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 as well as Kindergartners. Preschool students visit the kindergarten classrooms to read and do activities with the Kindergarten students and staff. Towards the end of the year they take part in a Kindergarten Transition Day when they get to fully experience a day in Kindergarten. They also have some opportunities to eat lunch in the cafeteria to help prepare them for the transition to Kindergarten.

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 teachers will be giving all students an assessment to assess their academic skills. Struggling students are provided with additional support and resources from a school professional. Kindergarten teachers will meet with parents to discuss any concerns by setting up an appointment for a conference. 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 review as the parents begin the school enrollment process. The district website will also have information for the parents of the incoming kindergartners. Information regarding specific time and location for the kindergarten round-up are posted in the school, newspapers, flyers and school website. There is also a Meet and Greet at the beginning of the school year. The preschool students will also attend a "Day in Kindergarten", where students will rotate through the kindergarten classrooms/teachers to do learning activities and experience what a day in Kindergarten looks like.

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; by identifying needed interventions and changes needed in instruction, they use information needed to communicate with parents. Teachers also use local data to develop assessments based on instructional need. An assessment platform called Illuminate will allow teachers to create and share assessments to assess standards taught.

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 pacing of standards and preparation for state and local assessments. Teachers are involved by using progress tracking data walls based on national norms testing (NWEA), one on one conferences, grade level meetings, and immediate access to data via Illuminate and NWEA data websites. Teachers will also meet on a monthly basis with the curriculum director to review assessment data and discuss strategies to get all students to proficient. Remediation of standards not passed is done by the classroom teacher and/or reading and math interventionists.

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.

ELA/Reading Grade Span: K through 3rd grade Identification/Criteria for Selection: Entry Plan: 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 30% on these specific reading assessments. Exit Plan: 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: K through 3rd Grade Identification/Criteria for Selection: Entry Plan: 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 30% on these specific assessments. Exit Plan: 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: K through 3rd Grade Identification/Criteria for Selection: Entry Plan: 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 30% on these specific assessments. Exit Plan: 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: K through 3rd Grade Identification/Criteria for Selection: Entry Plan: 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 30% on these specific assessments. Exit Plan: 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: K through 3rd Grade Identification/Criteria for Selection: Entry Plan: 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 30% on these specific assessments. Exit Plan: 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.

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?

ELA/Reading Grade Span: K through 3rd 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 I 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 Raz-Kids, Reading Street Leveled Tiers

and EBLI.

Writing Grade Span: K-3rd 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 I and special education staff. Title I staff pushes into the classroom to support writing instruction.

Math Grade Span: K-3rd 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 Leveled Tiers, and hand on math centers.

Science Grade Span: K-3rd Grade Interventions: Science informational texts are utilized in Title I 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: K-3rd Grade Interventions: Social Studies informational texts are utilized in Title I 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.

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. Small groups are determined by ongoing assessments, and classroom work. In Reading, 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 complete reading logs, responding to a text of their choice that they have read. Students also respond to writing prompts in their journals.

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 various 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 IIA 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/Reduced Breakfast and Lunch Programs are available or provided to make sure our students have a well balanced breakfast and lunch. Building Healthy Communities program that teaches healthy eating and living to our students. ELL Programs (consortium with Wayne RESA) provide academic support to students for which English is a second language. Starfish Family Resource Center is a local center providing parent and children services in health education, behavior management, substance abuse, and peer groups. The local community provides holiday activities, 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 Global Scholars.

Highly Qualified Staff -General Fund, All Staff are currently Highly Qualified, Attract and Retain Highly Qualified Staff, Title II A, 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, Data Director, Performance Series, 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, intervention groups, paraprofessionals, resource teachers, Title I programs, English language learners, positive behavior support system, Starfish 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
SY 2017-2018

(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.

Tipton strives to coordinate all available programs and resources that help meet the needs of all students. While academic achievement and improvement is our goal for all students, we understand the importance of meeting the needs of the whole child, including providing necessary resources and supports for families of these students. Violence Prevention First Step: Provides services for domestic violence victims. Violence Prevention Safe House: Provides services for victims of abuse and violence. Violence Prevention Turning Point: Provides services for abuse and violence victims. Nutritional Federal Funds: Provides nutritional foods and clothing for families in the community, families in need, and a nutritious breakfast and lunch for students housing of Wayne County. We also take part in Building Healthy Communities program which taught students about healthy eating and living. Community Action Agency: Provides affordable housing to families in need. Great Start Readiness: State funded preschool program for children within the community. Head Start Program: Federal funded program provides a preschool program for children within the community.

Evaluation:

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

Tipton uses MStep, Global Scholars tests (switching NWEA) and Data Director Assessments (switching to Illuminate) to evaluate the implementation of our school-wide program. Observing the data from the 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. If student data shows negative results, teachers and administrators can revisit the school improvement plan to indicate the appropriate feedback. Additionally, administrators conduct formal evaluations at least twice a year along with regular classroom walkthroughs to make sure that teachers are using appropriate strategies. The new plan is reviewed at the beginning of each school year with all staff.

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. MStep and Global Scholar results are also used to evaluate academic achievement.

ELA/Reading Grade Span: K through 3rd 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 30% 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: K through 3rd 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 30% on these specific 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: K through 3rd 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 30% on these specific 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: K through 3rd Grade Identification/Criteria for Selection: Based on student proficiency on district, national standard assessments, and other cross curricular evaluations students will qualify for intervention services if they score below 30% on these specific 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: K through 3rd 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 30% on these specific 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 80% 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 administered. 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. Based on our intervention data this year, a total of 75 students took part in Tier 2 Math and/or Reading Intervention. Of that 5 were moved to Special Education, 7 were referred to Speech and Language services 30% moved back to Tier 1.

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'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 need be.

ELA/Reading Grade Span: K through 3rd 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 I 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 Literacy centers.

Writing Grade Span: K-3rd 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 I and special education staff. Title I staff pushes into the classroom to support writing instruction.

Math Grade Span: K-3rd 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, and hands on math centers.

Science Grade Span: K-3rd Grade Interventions: Science informational texts are utilized in Title I 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: K-3rd Grade Interventions: Social studies informational texts are utilized in Title I 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 the past school year and what is needed in the next school year.

Goals for PK - 3

Overview

Plan Name

Goals for PK - 3

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 East (K - 3rd) will become proficient at science inquiry processes.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$6500
2	All students at Tipton Academy East (K - 3rd) will become proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students at Tipton Academy East (K - 3rd) will increase reading proficiency across the content areas.	Objectives: 1 Strategies: 5 Activities: 20	Academic	\$151450
4	All students at Tipton Academy East (K - 3rd) will become proficient in Math.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$57300
5	For the 2017-2018 school year Tipton Academy East will improve the overall instructional time by supporting students' positive behaviors and character development.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$4800

Goal 1: All students at Tipton Academy East (K - 3rd) will become proficient at science inquiry processes.

Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second and Third grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 80% in Science by 06/15/2018 as measured by Science Fusion assessment and any state mandated assessments..

Strategy 1:

Science labs - Students will become more proficient by performing science inquiries. 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 Response to Intervention paraprofessionals will assist students to apply previously learned material and recall facts and basic concepts while performing scientific inquiries. The Interventionist will work one-on-one using the basic objectives Bloom's Taxonomy to strengthen the student's understanding and critical thinking.

Category:

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

Science Fusion

Tier: Tier 1

Activity - Scientific labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will actively participate in scientific experiments, explorations and observations. Students will utilize the scientific process. Students will utilize hands-on science kits.	Other	Tier 1	Implement	09/01/2017	06/15/2018	\$1800	General Fund	All teaching and support staff.

Strategy 2:

Best Practices in Science - All staff will utilize lessons that are research based and best practice centered to support the needs of all students. Staff, at all levels, will utilize Next Generation Science Standards.

Category:

Research Cited: Next Generation Science Standards

Tier: Tier 1

Activity - Professional Development on Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Tipton Academy - PK-3

Staff will participate in the Schoolcraft Consortium through various coaching opportunities on the Michigan Science Standards that are relevant to their grade level.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	Title II Part A	classroom teachers
Activity - Informational Science Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will utilize science informational texts to increase their understanding of science concepts.	Supplemental Materials	Tier 1	Implement	09/01/2017	06/15/2018	\$2200	Title I Part A	All teaching staff.

Goal 2: All students at Tipton Academy East (K - 3rd) will become proficient in Social Studies.

Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second and Third grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 80% in Social Studies by 06/15/2018 as measured by teacher created formative and summative assessments..

Strategy 1:

Map skills - 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, 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:

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

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. This can be accomplished through the use of world and US maps.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$0	Title II Part A	All teaching and support staff

Goal 3: All students at Tipton Academy East (K - 3rd) will increase reading proficiency across the content areas.

School Improvement Plan

Tipton Academy - PK-3

Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second and Third grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 80% in English Language Arts by 06/15/2018 as measured by MStep, Global Scholars and Data Director..

Strategy 1:

Comprehension and Fluency - Teachers will assist students in development and improvement of comprehension and fluency skills through the use of various reading strategies.

Category: English/Language Arts

Research Cited: Comprehension Connections: Bridges to Strategic Reading by Tanny McGregor. Heinemann. Copyright 2007.

Strategies that Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey. Stenhouse Publishers. Copyright 2007.

Tier: Tier 1

Activity - Utilize Reading Street focus walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K - 3 Teachers will utilize a focus wall by implementing the Pearson Reading Street Program. The focus wall will include vocabulary and "amazing words" from texts read each week to allow students to gain a deeper understanding of reading passages.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	No Funding Required	classroom teachers, support staff
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K - 3 will utilize educational technology through classroom subscriptions to Learning A-Z accounts to allow students to develop and strengthen comprehension skills.	Technology	Tier 1		09/01/2017	06/15/2018	\$0	No Funding Required	classroom teachers, support staff
Activity - Comprehension and Fluency Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students K - 3 will make use of comprehension and fluency resources such as retelling aids, comprehension materials, dry erase graphic organizers, file folder games, sequencing activities, and fluency kits.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	General Fund	classroom teachers, support staff

School Improvement Plan

Tipton Academy - PK-3

Activity - Long Passages	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-3 will focus on improving comprehension through reading long passages. Teachers will use various resources, including ReadWorks.org, superteacherworksheets.com, and ReadingA-Z.com, and teacherspayteachers.com to develop and strengthen comprehension and fluency skills.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	Title I Schoolwide	classroom teachers, support staff

Strategy 2:

Intervention and Enrichment - Teachers K - 3 will provide support for struggling readers and enrichment support for those at or above grade level in reading. Teachers will analyze data, during meetings with Curriculum Director, 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 - EBLI - Evidence Based Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K - 3 will be trained in EBLI, Evidence Based Literacy Instruction. Teachers will implement EBLI strategies to improve reading skills.	Direct Instruction	Tier 2	Implement	09/01/2017	06/15/2018	\$5400	Title II Part A	interventionists, classroom teachers

Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K - 3 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	Implement	09/01/2017	06/15/2018	\$0	No Funding Required	all classroom teachers and support staff

Activity - Restructuring Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K - 3 will enhance literacy instruction so students will be proficient on the M-step by 3rd grade.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$85000	Section 31a	Classroom teachers

Activity - Job-Embedded Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Tipton Academy - PK-3

Job embedded modeling, support, and coaching for intervention instruction will be provided to staff in order to establish best practice interventions to students, as appropriate, daily.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	No Funding Required	classroom teachers, support staff
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Activity - Family Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tipton Academy East will host a parent involvement activities through a family and community night. These activities will include specific strategies parents can use to help support their child in reading. In addition parents will learn the importance of their involvement with the school.	Community Engagement	Tier 1	Implement	09/01/2017	06/15/2018	\$500	General Fund	administrators, classroom teachers, support staff

Activity - After School ELA Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-3 will receive additional ELA support through an after school tutoring program on an as-needed basis.	Academic Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$0	Title I Part A	Classroom teachers, support staff

Activity - Summer ELA Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-3 will receive additional ELA support through a summer tutoring program on an as-needed basis.	Academic Support Program	Tier 1	Getting Ready	06/18/2018	08/31/2018	\$0	Title I Part A	Classroom teachers, support staff

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 - PK-3

Teachers K - 3 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	09/01/2017	06/15/2018	\$0	No Funding Required	classroom teachers K - 3 and support staff
Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff K - 3 will use differentiation strategies to meet the needs of all learners whether on, below, or above level, with specific focus on best practices throughout every lesson daily. Teachers will use differentiated literacy centers to meet the needs of all learners.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	Title II Part A	classroom teachers and support staff
Activity - Technology Integration in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K - 3 will implement the use of technology in the classroom to improve students reading ability. To assist teachers with the integration of technology, 6 SMARTboards at \$6500 each and 1 iPad cart with 25 iPads at \$12000 will be purchased.	Technology	Tier 1	Implement	09/01/2017	06/15/2018	\$51000	General Fund	Classroom teachers, 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's on Fire.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$350	General Fund	classroom teachers and support staff
Activity - Literacy Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For all teaching staff literacy professional development will be provided in order to establish best practices in literacy instruction.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	Title I Part A	Classroom teachers, support 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 - PK-3

Activity - Daily Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K - 3 will provide students with time daily to read to self, buddy read, independent read or listen to reading. All K-3 classrooms will receive a subscription to Scholastic News at a cost of \$1,700.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$1700	General Fund	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 K - 3 will participate in at-home reading programs which include: monthly reading logs, Pizza Hut "Book It" program and Reading A-Z.	Parent Involvement	Tier 1	Implement	09/01/2017	06/15/2018	\$0	No Funding Required	classroom teachers, 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 K-3 will have appropriate classroom libraries and reading materials.	Materials	Tier 1	Implement	09/01/2017	06/15/2018	\$0	Title I Part A	classroom teachers, support staff

Strategy 5:

General Ed. Instruction - The General Education teachers will enhance Literacy Instruction in grades K-3 so the students will be proficient on the M-Step by grade 3.

Category: English/Language Arts

Research Cited: State Standardize Testing

Tier: Tier 1

Activity - General Ed.Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers will provide literacy instruction to grades k-3.	Direct Instruction	Tier 1	Implement	09/06/2016	06/13/2017	\$0	Section 31a	All General Education Teachers

Goal 4: All students at Tipton Academy East (K - 3rd) will become proficient in Math.

Measurable Objective 1:

School Improvement Plan

Tipton Academy - PK-3

60% of Pre-K, Kindergarten, First, Second and Third grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 80% in Mathematics by 06/15/2018 as measured by MStep, Global Scholars and Data Director..

Strategy 1:

Strengthening Measurement Skills - Teachers K - 3 will assist students in development of standard and metric units of measurement.

Category: Mathematics

Research Cited: Measurement and Assessment in Teaching (10th Edition) by M. David Miller: Pearson 2008.

Measurement and Assessment in Education (2nd Edition) by Cecil R. Reynolds: Pearson 2008.

Tier: Tier 1

Activity - Hands On Measurement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K - 3 will expose students to authentic measurement tasks through the use of hands-on activities and centers.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	Title I Part A	classroom teachers, support staff

Activity - Measurement Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K - 3 will expose students to a variety of math measurement manipulatives.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	Title I Part A	Classroom Teachers K - 3, Interventionists

Strategy 2:

Intervention and Enrichment - Teachers K - 3 will provide support for struggling students and enrichment support for those at or above grade level in math. Teachers will analyze data, during meetings with Curriculum Director, 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 in math. Students at or above will be provided with opportunities to expand their knowledge.

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 - PK-3

Differentiating instruction for students K - 3 identified in our lower 30%, at level and for our high achieving students.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$0	No Funding Required	Classroom teachers, interventionists, resource staff
Activity - Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated instruction with small group instruction and/or intervention groups with all students K - 3	Direct Instruction	Tier 2	Implement	09/01/2017	06/15/2018	\$50000	Title I Part A	Classroom teachers K - 3, interventionists, resource staff
Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention block will be utilized within the daily schedule to support students K - 3 who are not meeting benchmark and proficiency expectations in math. Students will be identified by NWEA, Illuminate, and grade level assessments.	Academic Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	No Funding Required	Intervention staff, resource staff, classroom teachers
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, K - 3, to constructed response, extended response, 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	Tier 1	Implement	09/01/2017	06/15/2018	\$0	No Funding Required	classroom teachers, interventionists, resource staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be provided with job embedded professional development, conferences and workshops in order to implement best practices in every lesson daily. \$1800 will be allocated for membership into the Schoolcraft Consortium for additional staff and student development.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$1800	Title II Part A	classroom teachers, support staff

School Improvement Plan

Tipton Academy - PK-3

Activity - Math After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-3 will receive additional math support through an after school tutoring program on an as-needed basis.	Academic Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$0	Title I Part A	Classroom teachers, support staff
Activity - Summer Math Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-3 will receive additional math support through a summer tutoring program on an as-needed basis.	Academic Support Program	Tier 1	Getting Ready	06/18/2018	08/31/2018	\$0	General Fund	Classroom teachers, support staff

Strategy 3:

Parent Involvement in Mathematics Instruction - Tipton Academy East 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 the math content area.

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
Tipton Academy East will host a parent meeting to help parents better understand how to help their children in mathematics. We will provide parents training on strategies they can use to help their children.	Parent Involvement	Tier 1	Implement	09/01/2017	06/15/2018	\$500	General Fund	administration, interventionists, classroom teachers, resource staff

Strategy 4:

Technology Integration - Teachers/staff K - 3 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

SY 2017-2018

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School Improvement Plan

Tipton Academy - PK-3

Activity - IXL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents K - 3rd grade will have access to IXL for additional practice and learning.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	No Funding Required	classroom teachers, interventionists, resource staff

Activity - Envision Math Online	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K - 3 will utilize the Envision Math Programs and calculators to enhance the teaching of math lessons. All teaching staff will be training in the Envision Math Program at a cost of \$500.	Direct Instruction	Tier 1		09/06/2016	06/16/2017	\$0	No Funding Required	Classroom teachers, interventionists

Goal 5: For the 2017-2018 school year Tipton Academy East will improve the overall instructional time by supporting students' positive behaviors and character development.

Measurable Objective 1:

collaborate to implement a school-wide PBIS program by 06/15/2018 as measured by records of classroom data and behavior referrals.

Strategy 1:

Program Analysis - The PBIS Team and staff will analyze and communicate/publish behavioral data from grades K - 3 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 K - 3 will work collaboratively with the PBIS team, parents and student to create a behavior plan and/or contract to increase time spent on academic tasks.	Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	No Funding Required	PBIS team, classroom teachers, support staff

School Improvement Plan

Tipton Academy - PK-3

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 East will purchase PBIS posters and positive reward incentives at a cost of \$1500.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$1500	General Fund	PBIS team, classroom teachers, support staff
Activity - Professional Development on Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will attend professional development on classroom management strategies.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$1800	Title II Part A	classroom teachers
Activity - Character Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-3 will be exposed to a year long character development program. The program will utilize children's literature books to teach proper character development.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$1500	Title I Part A	Classroom teachers, support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Informational Science Text	The teachers will utilize science informational texts to increase their understanding of science concepts.	Supplemental Materials	Tier 1	Implement	09/01/2017	06/15/2018	\$2200	All teaching staff.
Measurement Manipulatives	Teachers K - 3 will expose students to a variety of math measurement manipulatives.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	Classroom Teachers K - 3, Interventionists
After School ELA Tutoring	Students in grades K-3 will receive additional ELA support through an after school tutoring program on an as-needed basis.	Academic Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$0	Classroom teachers, support staff
"Just Right" Reading Materials	Use of classroom libraries to access "just right" independent reading materials. All classrooms K-3 will have appropriate classroom libraries and reading materials.	Materials	Tier 1	Implement	09/01/2017	06/15/2018	\$0	classroom teachers, support staff
Character Development	Students in grades K-3 will be exposed to a year long character development program. The program will utilize children's literature books to teach proper character development.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$1500	Classroom teachers, support staff
Summer ELA Tutoring	Students in grades K-3 will receive additional ELA support through a summer tutoring program on an as-needed basis.	Academic Support Program	Tier 1	Getting Ready	06/18/2018	08/31/2018	\$0	Classroom teachers, support staff
Math After School Tutoring	Students in grades K-3 will receive additional math support through an after school tutoring program on an as-needed basis.	Academic Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$0	Classroom teachers, support staff
Literacy Professional Development	For all teaching staff literacy professional development will be provided in order to establish best practices in literacy instruction.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	Classroom teachers, support staff

School Improvement Plan

Tipton Academy - PK-3

Hands On Measurement Activities	Teachers K - 3 will expose students to authentic measurement tasks through the use of hands-on activities and centers.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	classroom teachers, support staff
Math Interventionist	Differentiated instruction with small group instruction and/or intervention groups with all students K - 3	Direct Instruction	Tier 2	Implement	09/01/2017	06/15/2018	\$50000	Classroom teachers K - 3, interventionists, resource staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Classroom Management	Teaching staff will attend professional development on classroom management strategies.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$1800	classroom teachers
Professional Development	All staff will be provided with job embedded professional development, conferences and workshops in order to implement best practices in every lesson daily. \$1800 will be allocated for membership into the Schoolcraft Consortium for additional staff and student development.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$1800	classroom teachers, support staff
Differentiation	All teaching staff K - 3 will use differentiation strategies to meet the needs of all learners whether on, below, or above level, with specific focus on best practices throughout every lesson daily. Teachers will use differentiated literacy centers to meet the needs of all learners.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	classroom teachers and support staff
Professional Development on Next Generation Science Standards	Staff will participate in the Schoolcraft Consortium through various coaching opportunities on the Michigan Science Standards that are relevant to their grade level.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	classroom teachers
Real World Mapping	Students will create various meaningful maps that have real world connections. This can be accomplished through the use of world and US maps.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$0	All teaching and support staff
EBLI - Evidence Based Literacy Instruction	Teachers K - 3 will be trained in EBLI, Evidence Based Literacy Instruction. Teachers will implement EBLI strategies to improve reading skills.	Direct Instruction	Tier 2	Implement	09/01/2017	06/15/2018	\$5400	interventionists, classroom teachers

General Fund

School Improvement Plan

Tipton Academy - PK-3

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Culture of Civility	Create and maintain a culture of civility, where pro-social behavior is taught and reinforced. Tipton Academy East will purchase PBIS posters and positive reward incentives at a cost of \$1500.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$1500	PBIS team, classroom teachers, support staff
Daily Reading Time	Teachers K - 3 will provide students with time daily to read to self, buddy read, independent read or listen to reading. All K-3 classrooms will receive a subscription to Scholastic News at a cost of \$1,700.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$1700	Classroom teachers and support staff
Comprehension and Fluency Resources	Students K - 3 will make use of comprehension and fluency resources such as retelling aids, comprehension materials, dry erase graphic organizers, file folder games, sequencing activities, and fluency kits.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$2500	classroom teachers, support staff
Family Literacy Night	Tipton Academy East will host a parent involvement activities through a family and community night. These activities will include specific strategies parents can use to help support their child in reading. In addition parents will learn the importance of their involvement with the school.	Community Engagement	Tier 1	Implement	09/01/2017	06/15/2018	\$500	administrators, classroom teachers, support staff
Scientific labs	Students will actively participate in scientific experiments, explorations and observations. Students will utilize the scientific process. Students will utilize hands-on science kits.	Other	Tier 1	Implement	09/01/2017	06/15/2018	\$1800	All teaching and support staff.
Book Study	All teaching staff will receive a copy of Teach Like a Champion and Teach Like Your Hair's on Fire.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$350	classroom teachers and support staff
Summer Math Tutoring	Students in grades K-3 will receive additional math support through a summer tutoring program on an as-needed basis.	Academic Support Program	Tier 1	Getting Ready	06/18/2018	08/31/2018	\$0	Classroom teachers, support staff
Parent Math Night	Tipton Academy East will host a parent meeting to help parents better understand how to help their children in mathematics. We will provide parents training on strategies they can use to help their children.	Parent Involvement	Tier 1	Implement	09/01/2017	06/15/2018	\$500	administration, interventionists, classroom teachers, resource staff

School Improvement Plan

Tipton Academy - PK-3

Technology Integration in the Classroom	Teachers K - 3 will implement the use of technology in the classroom to improve students reading ability. To assist teachers with the integration of technology, 6 SMARTboards at \$6500 each and 1 iPad cart with 25 iPads at \$12000 will be purchased.	Technology	Tier 1	Implement	09/01/2017	06/15/2018	\$51000	Classroom teachers, support staff
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Long Passages	Students in grades K-3 will focus on improving comprehension through reading long passages. Teachers will use various resources, including ReadWorks.org, superteacherworksheets.com, and ReadingA-Z.com, and teacherspayteachers.com to develop and strengthen comprehension and fluency skills.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	classroom teachers, support staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
General Ed.Instruction	General Education Teachers will provide literacy instruction to grades k-3.	Direct Instruction	Tier 1	Implement	09/06/2016	06/13/2017	\$0	All General Education Teachers
Restructuring Small Group Instruction	Teachers K - 3 will enhance literacy instruction so students will be proficient on the M-step by 3rd grade.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$85000	Classroom teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Block	An intervention block will be utilized within the daily schedule to support students K - 3 who are not meeting benchmark and proficiency expectations in math. Students will be identified by NWEA, Illuminate, and grade level assessments.	Academic Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	Intervention staff, resource staff, classroom teachers

School Improvement Plan

Tipton Academy - PK-3

Small Group Instruction in the Classroom	Differentiating instruction for students K - 3 identified in our lower 30%, at level and for our high achieving students.	Direct Instruction	Tier 1	Implement	09/01/2017	06/15/2018	\$0	Classroom teachers, interventionists, resource staff
Technology Integration	Teachers K - 3 will utilize educational technology through classroom subscriptions to Learning A-Z accounts to allow students to develop and strengthen comprehension skills.	Technology	Tier 1		09/01/2017	06/15/2018	\$0	classroom teachers, support staff
Envision Math Online	Teachers K - 3 will utilize the Envision Math Programs and calculators to enhance the teaching of math lessons. All teaching staff will be training in the Envision Math Program at a cost of \$500.	Direct Instruction	Tier 1		09/06/2016	06/16/2017	\$0	Classroom teachers, interventionists
IXL	Students and parents K - 3rd grade will have access to IXL for additional practice and learning.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	classroom teachers, interventionists, resource staff
Enhance Core Instruction	A greater emphasis will be placed on exposing students, K - 3, to constructed response, extended response, 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	Tier 1	Implement	09/01/2017	06/15/2018	\$0	classroom teachers, interventionists, resource staff
Targeted Interventions	Teaching staff K - 3 will work collaboratively with the PBIS team, parents and student to create a behavior plan and/or contract to increase time spent on academic tasks.	Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	PBIS team, classroom teachers, support staff
Job-Embedded Professional Development	Job embedded modeling, support, and coaching for intervention instruction will be provided to staff in order to establish best practice interventions to students, as appropriate, daily.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	classroom teachers, support staff
Intervention Block	Teachers K - 3 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	Implement	09/01/2017	06/15/2018	\$0	all classroom teachers and support staff
Utilize Reading Street focus walls	K - 3 Teachers will utilize a focus wall by implementing the Pearson Reading Street Program. The focus wall will include vocabulary and "amazing words" from texts read each week to allow students to gain a deeper understanding of reading passages.	Academic Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	classroom teachers, support staff

School Improvement Plan

Tipton Academy - PK-3

At Home Reading	Grades K - 3 will participate in at-home reading programs which include: monthly reading logs, Pizza Hut "Book It" program and Reading A-Z.	Parent Involvement	Tier 1	Implement	09/01/2017	06/15/2018	\$0	classroom teachers, support staff
Marzano Strategies	Teachers K - 3 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	09/01/2017	06/15/2018	\$0	classroom teachers K - 3 and support staff