



Single Building District Improvement Plan

Francis Reh PSA

Francis Reh PSA

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Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

| 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. A summary document is attached. | Francis Reh 2017-2018 School Improvement Summary |

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Parents and students are involved in the school improvement planning process through small group meetings (parent group), surveys, open discussions (with student groups). Teachers and other academy staff played the largest role. Through the leadership team and whole teaching team meetings, instructional staff review and reflect on current practices to determine the most appropriate and effective strategies and activities to achieve our desired outcomes. Staff surveys and small group/individual conversations also factor into decision making.

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

Teachers: Representation from all grade spans. Our Instructional Coaches were also represented. Responsibilities included - survey participation, data analysis, objective development, strategy and activity selection.

Families: Representation was primarily from K-5 families. Responsibilities included - survey participation, feedback regarding areas of concern and possible strategies for improvement.

Students: Representation from grades 3-8. Responsibilities included - survey participation, feedback regarding areas of concern and possible strategies for improvement.

School Board: Monthly updates received. Entire board approved or rejects the proposed plan.

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

The final plan will be communicated to all stakeholders via meetings, newsletters, and website postings. Stakeholders will receive information on its progress at least 3 times during the 2017-2018 school year.

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?

The comprehensive need assessment was conducted by a variety of stakeholders which included the school leader, instructional coaches, teachers, support staff, office staff, students and parents. We reviewed and discussed data individually and collectively. We used leadership team meetings, staff meetings and professional development sessions to review and analyze the MEAP/M-STEP, MAP and AIMSWeb results. We also analyzed and discussed our survey and perception data at various points throughout the year. Results of the parent surveys were reported back to the parents at a parent meeting.

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?

Results obtained from the comprehensive needs assessment helped to reveal strengths, gaps, and areas of weakness within Francis Reh. As a result, we now have a greater understanding of our student and school community needs and how we can become more organized and successful at educating our students. The results and conclusions pertaining to the student achievement, process, perception and demographic data are outlined in detail below.

-Student Achievement-

Result #1 for Student Achievement (MEAP)

The CNA has helped to reveal strengths, improvement, gaps, and areas of weakness within our academic program. Now that our gaps and weaknesses have been uncovered, we will purposefully create an action plan that targets our greatest areas of weakness and highlights our strengths.

Math results declined on the Fall 2013 MEAP at all grade levels except for Third Grade, representing a downward trend over the last three years (declining on an average of approx. 14% over that period). Understanding fractions was an area of weakness at all grade levels. Additional areas of weakness were: area & perimeter (Fourth Grade); proportionality & similarity (Eighth Grade); and functions & linear equations (Seventh and Eighth Grades). Unlike previous years, female students had a lower proficiency level than male students at the elementary level (grades 3-5), but slightly higher proficiency at the middle school level (grades 6-8). Students new to the academy continue to attain a lower proficiency percentage than Full Academic Year (FAY) students. FRA Math proficiency on the Fall 2013 MEAP was well below the state average, and was less than half of the average proficiency level for Saginaw ISD.

In reading, there has been a steady increase in proficiency (for both all students tested and FAY students) over the last three years: an increase of 1% for all students tested and 5.6% for FAY. Comprehension and narrative text strands continue to be areas of weakness, with students achieving only 50% of the possible points in both domains. Informational text was slightly better, with a school wide average of approx. 56% of possible points. In addition to this, students only attained slightly more than 25% of the possible points for constructed response questions, making this an area of concern as well. Males at the elementary level achieved higher than female students on average, but at the middle school level, female students achieved higher than male students (especially in grades 7-8). FAY students slightly outperformed students new to the academy for the second straight year. There is a gap in achievement between Students with disabilities

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(SWD) and those without a disability of approx. 7%. Although the proficiency level for Reading on the Fall 2013 MEAP was below the state average, FRA proficiency was less than 5% below the average for Saginaw ISD.

In writing (tested in grades 4 and 7), FRA has seen an increase in proficiency over the last three years. There was a 9% increase in proficiency for all students tested compared to the previous year, despite a slight decline (.4%) for FAY students. In general, students were most challenged in the areas of grammar & usage, as well as in the writing process. In terms of constructed responses, students struggled most in responding to a writing sample (attaining only 38% of possible points), as well as narrative writing (56% of possible points). Males in 4th grade achieved slightly higher (5%) than female students; conversely, in 7th grade, males achieved significantly lower (35%) than female students. There is a gap in achievement between SWD and those without a disability of approx. 40%. FRA writing proficiency has been approx. 13% below the average for Saginaw ISD over the last three years.

Science achievement remains low at FRA. On the Fall 2013 MEAP Science assessment, only 3% of all students tested (and 2.2% of FAY) achieved proficiency; this represents a slight increase from the previous year (with 0% proficient), but is a 3.2% decline for FAY compared to Fall 2011. With such a low proficiency level it is clear that all domains are a weakness; Earth science (39% of possible points), science processes (40%) and physical science (42%) are where students struggled most. There was no significant difference in achievement between female and male students in either of the tested grades. The achievement gap between SWD and students without a disability is about 3%. FRA science proficiency has been approx. 14% below the state average and 11% below the average for Saginaw ISD over the last three years.

In Social Studies, there has been a decline in proficiency over the last three years for both all students tested (8.5%) and FAY students (1.8%), with proficiency scores 24% below the state average and 17% below the average for Saginaw ISD over this time. Students continue to struggle in the areas of History (34% of possible points), Economics (35%), Public Discourse and Involvement (36%), and Civics/Government (37%). Female students have achieved below male students over the last three years. The achievement gap between SWD and students without a disability is approx. 3%.

In all core content areas, the bottom 30% did not score proficiently. We also determined that the bottom 30% had considerable overlap with our SWD sub-group. Based on the Fall 2013 MEAP data, Francis Reh PSA receiving a ranking of 20 on the MDE Top-to-Bottom list for 2013-14. This was a drop from 26 for 2012-13. On the Michigan Schools Accountability Scorecard, FRA achieved the status of Orange, meeting targets for Math, Reading and Writing. Similarly this was a drop from 2012-13 in which the academy had a status of Yellow and met targets in Math, Reading, Writing, and Social Studies. Despite the drop on the Top-to-Bottom list, FRA is still ranked 2nd among Saginaw ISD schools with greater than 90% economically disadvantaged students. Additional graphs and charts of MEAP data are available for review at the academy.

Conclusion #1 for Student Achievement (MEAP)

Results from analyzing data revealed that the highest levels of student achievement are in reading and writing. In addition, there is an overall positive trend in reading and writing results at Francis Reh. The content areas of math, science and social studies all face substantial deficiencies, but the overall decline in math results make it the top priority. The data also revealed considerable overlap between the bottom 30% and SWD sub-groups.

Because of the gap between the State and ISD averages and Francis Reh's MEAP results in all content areas, we are carefully reviewing and have selected new ELA and math curriculum for all grade levels. A new science curriculum (LabLearner) was selected in Fall 2013 and its implementation is already positively impacting student achievement results. By providing a detailed and all-encompassing common-core aligned curriculum for teachers and developing systems that support effective and differentiated implementation, we can ensure a

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guaranteed and viable curriculum for all.

Result #2 for Student Achievement (Scantron)

In reading, the average percentile ranking for students in grades 2-8 declined slowly over the past three spring testing cycles. The only grade level that demonstrated overall growth was 4th grade, and that growth was minimal. The average scaled score for all students, grades 2-8 was 2573 in Spring 2012, 2509 in Spring 2013 and 2468 in Spring 2014.

In math, the average percentile ranking for students in grades 2-8 declined at most grade levels since Spring 2012. The only exception is 2nd grade math, in which there was an increase from an average percentile ranking of 15 in 2013 to an average percentile ranking of 35 in 2014. The average scaled score for all students, grades 2-8 was 2461 in Spring 2012, 2390 in Spring 2013 and 2371 in Spring 2014.

Conclusion #2 for Student Achievement (Scantron)

Overall there is a general decline in reading and math scantron scores. This reinforces the math result on the MEAP tests, but stands in contrast to the MEAP reading results. Even with the discrepancy in the results, the relatively low nature of the scores, when compared to similar schools, supports the conclusion of reviewing and selecting new ELA and math curriculum for all grade levels. By providing a detailed and all-encompassing common-core aligned curriculum for teachers to implement, we can ensure a guaranteed and viable curriculum for all. Once staff are training and the curriculum is in place, we will better be able to determine how to meet the needs of students who are consistently performing below expectations.

Result #3 for Student Achievement (AIMSWeb)

Students in grades K-8 take the grade level appropriate reading and math assessments. Kindergarten students take the LNF, LSF, PSF and NWF early reading measures, they also take the OCM, NIM, QDM and MNM early math measures. The PSF, NWF, QDM and MNM are only taken during the winter and spring benchmark testing periods. 1st Grade students take the RCMB (beginning in the winter of each year) and the M-COMP measures. Students in grades 2-8 take the RCBM and M-COMP measures three times per year (fall, winter and spring).

Kindergarten students consistently improved over the course of the year for the past two school years. During the 2012-13 school year, the percentage of students score in the tier I range increase from 51 to 54 on the LNF measure and from 68 to 82 on the OCM measure. Some of the more challenging measures showed inconsistent or minimal growth and/or decline. During the 2013-14 school year, the percentage of students scoring in the tier I range increase from 60 to 70 on the LNF measure and 53 to 76 on the OCM measure. The NIM percentage of students scoring in the tier I range increased from 47% to 62%. In general the percentage of students scoring in tier 3 decreased from the beginning to the end of the school year.

1st grade students improved considerably from Winter 2013 to Spring 2013 on the RCBM measure. During the Winter 2013 testing window 32% of students scored in the tier I range and by the Spring 2013 testing window 59% of students scored in the tier I range. the percentage of students scoring in the tier 3 range decrease from 34 to 15 during that same window. During the 2012-13 school year results on the M-COMP measure remained consistent, with 24% scoring in the tier 1 range. There was considerable improvement in the percentage of students scoring in the tier 3 range, with only 32% falling into tier 3 during the Spring 2013 testing window, this improved from 56% scoring at a tier 3 level during the Winter 2013 testing window. 2013-14 results were less positive because they did not reflect the same level of growth over the course of the year. During the Winter 2014 window 41% of students scored in the tier I range and that only increased to 43% for the Spring 2014 testing window. On the 2013-14 M-COMP test 34% scored in the tier I range during the Fall 2013 test and only 22% scored in the tier I range on the Spring 2014 benchmark.

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In general, students in grades 2-8 made considerable improvement on their RCBM and M-COMP measures over the course of the year during both the 2012-13 and 2013-14 school years. In 13 of 14 opportunities over the past two years a higher percentage of students scored in tier I during the spring benchmark than the fall of that school year on the M-COMP measure. The only exception was the 4th grade results in 2012-13, where 40% of students scored in tier 1 during the fall testing window and 39% scored in tier 1 during the spring testing window. A similar trend holds true for the R-CBM measures, where again in 13 of 14 opportunities the percentage of students scoring in tier I was higher in the spring than the fall of that same school year, the only exception being the 7th grade students during the 2013-14 school year; where 35% of students scored in tier 1 during the fall testing window and 32% scored in tier 1 during the spring testing window.

Conclusion #3 for Student Achievement (AIMSWeb)

The results of the AIMSWeb assessments are analyzed more closely at the early elementary levels, since at those levels they are a more accurate reflection of grade level progress. As the students progress into more challenging grade level content the AIMSWeb indicators are no longer an accurate reflection - since they only measure basic skills. Our results confirmed what we understood through other indicators, that we needed to address staffing issues in our Kindergarten and 1st grade classrooms. The programs themselves were not the issue, but the teachers and support staff were able to sufficiently support our youngest students in mastering core reading and math skills.

-Program/Process-

Results for Program/Process #1 (Interim Self-Assessment)

We reviewed all components of the Interim Self-Assessment with school staff and did find that some areas scored higher than others. Purpose and Direction both scored an average of 3, where Governance and Leadership scores a 3.67. Specific indicators that scored a 2 were:

3.7 - Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

3.9 - The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

5.4 - The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Conclusion for Program/Process #1 (Interim Self-Assessment)

Overall Francis Reh has continued to grow in all 5 standard areas. Results from the February 2014 Interim Self-Assessment indicate that Teaching and Assessing for Learning standard provides the most room for growth, with two separate indicators scoring 2.

Results for Program/Process #2 (Leadership Academy)

During the 2013-14 school year, Francis Reh participated in Saginaw ISD's Rtl Leadership Academy. During this process, our core group of teacher leaders reviewed at length our culture, curriculum instruction, and assessment practices. During this time we also conducted multiple surveys with students and staff to determine the understandings and beliefs about systems, programs and practices. The end result

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was an action plan that informs future school improvement efforts.

Conclusions for Program/Processes #2 (Leadership Academy)

By the end of the Leadership Academy process, our team determined that we had critical gaps in the areas of culture, curriculum, instruction, and assessment. Based on those gaps we developed an action plan that filled in outstanding holes and also established new processes that will support success for all stakeholders of the Francis Reh school community. The action plan is available for review at the academy.

-Perceptions-

Results and conclusions of the staff, student and parent perception data are detailed below.

Staff Perceptions were collected with the AdvancED Staff Survey Tool. The follow percentages agreed or strongly agreed with the questions in the 5 standard areas:

Purpose and Direction - 92.68%

Governance and Leadership - 87.56%

Teaching and Assessing for Learning - 70.26%

Resources and Support Systems - 82.05%

Using Results for Continuous Improvement - 87.18%

The area that requires the most attention is the Teaching and Assessing for Learning, which aligns with the Interim Self-Assessment results. It's also important to note that of the 70.26% that agreed or strongly agreed to the questions in Teaching and Assessing, only 17.18% strongly agreed, the majority only agreed. Teaching and Assessing for Learning was also the only standard where any of the questions elicited a disagree response of over 10%.

17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of our students - 15.38% disagree

30. In our school, staff members provide peer coaching to teachers - 15.38% disagree

31. In our school, a formal process is in place to support new staff members in their professional practice - 25.64% disagree

Based on these results, we will develop better "on-boarding" process for new staff, especially those joining the Francis Reh team after the typical August start date. We will also communicate more effectively about the coaching provided to staff and provide and follow-up on meaningful professional development that supports staff in providing effective differentiation and interventions in the classroom.

Student perceptions were collected via classroom surveys and small group discussions. The results and conclusions are listed below.

Students consistently noted their concern about the lack of respect between other students and between students and staff. They would also like to see improvement in the opportunities that Francis Reh provides for their families to become involved and for increased differentiation to better meet their individual learning goals and needs. Students also desired that the school facility and ground are maintained better.

Based on these results, we will review multiple character education/classroom management models and determine which would be a "best

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fit" for Francis Reh. Students and staff will receive the necessary professional development to implement the program successfully. We will also review the custodial processes in place and make the necessary changes to maintain a facility that lives up to the students expectations.

Parent perceptions were collected with a school survey and via the monthly feedback time at the parent meetings.

Overall, parent feedback was quite positive. The areas that had more negative responses than others were specifically regarding how discipline is handled and the need for more consistent communication about upcoming events. Parents would also like there to be a greater focus on individualizing instruction, helping the parents understand their child's progress and strengthening the understanding that students have between what they are learning and how it's relevant to their everyday life.

Through all of the survey results there was a consistent theme with students, parents, and staff desiring a more individualized approach to student learning. We believe that this can be achieved with specific and targeted professional development about differentiation and interventions in the classroom. We can increase student/parent understanding of and appreciation for the differentiation taking place by having them play a larger role in the tracking of their academic results and setting goals based on those results.

-Demographics-

Francis Reh has an enrollment of 460 students K-8, plus an additional 32 preK students. Our school is located on the east side of the city of Saginaw. Our student population identifies as 85% Black, 12% Hispanic/Latino and 3% White. About 90% are economically disadvantaged (although we know the actual percentage to be higher) and the annual attendance rate is just over 90%. About 14% of the student population are disabled and have an active IEP.

A substantial number of students were absent for 10 or more days last year, negatively impacting their academic progress and the overall achievement of the school. Suspensions were also high because of chronic negative behavior patterns demonstrated by over 20% of the student population.

Staff at Francis Reh consists of the following:

- 2 preK teachers
- 3 preK assistant teachers
- 2 Kindergarten teacher
- 2 First Grade teachers
- 2 Second Grade teachers
- 2 Third Grade teachers
- 2 Fourth Grade teachers
- 2 Fifth Grade teachers
- 2 Sixth Grade teachers
- 1 Middle School ELA teacher
- 1 Middle School Math teacher
- 1 Middle School Science teacher
- 1 Middle School Social Studies teacher
- 3 Special Education teachers
- 1 Elementary Science teacher
- 1 Physical Education teacher
- 1 Art teacher

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.5 Music teacher
2 Title I teachers
6 Para-professionals
4 LRE aides
6 Transportation aides
1 Food Service Director
5 Food Service Staff
3 Custodians (2 FTE and 2 .5 FTE)
1 Assessment Coordinator
1 Technology Coordinator
1 Office Manager
1 Student Enrollment and Data Coordinator
2 Instructional Coaches
1 School Leader

The experience levels of the teachers vary substantially, as detailed below:

| | |
|------------|-------------|
| 0-3 years | 7 teachers |
| 4-8 years | 7 teachers |
| 9-15 years | 10 teachers |
| 15+ years | 5 teachers |

The different experience levels of the teachers bring varied strengths and challenges. Teachers new to the field bring a passion to make a difference in the lives of their students. They also frequently have boundless levels of energy and are willing to do "what ever it takes" attitude. What they lack is the toolkit and experience that more seasoned teachers have. Our teachers with the most consistently positive student achievement results fall into the 4-8 and 9-15 years of experience.

In conclusion, we must determine what school-wide programs we can implement to improve student participation and success in the classroom. The high percentage of student demonstrating behavior challenges is increasing student suspension rates and negatively impacting achievement. Not only are the suspended students out of the classroom, not learning, those same students are negatively impacting engagement and focus in the classroom overall. By improving classroom management systems, provide meaningful and effective professional development for staff in these areas and establishing effective supports for our challenging students we can improve student outcomes for all.

-Overall Conclusions-

Achievement scores are low across the board and in many content areas far below the State average. An area of particular concern is math, since it has a downward achievement trend over the past 3 years. Selection of a rigorous, comprehensive and common-core aligned curriculum for both ELA and math will provide teachers with the materials and content they need to ensure a guaranteed and viable curriculum for all students. The new science curriculum that was selected in Fall 2013 is already impacting internal science achievement in a positive manner.

The process of on-going school improvement was strengthened by Francis Reh's participation in the Saginaw ISD's Rtl Leadership Academy. A small team of dedicated teachers delved deeply into academic, process, perception and demographic data and developed an action plan that will serve Francis Reh well into the future. As detailed in the action plan, a significant amount of focus is being placed on

Teaching and Assessing for Learning.

Perception results are critical to the needs assessments, because even when we make positive and impactful changes, if those changes are not received by the stakeholders and perceived as being positive, then they will not make the impact we need them to make. There was a consistent trend throughout the perception data, all stakeholders agreed about the need for increased differentiation during instruction.

Demographic results highlight that we serve a economically disadvantaged population that has exhibited challenging behaviors and high suspension rates. Based on this information, we need to determine what school-wide classroom management and behavior support program would be a best fit and support students in making choices that allow them to stay in class and learning. On-going supports must also be provided to staff, so that practices can be maintained and enhanced over the course of the school year and beyond.

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.

Our school goals are based on the results of the MEAP and Scantron results and the gaps identified during the CNA process. As we develop goals, we will use the CNA as a focus to ensure that we create and align goals based on priority needs and overall success.

Student Achievement Goals

1. All students at Francis Reh will demonstrate proficiency in reading.
2. All students at Francis Reh will demonstrate proficiency in writing.
3. All students at Francis Reh will demonstrate proficiency in math.
4. All students at Francis Reh will demonstrate proficiency in science.
5. All students at Francis Reh will demonstrate proficiency in social studies.
6. Francis Reh will develop and maintain a school culture that fosters learning, engagement and achievement.

We will support increase achievement through:

- specific objectives for students with disabilities.
- an overall focus on a positive and engaged school culture.
- a targeted focus on strengthening tier I standards-based instruction in ELA and math with newly adopted curriculum and pacing guides.
- individualized, data driven instruction.
- academic interventions at all tiers

Professional development will be provided in the following areas:

- need based instructional coaching
- high-yield instructional strategies
- process writing
- rigor, relevance and relationship framework
- standards-based instruction and the instructional learning cycle
- teaching common core math
- differentiation in the classroom

- teamwork and communication
- PX2, Responsive Classroom and PBIS frameworks

Our students with disabilities subgroup is served by our special education teachers, classroom teachers, and LRE aides. Special education teachers and classroom teachers meet weekly to review each child's progress towards meeting and ensure that they are making appropriate progress towards meeting their IEP goals.

Our bottom 30% subgroup are served by our classroom teachers, title I teacher, and para-professionals. Individualized, data-driven instruction is provided in small classroom groups and individualized interventions are provided by the title I teachers. Progress is measured by school-wide 3X per year benchmarks and additional progress monitoring as determined based on the needs of individual students.

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?

The academic goals that we have created are based on the results of the MEAP and Scantron data, taking into account the process, perception and demographic data. They are focused on the achievement levels of all students. Most of the measurable objectives are also focused on the needs of the entire school population and the implementation of effective tier I instruction. The school-wide culture goal is based on our demographic and perception data in particular, with an end focus of increasing student achievement.

Specific objectives have been developed for ELA and math to focus on the progress and achievement of students with disabilities. The activities focus on individualized, data-based instruction. Web-based programs support individualization connected directly to each students NWEA MAP results. Title I teachers and para-professionals provide support for individual students and small groups both inside and outside of the classroom.

Component 2: Schoolwide Reform Strategies

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

The comprehensive school-wide reform strategy of Multi-Tiered Systems of Support provides a framework for the three tiers of academic instruction.

Tier I is inclusive of all students and works to provide a guaranteed and viable curriculum. We will focus on high-quality Tier I instruction through the full implementation of a common core aligned curriculum and standards based instruction. High-yield strategies (such as Marzano's 9) will focus teachers on the best instructional methods. Instructional and data coaches will help teachers plan and evaluate throughout the year. The differentiation provided in Tier I will support engagement and meet the needs of most students. Our rigorous curriculum provides a very clear framework for teachers ("the what") and allows them to focus on differentiation and supports ("the how").

Tier II focuses on interventions that are provided within the classroom. Para-professionals push-in and support the classroom teacher with the implementation of teacher prepared direct instruction. These small groups also allow teachers and para-professionals to embrace the variety of learning styles present in their classrooms by providing games, hands-on activities, and collaborative learning experiences. Web-based programs, such as Reading Eggs, Reading Eggsspress, Moby Max and Study Island also provide individualized learning opportunities for students.

Tier III focuses on our highest need students. Interventions are provided by Title I teachers in either a push-in or pull-out setting. Students are diagnostically assessed to determine the core reading or math issue and appropriate leveled progress monitoring tracks growth.

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).

Our school-wide reform strategy of Multi-Tiered Systems of Support and the corresponding strategies are research-based.. Our focus on high-quality Tier I instruction will increase the quality and quantity of instruction for all students. Our classroom teachers are provided 120 minutes of ELA and 90 minutes of math instruction time. These instruction windows provide ample time for the small group instruction and individualization that occurs in both Tier I and II. Weekly classroom lesson plans integrate details about differentiated centers, which are implemented by both classroom teachers and para-professionals. Weekly grade level planning meetings provide time for grade level teachers and para-professionals to confer on the successes and challenges they are facing while implementing Tier I instruction and Tier II small groups. This time also allows teachers to compare their progress in curriculum instruction to the academy's established pacing guides and make the necessary adjustments so that all content can be addressed over the course of the year.

Tier III interventions are provided by Title I teachers and are unique to each child's needs. These interventions tend to be focused on core reading and math skills that will help the student progress in the general education curriculum. Each student's progress is tracked through regular progress monitoring. A student is referred for Tier III interventions through the CAT (collaborative action team) process. This team, that consists of the school leader, social worker, title I, special education and general education teachers and school psychologist, meets bi-weekly to review new and existing cases. Parents are also invited to the CAT meetings and are encouraged to play an active role in their

child's progress.

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

Our CNA identified we were low in all areas, most critically reading and math, so we selected a the Multi-Tiered Systems of Support model to best reach students functioning in all levels. MTSS will also support growth in science and social studies because of an intentional focus on integration of non-fiction reading into all tiers of intervention. The research based strategies in the school-wide plan align with the findings of the comprehensive needs assessment in the following ways:

High-Quality Tier I Instruction is a critical component of an effective MTSS model. Because of the low achievement results in all content areas, we determined that the most effective strategy is to ensure high-quality Tier I instruction. An intensive focus is being placed on developing and sustaining systems that address high-quality, differentiated Tier I instruction. Through this process we will meet the needs of the majority of our students. By providing common-core aligned curriculum and standards based instruction as a foundation for teachers, they are able to focus their valuable time and energy on differentiating Tier I instruction to meet the diverse needs of their students. An intentional focus on informational text strengthens student reading and comprehension skills and improves ELA proficiency that will in turn support higher achievement levels in all other content areas, including science and social studies.

The Tier II interventions are based on each student's NWEA MAP, and AIMSWeb data. They are generally conducted in a small group center format and are provided by classroom teachers and para-professionals. Tier II interventions focus on supporting students who are 1-2 years behind and specifically address the skill gaps that prevent students from successfully in attaining grade level content.

Tier III interventions are provided by Title I teachers. Individualized interventions are selected to meet the needs of our most at-risk students and are specifically focused on bringing students closer to grade level.

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.

Tier III interventions are provided for our students who need the most instructional support. With the exception of students with disabilities, there is no one subgroup that is struggling more than another. Tier III interventions are implemented by our Title I teachers and provide targeted support based on NWEA MAP, AIMSWeb and other diagnostic assessment data. Generally, Tier III interventions focus on phonics,

phonemic awareness, fluency and math computation skills that impact future learning in all content areas. Tier III interventions include: Reading A-Z leveled readers with weekly progress monitoring, Read Naturally, Reading Eggs, Words Their Way and targeted focus on specific math skills (i.e. - adding with regrouping, place value to 1000, multiplying thru 4's, etc...).

Tier II interventions are provided for our students who are not currently attaining proficiency at grade level, but are not more than two to three years behind (depending on grade level). Tier II interventions are provided by classroom teachers and para-professionals in a small group format and generally occur inside the classroom. Teachers prepare interventions based on the NWEA MAP and AIMSWeb assessments. Tier II interventions focus on core reading and math skills in the lower elementary grades and then transition to focusing on more specific reading and math skills and standards at the upper elementary, middle and high school levels. Reading A-Z leveled readers with bi-weekly progress monitoring, Reading Eggs and Reading Eggspress, Words Their Way, Study Island Individualized Learning Paths and targeted focus on specific math skills.

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

Francis Reh determines that the needs of our lowest performing students are being met through the CAT (collaborative action team) process. To identify if a student is at risk we first look at the state assessment and our bottom 30%, then our NWEA MAP and AIMSWeb interim assessments, grade level common assessments and feedback from the teacher(s) and parent. Our team then determines based on the scores, teacher recommendations, etc. which are the lowest students that need to be served. CAT meetings provide an opportunity for the school leader, classroom teacher, title I teacher, social worker and school psychologist to review progress monitoring results, as well as any updated benchmark testing data. Parents are also invited to the CAT meetings, so they can play an active role in supporting their child's progress. Students who demonstrate considerable progress may be transitioned to Tier II classroom based interventions. Students who after an extended period of time are not making adequate gains may be referred for special education testing.

Similarly, new students are referred to the CAT team throughout the school year based on their progress in Tier II interventions and updated benchmark assessment results. If deemed necessary by the team, Tier III interventions are instated and the cycle of intensive support begins.

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 instructional paraprofessionals meet the NCLB requirements for 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 teachers meet the NCLB requirements for highly qualified. | |

Component 4: Strategies to Attract Highly Qualified Teachers

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

The Academy anticipates approximately a 20% teacher turnover rate from the 2016-2017 to the 2017-2018 school year. This includes changes in position, but retention within the academy. The majority of the turnover is due to performance-related terminations.

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

The experience level of the teachers vary substantially, as detailed below:

0-3 years=4 teachers

4-8 years=10 teachers

9-15 years=7 teachers

15+years=4 teachers

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

Francis Reh is committed to hiring and retaining high-quality, highly qualified teachers. Teachers are provided a positive working environment that encourages participation in the decision making process. The building is safe and all staff are trained in emergency procedures. Teachers are provided a wide variety of professional developmental opportunities.

ATTRACT: Our management company, Leona Group, partners with various universities to recruit and hire high quality, highly qualified teachers.

ATTRACT: Competitive salaries are offered along with fringe benefits and bonuses when hiring new staff.

ATTRACT: New teachers are offered the New Teacher Academy through Leona group.

ATTRACT: We offer ongoing and job embedded professional development opportunities to attract teachers.

ATTRACT: We offer a safe building and all of the staff are trained in emergency procedures.

ATTRACT: We provide a positive work environment which promote teacher growth.

ATTRACT: We provide various opportunities for leadership within the school, such as School Improvement.

RETAIN: We offer staff raises and bonuses, with their competitive salary.

RETAIN: We work diligently to improve or school climate and culture to retain highly qualified teachers.

RETAIN: We maintain a safe building and provide training for staff in emergency procedures.

RETAIN: Staff receive professional development opportunities often, and are provided with ongoing job embedded professional PD in the form of an Instructional Coach.

RETAIN: Teachers are offered leadership opportunities within the School Improvement process.

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

Francis Reh is a single building district. The initiatives used by the academy and the district are the same:

ATTRACT: Our management company, Leona Group, partners with various universities to recruit and hire high quality, highly qualified teachers.

ATTRACT: Competitive salaries are offered along with fringe benefits and bonuses when hiring new staff.

ATTRACT: New teachers are offered the New Teacher Academy through Leona group.

ATTRACT: We offer ongoing and job embedded professional development opportunities to attract teachers.

ATTRACT: We offer a safe building and all of the staff are trained in emergency procedures.

ATTRACT: We provide a positive work environment which promote teacher growth.

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RETAIN: We maintain a safe building and provide training for staff in emergency procedures.

RETAIN: Staff receive professional development opportunities often, and are provided with ongoing job embedded professional PD in the form of an Instructional Coach.

RETAIN: Teachers are offered leadership opportunities within the School Improvement process.

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?

One initiative the school has implemented to attempt to lower the turnover rate is by improving our schools' climate and culture. We are using the Pacific Institutes PX2 program to foster a growth oriented school culture. Teachers are given more frequent opportunities to meet with school leadership to discuss their successes, challenges and concerns.

We have also been providing more in depth job-embedded PD by utilizing the Instructional Coaches to help teachers improve upon their weakness and celebrate their successes within the classroom. This approach is helping our teachers understand that this is a growth process to identify instructional strengths and weaknesses.

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.

In the past, the academy has received professional development in Re-Balanced Literacy and the Learning Focused Balanced Achievement model. There has also been professional development in Singapore Math, Classroom Management, and Crisis Intervention. During the 2017-2018 school year, the academy will focus on professional development about the MTSS model, standards-based instruction and the instructional learning cycle, data analysis and use, formative assessment and developing and sustaining a positive classroom & school climate and culture.

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

Professional development is sustained and ongoing. Substantial professional development is provided up-front in August and then monthly throughout the year. Teachers also participate in PD session during bi-weekly staff meetings. The teacher leader team, school leader and instructional coaches will monitor and review implementation during bi-weekly meetings.

Professional Improvement Plans are developed with teachers who are not meeting standards in any area. Our instructional coaches works closely with those teachers to measure the progress being made on those plans.

Outside presenters are available for follow-up via phone and e-mail to reinforce teacher learning and implementation of concepts.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|---|
| | 3. The school's Professional Learning Plan is complete. | Yes | The academy's tentative professional learning plan for the 2016-2017 school year is attached. | 2017-2018 Professional Development Plan |

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the school-wide plan through participating in surveys and informational/open feedback sessions. Our experience has been that our families are more comfortable focusing on the behavioral and technical/safety issues. Over the course of the 2017-2018 school year, we will work intentionally to increase parent and family engagement in the academic components of Francis Reh.

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

Parents will be involved in the implementation of the school-wide plan through their participation in monthly parent group meetings, participation in curriculum nights and open homework sessions. Parents interested in volunteering will be provided opportunities that involve them at their comfort level. Surveys will ask for their feedback specific to the culture, curriculum, instruction and assessment components of the school-wide plan.

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 completing surveys about the culture, curriculum, instruction and assessment components. We will ask for their direct feedback in parent group sessions and other parent involvement opportunities. At the end of the year we will invite parents to participate in a review session about the overall effectiveness of the plan and proposed changes for the next school year.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------------------------|--|
| | 4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? | Yes | Yes, please see attached. | 2017-2018 Parent Involvement Plan/Policy |

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

The activities are carried out via parent/family activities, during conferences, and with the support of newsletters and other written forms of communication (website, facebook, etc...). In addition, during the 2017-2018 school year the Academy will host grade span curriculum nights.

ESEA 1118 (e) 1-5. 1118 (e) (1) Provide information and assistance to parents regarding the state and local academic standards and assessments

To ensure that parents are informed about academic standards and assessments, Francis Reh Academy will provide the following:

- Parent Conferences
- Annual Title 1 Meetings (Academic and Behavioral Expectations are discussed)
- Parent copy of Grade Level Content Expectations provided at orientation

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- WIDA results for ELL students sent to parents
- M-STEP results for parents/families and students
- Parent Community Togetherness Meetings (some agendas are focused on data dissemination)
- Local assessment information (NWEA MAP and AIMSWeb) shared with parents at conferences
- Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need.

Information will be shared with parents as appropriate.

- Support Instructional Staff (Special Education/ Instructional Coach) available at conferences to provide information and answer questions about assessments
- Curriculum Nights (Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential)

1118 (e) (2) Provide materials and training to parents

Francis Reh offers training and materials to parents through the following events and activities:

- Academic Activity Nights (childcare provided)
- Transition to Pre-K/Kindergarten Parent Night (childcare provided)
- Orientation
- Annual Title 1 Meeting
- Parent Workshops (childcare provided)
- Make IT - Take IT Parent/Family Night (Educational Games)
- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed
- Summer Reading Program
- Weekly school newsletters/Classroom newsletters/School publications
- Parent Engagement Resources
- Parent Community Togetherness Meetings (various presenters expound on issued impacting student progress)
- School Website Parent Tab - provides parents with materials and resources to help their child achieve success

1118 (e) (3) Educate teachers, Title I staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent

- Francis Reh values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact. Administration will in-service teachers on how to utilize school website to post classroom newsletters and add materials and resources to the Parent Tab.

1118 (e) (4) Coordinate parent involvement with other programs

Francis Reh Academy will work to coordinate programs to ensure success for all:

- Transition to Kindergarten: activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations
- Partnerships with a multitude of community organizations are established in working with families to ensure success for all
- Great Start Readiness Program/Head Start preschool program located in our school that prepares students for Kindergarten expectations
- Parent Volunteers
- Health and Wellness Carnival
- Parent Community Togetherness Meetings/Team

1118 (e) (5) Inform parents of school and parent programs in a timely and practical format in a language they can understand

Francis Reh Academy will make every effort to support our parents and make sure their needs are met:

- Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more

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positive parent involvement

Offer material in "parent-friendly" language

1118 (e) (14) Provide support for parental involvement at their request

Francis Reh Academy will make every effort to support our parents and make sure their needs are met:

- Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement

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

Francis Reh Academy will provide:

- Flexible meeting times
- Handicapped Accessible Facilities
- Home Visits
- Phone Conferences (Bilingual Interpreter, as needed)
- School Newsletter/Classroom Newsletters written in a language parents can understand
- Accommodations for parents with disabilities (deaf, blind, etc)
- Collaboration with community agencies; i.e., Community Mental Health
- Transportation Assistance

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

The school will conduct, with the involvement of parents, an annual evaluation of the contents and effectiveness of the parental involvement plan on improving the academic quality and reducing the barriers to support greater parent participation. Parents, staff and other stakeholders complete surveys and participate in meetings where academic, process and perception data is reviewed and the plan is evaluated.

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

The results will be used as we continue to improve the Title I school-wide program. During the 2017-2018 school year, additional family activities will further develop parent understanding of grade level expectations and provide opportunities for students and their families to learn together.

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

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The school-parent compact (agreement) was developed based on feedback from parents, staff and academy leadership. It is reviewed annually and adjustments are made as needed.

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

The compact (agreement) is reviewed at conferences and individualized goals are established based on the student's current achievement and behavioral data. During the spring conferences, the compact is reviewed and all parties evaluate what progress has been made towards the student achieving their goals.

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

The same format is used during conferences with our middle school students.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------------------------|---|
| | The School's School-Parent Compact is attached. | Yes | Yes, please see attached. | Parent Student School Agreement 2017-2018 |

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

Parents are informed of their child's academic assessment results through the use of report cards, progress reports, parent-teacher conferences and M-STEP progress reports. Distribution of the M-STEP results is coordinated with the parent group meeting, so parents can receive their child's scores and academy staff is on-hand to address concerns or answer any questions. Parents of students with disabilities also receive a copy of their child's IEP and attend meetings to review the plans and its goals. All communication, both in-writing and face-to-face, is in a format and language that the parents can understand. Forms that may be challenging to interpret are reviewed at conferences or parent meetings with the support of the school staff.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Francis Reh provides a grant-funded 4 year-old preschool program. By providing this full-day preschool program for local families, Francis Reh is clearly establishing its commitment to preschool age children. This high-quality preschool program provides our youngest students for their academic futures. Multiple opportunities are provided for the preschoolers to visit the kindergarten classrooms and become comfortable with the settings are the teachers. Francis Reh also opens up Kindergarten round-up activities to the entire Saginaw community, so that non-Francis Reh preschoolers and their families can attend, learn about our program.

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?

Preschool teachers are fully trained on the HighScope preschool curriculum. This research based curriculum provides students with the necessary skills to be ready for kindergarten, in a developmentally appropriate format. Preschool parents participate in quarterly parent groups sessions, which include frequent communication about kindergarten readiness skills. Parents also review the skills and their child's progress during school based conferences (2 times per year) and home visits (2 times per year). Parents are provided activities that they work on with their child at home to reinforce kindergarten readiness skills.

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?

The Leadership Academy team, which is made up of 5 teachers, the instructional coaches and the school leader play the most active role in determining which school-based academic assessments will be used and how they will inform instruction and evaluation (of both programs and teacher). Data teams also review assessment data and make decisions about necessary and appropriate interventions. Academy leadership practices an open-door policy and actively solicits feedback from staff in multiple formats (discussion, surveys, etc...)

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

All teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students. Classroom teachers have access to M-STEP, NWEA MAP, and AIMSWeb assessment results. This data along with unit and quarterly benchmark assessment results determine necessary instruction at a grade level or for individual classrooms. The school improvement team also reviews school-wide data results to determine data trends and make decisions about school-wide strategies and activities. The ILC facilitator works directly with the grade level teams to analyze the results and develop a re-teaching plan to support students in gaining mastery on the most critical grade level objectives.

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.

Francis Reh determines that the needs of our lowest performing students are being met through the CAT (collaborative action team) process. To identify if a student is at risk we first look at the state assessment and our bottom 30%, then our NWEA MAP and AIMSWeb interim assessments, grade-level common assessments, and feedback from the teacher(s) and parent. Our team then determines based on the scores, teacher recommendations, etc. which are the lowest students that need to be served. CAT meetings provide an opportunity for the school leader, classroom teacher, Title I teacher, social worker and school psychologist to review progress monitoring results, as well as any updated benchmark testing data. Parents are also invited to the CAT meetings, so they can play an active role in supporting their child's progress. Students who demonstrate considerable progress, based on weekly progress monitoring results and updated benchmark data may be transitioned to Tier II classroom-based interventions. Students who after an extended period of time are not making adequate gains may be referred for special education testing. Similarly, new students are referred to the CAT team throughout the school year based on their progress in Tier II interventions and updated benchmark assessment results. If deemed necessary by the team, Tier III interventions are instated and the cycle of intensive support begins.

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?

Timely, effective and additional assistance is provide to students who are experiencing difficulty in mastering the State's academic assessment standards via: General education teachers service all students and are the first level of support for students who are not mastering state standards.

Title I Teachers: provide Tier III ELA and math interventions for our highest need students K-8. Science and social studies support is provided through a focus on informational text. Students receiving Tier III interventions spend at least three 45 minute sessions with their Title I teacher per week. Groups do not exceed three students and the highest need students are receiving 1-on-1 intervention. Some Tier III students are also receiving additional support from their grade level para-professional. This additional layer of support is determined by the Collaborative Action Team.

Para-Professionals: assist students with remediation of previously not mastered standards in core curriculum areas (Tier II), support classroom teachers by providing differentiated instruction opportunities in the classrooms and assist with whole group and small group instruction, allowing for greater differentiation. In grades K-2, there is one para-professional per grade level (two classrooms). This allows about 3 hours per classroom, per day of additional support at the early elementary level. In grades 3-5, there is a team that pushes in during a planned time to support with differentiation, remediation and "teaching up". This allows for about 1 hour per classroom, per day of additional support. At all grade levels, para-professional schedules are built around small group instruction center time frames or other leveled instruction time frames. Remediation support in grades 6-8 is provided for ELA and math during a built-in intervention class. Data is

used from school-wide and content area assessments to determine focus areas.

Summer School: the summer school program is offered to K-8th grade students who are struggling with attaining standards mastery. Instruction is provided by highly-qualified staff and is focused on reading, writing, math, science and social studies skills and concepts. Summer school is held for a total of three weeks at four hours per day.

After-School Tutoring: K-8 teachers volunteer their time to work with individuals or small groups of students after-school on Tuesdays, Wednesdays, and Thursdays. Because this additional support is provided by the student's teacher, there is a keen awareness of exactly what the student needs to focus on to either catch-up and/or mastery grade level content. In some circumstances, parents or other family members also participate in the tutoring sessions so they are better able to help their child at home.

Differentiated Instruction: Teachers embed differentiated practices in instructional delivery with leveled word study groups, math groups according to achievement goals and leveled reading materials in science and social studies. This happens on a daily basis in the all grade levels.

Web-Based Programs: Reading Eggs/Reading Eggspress provide our K-5, students with disabilities and other very high-need students with leveled interventions and immediate feedback. Study Island and Moby Max provide 3rd-8th grade students with reading and math remediation/acceleration at their independent level (as determined by NWEA MAP testing). Students use the Reading Eggs/Reading Eggspress programs at least 3 days per week - generally when working in center rotations. Students in grades 3 and up use the Moby Max Individualized Learning Plan at least 3 days per week as well. This occurs either in computer rotations in the classroom or during computer lab time for the entire classroom. Reading Eggs/Reading Eggspress, Moby Max, and Study Island can also be used away from school, either at home, in the library or anywhere when there is access to the internet.

Teacher Planning: provides a consistent time for grade level teams to work together and develop aligned, differentiated lessons that meet the needs of all three tiers in the classroom. Separate weekly meetings between special education teachers and classroom teachers provide the necessary time to review the needs and functioning of SWD students. In both cases, adjustments can be made quickly to support growth. Grade level teams meet at least twice per week for 45 minutes per session to plan for high-quality ELA and math learning. In addition, grade level teachers also meet with their designated special education teacher in a separate session for another 45 minutes.

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

Students' individual needs are being addressed through differentiation in the classroom by recognizing and addressing preferred student learning styles, small groups and center rotations with leveled work and additional support from para-professionals. The current lesson plan format provides a location to detail differentiation and small groups occurring within the classroom. During the 2017-2018 school year, instructional staff will be provided professional development and follow-up on differentiation and how it is successfully used at various grade levels.

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

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Federal: Title I, IIA, IDEA

State: 31A, GSRP, general per pupil funding

All academy programs - MTSS, PX2 and other programs are all focused on the end result of improving students achievement as measured by student test scores. MTSS is a multi-tiered system that requires support from various funding sources including general budget per pupil funding, Title I, IIA, IDEA, 31A, and GSRP. Within the MTSS program we have general education teachers who work with Tier 1 students and differentiate lessons to meet all tiers' needs and they are funded by the general budget. The general budget also pays for other support services such as some paraprofessionals and a social worker. General education teachers, from the general fund are the first support for students in Tier 2 and Tier 3 of the classroom. General education teachers plan interventions, within the classroom, for Tier 2 students and Tier 3 students. Title I funds provide an Instructional Coaches to enhance and improve Tier 1 instruction and are a source of job-embedded PD. We also have Title I funded teachers, Title I paraprofessionals, and 31a paraprofessionals who provide services by pushing into classrooms to provide extra support to students in Tier 2 and 3, as well as pull-out for our Tier 3 students. The grant funded teachers must collaborate with the general fund teachers to plan interventions and support services that will meet the needs of students and support the overall school-wide strategy. The summer school program is designed for students who are not meeting state standards and is funded by Title I. IIA funds provide professional development to staff aligned with our school improvement goals and school-wide reform strategy. Students may move into Tier 4, if they aren't making progress and are identified for service; at this time IDEA funds would be used. Our 31 also funds security which is a need of our school. All of these funds work together to support our school-wide reform strategy.

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.

Through implementation of the school-wide improvement plan, the academy will use the resources from general budget, Title I and other State, local and Federal sources to complete the activities embedded into the school improvement plan.

1. Comprehensive Needs Assessment

Funding - General, Title I

2. School wide Reform Strategies

Funding - General, Title I, IIA, 31 A, IDEA

Programs - Title I teacher, Title I paraprofessionals, professional development, 31A Paraprofessionals

3. Instruction by Highly Qualified Professional Staff

Funding - General, Title I, Title IIA, 31a, GSRP, IDEA

Programs - All Instructional Staff are Highly Qualified

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools.

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Funding - General, Title I, Title IIa

Programs - Quality Schools Initiative, Instructional Coach, Professional Development, New Teacher Orientation. New Teacher Mentoring, Weekly Collaboration Time

5. High Quality and Ongoing Professional Development

Funding - General, Title I, Title IIa, 31a, GSRP, IDEA

Programs - School based local and state professional development opportunities include: Curriculum Implementation, Differentiation, Response to Intervention, PBIS, etc..

6. Strategies to Increase Parental Involvement

Funding - General, Title I, IIA

Programs - Kindergarten Round-Up, School Programs, Annual Title I Meeting, Academic Enrichment Programs

7. Preschool Transition Strategies

Funding - General, Title I, 31a, GSRP

Programs - Kindergarten Round-Up, Summer School, Preschool Program

8. Teacher Participation in Making Assessment Decisions

Funding - General, Title I, Title IIa, 31A, IDEA

Programs - Professional Development, Collaboration Time, SIT, Curriculum Development

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

Funding - General, Title I, Title IIa, 31a, IDEA

Programs - Summer School Social Worker, community liason, summer school, after-school tutoring, professional development

10. Coordination and Integration of Federal, State and Local Programs and Resources

Funding - General, Title I

Programs - Central Office Coordination of Federal, State and Local Programs/ Funds, Special Education Program

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.

GSRP funds are used to provide a high-quality 4 year-old preschool program. This program prepares our youngest students for school by providing them with the academic and social skills needed for success. Meal reimbursement is used to provide three meals a day to all students.

Evaluation:

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

Beginning in the 2017-2018 school year, the academy transitioned to the State of Michigan approved iObservation teacher evaluation tool. Over the course of the year, both teachers and school leadership became more comfortable with the tool and its use. During the 2017-2018 school year, additional training will be provided to help all parties dig deeper into the various focus areas and how scores can be improved through targeted practices.

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.

Data results serve as the foundation of the schoolwide program evaluation. Since all programs are designed with the end goal of increasing student academic performance as measure by test scores, the academic results are the most critical indicator. When we evaluate the PBIS program at the end of the 2016-2017 school year we will also measure the number of suspension and referrals. Other areas we will measure are the fidelity to which the curriculum, instructional strategies and the PBIS program as a whole are implemented.

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.

There is a wide variety of student data available for individual students. NWEA MAP and AIMSWeb are two sources that clearly establish the growth each child made during the school year. We use that data and connect it to the specific programs/interventions provided for that child to determine the success of the programs.

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?

Francis Reh is committed to on-going and continuous improvement. During the 2013-14 school year, teacher leaders and the school leader participated in Saginaw Intermediate School District's RtI Leadership Academy. We completed multiple comprehensive needs assessments, collected survey data, and process data, reviewed multiple types of academic data and essentially reviewed every component of our school program (academic instruction and support, curriculum, behavior, staff attitudes and beliefs, etc...). We used all this information to build a new school improvement plan that is focused on providing a concrete plan for success. This has been built upon extensively during the 2016-2017 school year - with planning for the 2017-2018 school year. Starting in August 2016, Academy staff transitioned to standards-based instruction with the use of the instructional learning cycle. Instruction will be planned in 2-3 week cycles. The level of attention paid to this process by the school leader and instructional coaches will allow us to quickly make adjustments to ensure continuous improvement of students in the schoolwide program. This will be enhanced further during the 2017-2018 school year with weekly co-planning sessions with ELA and math instructional coaches.

2017-2018 School Improvement Plan

Overview

Plan Name

2017-2018 School Improvement Plan

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|----------------|---------------|
| 1 | All students at Francis Reh Academy will demonstrate proficiency in science. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$7000 |
| 2 | Francis Reh Academy will develop and maintain a school culture that fosters learning, engagement and achievement. | Objectives: 1 Strategies: 3 Activities: 5 | Organizational | \$184624 |
| 3 | All students at Francis Reh Academy will demonstrate proficiency in reading. | Objectives: 2 Strategies: 4 Activities: 8 | Academic | \$383472 |
| 4 | All students at Francis Reh Academy will demonstrate proficiency in writing. | Objectives: 1 Strategies: 1 Activities: 2 | Academic | \$0 |
| 5 | All students at Francis Reh Academy will demonstrate proficiency in mathematics. | Objectives: 2 Strategies: 1 Activities: 3 | Academic | \$7500 |
| 6 | Data evaluation training to enhance analysis and use of data in making informed educational decisions. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$35000 |
| 7 | Develop and provide a formalized teacher mentoring program for all novice teachers - both new to the school and new to the profession. | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$0 |
| 8 | Provide systematic and targeted professional development for all teachers to enable them to add to their pedagogical skills regarding differentiated instruction | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$100000 |

Goal 1: All students at Francis Reh Academy will demonstrate proficiency in science.

Measurable Objective 1:

20% of Fourth and Seventh grade students will demonstrate a proficiency in all strands in Science by 06/15/2018 as measured by the statewide assessment.

Strategy 1:

Cross-Curricular Integration of Science - Increase student proficiency by integrating science concepts and standards across content areas through the intentional and explicit use of informational text.

Category: Science

Research Cited: Integrating science with mathematics and literacy, Corwin Press, 2008

Tier: Tier 1

| Activity - Integration of Technology into Science Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-------|------------|------------|-------------------|---------------------------------|---|
| Through the use of MobyMax, Study Island, BrainPOP and other web-based instructional site platforms, teachers will be able to provide visual examples of scientific concepts and build science vocabulary and background knowledge for all students. | Direct Instruction | Tier 1 | | 08/16/2017 | 06/15/2018 | \$7000 | Title I Part A, Title II Part A | School Leader, Instructional Coaches and Classroom Teachers |

Goal 2: Francis Reh Academy will develop and maintain a school culture that fosters learning, engagement and achievement.

Measurable Objective 1:

collaborate to develop and maintain a school culture that fosters learning, engagement and achievement by 06/15/2018 as measured by a reduction in the number of student referrals, suspensions, absences & tardies and an increase in student engagement and achievement as measured by test scores.

Strategy 1:

Positive Behavior Interventions and Supports - The academy will implement a comprehensive MTSS program. This program will provide age-appropriate education for all students about expected behaviors and actions. These expected behaviors will be assessed once learned and reviewed throughout the school year. Students needing additional support will participate in Tier 2 and 3 activities that will be based on their individual needs. Whole school, classroom and individual recognition will encourage student participation and engagement in the program.

Category: School Culture

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Research Cited: www.pbis.org

Tier: Tier 1

| Activity - Evaluate MTSS Format/Curriculum Options | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|-------|------------|------------|-------------------|-------------------|-------------------|
| The MTSS Team will review and evaluate multiple MTSS formats & Character Education curriculum. The team will select the most appropriate format for Francis Reh and determine a implementation schedule. | Getting Ready | Tier 1 | | 06/01/2017 | 07/31/2017 | \$5000 | General Fund | CARES Team |

| Activity - Implement, Monitor, and Evaluate MTSS | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-------|------------|------------|-------------------|--------------------------|-------------------|
| Implement, monitor, and evaluate a comprehensive MTSS program throughout the 2017-2018 school year. The CARES Team will review data and make adjustments to the program's implementation each month. Campus Security maintains a presence throughout the building to maintain a sense of safety and a continuous, proactive support. | Implementation | Tier 1 | | 08/16/2017 | 06/15/2018 | \$34624 | Section 31a, Section 31a | CARES Team |

| Activity - Behavior Intervention Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|------------------------------|
| Francis Reh will provide a social worker and behavior interventionists that work students and staff to develop targeted behavior support and modification plans for high-need students. The social worker and interventionists will also be an active member of the CARES team and support all staff in developing safe and productive learning environments. | Behavioral Support Program | Tier 3 | Implement | 08/16/2017 | 06/15/2018 | \$120000 | Section 31a | School Leader and CARES Team |

Strategy 2:

Celebrating Success - Provide a format to recognize student and staff academic, behavioral and personal successes. By consistently recognizing positive behaviors and academic success, all members of our community will strive to succeed.

Category: School Culture

Research Cited: Results Now: How Can We Achieve Unprecedented Improvements in Teaching and Learning; Schmoker, 2006

Tier: Tier 1

| Activity - Establish Celebration Points and Develop/Implement Calendar | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|-------------------------------|--------|-----------|------------|------------|-----|---------------------|------------|
| Establish celebration points that recognize success in academics and behavior for staff, students and other stakeholders. Develop a calendar that lays out time frames for recognition (e.x. - weekly staff meeting shout-outs, monthly unit test mastery celebrations, quarterly award celebrations, etc..) | Implementation, Getting Ready | Tier 1 | Implement | 07/03/2017 | 06/15/2018 | \$0 | No Funding Required | CARES Team |
|--|-------------------------------|--------|-----------|------------|------------|-----|---------------------|------------|

Strategy 3:

Professional Learning Communities - Becoming a PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs are driven by three big ideas: focus on learning, build a collaborative culture, and create a results orientation. PLCs will focus on the academic and socio/emotional components - specifically the ILC (Instructional Learning Cycle Process).

Category: School Culture

Research Cited: Building a Professional Learning Community at Work; Graham, 2009

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------------------|--|
| Staff will participate in professional development about the PLC process and how the committees/teams at Francis Reh will follow that format. A concrete focus on finding solutions & success will lead all efforts. Other professional development activities will focus of developing the mindset necessary for teamwork, success, PX2 session for new staff, team building activities, data teams, trauma informed/aware staff, MTSS, classroom management, etc. The focus on trauma awareness will support Francis Reh's staff in creating and sustaining classroom cultures that are aware of the reality of what many of our students face each day and provide the tools and strategies that allow students to focus on learning. | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/15/2018 | \$25000 | General Fund, Title II Part A | School Leader, Instructional Coaches and Teacher Leaders |

Goal 3: All students at Francis Reh Academy will demonstrate proficiency in reading.

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in all strands in Reading by 06/15/2018 as measured by statewide assessment.

(shared) Strategy 1:

Standards Based Instruction - Classroom and special education teachers will work together to implement standards based instruction via the instructional learning cycle. District-wide quarterly pacing guides will be broken down into curriculum maps that address standards in 2-3 week cycles. From those curriculum maps, the cycle plan and summative assessment will be developed. Teachers will select the most effective instructional strategies and content resources to address the standards in a meaningful and relevant manner. Individually and in teams teachers will review formative assessment results and adjust instruction plans daily. At the

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end of each cycle, the standards that achieved the lowest proficiency levels on the summative assessment will be re-taught and re-assessed during the next cycle.

Specific attention will be paid to our sub-group results on the formative and summative assessments (gender, ethnicity, disabled, bottom 30% and homeless/foster care) - to determine very quickly if additional supports (academic, socio/emotional or demographic) need to be put in place. In the case of homeless/foster care students - school leadership and classroom teachers will work with the MV homeless liaison to determine appropriate socio/emotional and demographic supports.

Category: English/Language Arts

Research Cited: Intentional & Targeted Teaching - A Framework for Teacher Growth & Leadership. Fisher, Frey and Hite, 2016

Tier: Tier 1

| Activity - Lesson/Assessment Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments. | Teacher Collaboration | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | No Funding Required | Instructional Coaches, General Education and Special Education Teachers |

| Activity - Weekly Collaborative Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made. | Teacher Collaboration | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | No Funding Required | Weekly collaborative planning time for general education and special education teachers to reflect on student progress towards standards mastery and make instructional adjustments. |

Strategy 2:

Differentiation & Scaffolding - Highly-qualified para-professionals will push into K thru 8th grade classrooms on a regular schedule to support differentiation and

SY 2016-2017

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scaffolding. During these push-in times, teachers and para-professionals will work together to close academic gaps identified by NWEA MAP, AIMSWeb and classroom based assessments. Progress towards individualized targets will be assessed regularly and adjustments will be made accordingly.

Category: English/Language Arts

Research Cited: Leading & Managing a Differentiated Classroom - Tomlinson & Imbeau, 2010

Fulfilling the Promise of the Differentiated Classroom - Tomlinson, 2003

Tier: Tier 2

| Activity - Small Group Centers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-----------------------------|---|
| Teachers and para-professionals will work together to provide small group instruction focused on closing academic gaps identified through NWEA MAP, AIMSWeb and other classroom assessments. Students progress with be assessed regularly and adjustments will be made accordingly. | Academic Support Program | Tier 2 | Implement | 08/16/2017 | 06/15/2018 | \$132641 | Title I Part A, Section 31a | Teachers and para-professionals |
| Activity - Academic Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Small group and 1 on 1 interventions provided by Title I teachers to support students most at-risk of not demonstrating proficiency on grade level standards. These students will be identified for intervention through the MTSS process, based on the MTSS cut scores on the NWEA MAP and other tests. Interventions will generally occur outside of the classroom. | Academic Support Program | Tier 3 | Implement | 08/16/2017 | 06/15/2018 | \$102718 | Title I Part A | School Leader, Instructional Coach, Classroom Teachers and Title I Teachers |

Strategy 3:

Instructional Coaching - ELA and Math Instructional Coaches will support teachers in using research-based best practices and providing effective Tier I instruction. Teachers will also receive instruction and support in developing lessons and tracking student mastery of standards. Additional supports will be based on individual teacher needs.

Category: English/Language Arts

Research Cited: Instructional Coaching: A Partnership Approach to Improving Instruction - Jim Knight, 2007

Tier: Tier 1

| Activity - Instructional Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|-----------------------|--------|-----------|------------|------------|----------|----------------|---|
| Instructional Coaches will support teachers in using research-based best practices and providing effective Tier I instruction. Teachers will also receive instruction and support in developing lessons and tracking student mastery of standards. Additional supports will be based on individual teacher needs. | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/29/2018 | \$138063 | Title I Part A | School Leader and Instructional Coaches |
|---|-----------------------|--------|-----------|------------|------------|----------|----------------|---|

| Activity - Professional Development for School Leadership | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Research confirms that strong leadership is the second most influential factor for improving skills. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coaches will participate in monthly trainings that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data and processes. | Getting Ready | Tier 1 | Getting Ready | 07/03/2017 | 06/29/2018 | \$2850 | Title II Part A | School Leader and Instructional Coaches |

| Activity - ELA/ILC Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| An ELA/ILC coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA/ILC instruction. This will be done through the use of instructional learning cycles. The ELA/ILC coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. The ELA/ILC coach will observe instruction in the classroom to guide the process and provide feedback to impact student learning. | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/29/2018 | \$7200 | Title II Part A | School Leader and Instructional Coaches |

Strategy 4:

Alignment of Curriculum, Instruction and Assessment - Naiku, or a similar online assessment tool, will be used to monitor and track the progress of students' understanding of the grade level content (including the common core state standards, Michigan science standards, and the Michigan social studies standards). It will also drive instruction by providing a link between the content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.

Category: Learning Support Systems

Research Cited: What Works in Schools: Translating Research into Action - Marzano, 2003

Tier: Tier 1

| Activity - Online Assessment Platform | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|---------------------------|--------|-----------|------------|------------|-----|----------------|---------------|
| Naiku, or a similar online assessment, will be used to monitor and track the progress of students' understanding of the grade level content (including the common core state standards, Michigan science standards, and the Michigan social studies standards). It will also drive instruction by providing a link between the content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels. | Implementation, Materials | Tier 1 | Implement | 07/03/2017 | 06/29/2018 | \$0 | Title I Part A | School Leader |
|--|---------------------------|--------|-----------|------------|------------|-----|----------------|---------------|

Measurable Objective 2:

A 25% increase of Students with Disabilities students will demonstrate student proficiency (pass rate) in all strands in Reading by 06/16/2017 as measured by statewide assessment.

(shared) Strategy 1:

Standards Based Instruction - Classroom and special education teachers will work together to implement standards based instruction via the instructional learning cycle. District-wide quarterly pacing guides will be broken down into curriculum maps that address standards in 2-3 week cycles. From those curriculum maps, the cycle plan and summative assessment will be developed. Teachers will select the most effective instructional strategies and content resources to address the standards in a meaningful and relevant manner. Individually and in teams teachers will review formative assessment results and adjust instruction plans daily. At the end of each cycle, the standards that achieved the lowest proficiency levels on the summative assessment will be re-taught and re-assessed during the next cycle.

Specific attention will be paid to our sub-group results on the formative and summative assessments (gender, ethnicity, disabled, bottom 30% and homeless/foster care) - to determine very quickly if additional supports (academic, socio/emotional or demographic) need to be put in place. In the case of homeless/foster care students - school leadership and classroom teachers will work with the MV homeless liaison to determine appropriate socio/emotional and demographic supports.

Category: English/Language Arts

Research Cited: Intentional & Targeted Teaching - A Framework for Teacher Growth & Leadership. Fisher, Frey and Hite, 2016

Tier: Tier 1

| Activity - Lesson/Assessment Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments. | Teacher Collaboration | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | No Funding Required | Instructional Coaches, General Education and Special Education Teachers |

| Activity - Weekly Collaborative Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|-----------------------|--------|-----------|------------|------------|-----|---------------------|--|
| Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made. | Teacher Collaboration | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | No Funding Required | Weekly collaborative planning time for general education and special education teachers to reflect on student progress towards standards mastery and make instructional adjustments. |
|--|-----------------------|--------|-----------|------------|------------|-----|---------------------|--|

Goal 4: All students at Francis Reh Academy will demonstrate proficiency in writing.

Measurable Objective 1:

50% of Fifth and Eighth grade students will demonstrate student proficiency (pass rate) in all strands in Writing by 06/15/2018 as measured by statewide assessment.

Strategy 1:

Standards Based Instruction in Writing - Classroom and special education teachers will work together to implement standards based instruction via the instructional learning cycle. District-wide quarterly pacing guides will be broken down into curriculum maps that address standards in 2-3 week cycles. From those curriculum maps, the cycle plan and summative assessment will be developed. Teachers will select the most effective instructional strategies and content resources to address the standards in a meaningful and relevant manner. Individually and in teams teachers will review formative assessment results and adjust instruction plans daily. At the end of each cycle, the standards that achieved the lowest proficiency levels on the summative will be re-taught and re-assessed during the next cycle.

Category: Other - Writing

Research Cited: Intentional & Targeted Teaching - A Framework for Teacher Growth & Leadership. Fisher, Frey and Hite, 2016

Tier: Tier 1

| Activity - Lesson/Assessment Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|---------------------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments. | Implementation, Professional Learning | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | No Funding Required | Instructional Coaches, General Education and Special Education Teachers |
| Activity - Weekly Collaborative Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made. | Implementation, Professional Learning | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | No Funding Required | Instructional Coaches, Classroom Teachers and General Education Teachers |

Goal 5: All students at Francis Reh Academy will demonstrate proficiency in mathematics.

Measurable Objective 1:

35% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate student proficiency (pass rate) in all strands in Mathematics by 06/15/2018 as measured by statewide assessment.

(shared) Strategy 1:

Standards Based Instruction - Classroom and special education teachers will work together to implement standards based instruction via the instructional learning cycle. District-wide quarterly pacing guides will be broken down into curriculum maps that address standards in 2-3 week cycles. From those curriculum maps, the cycle plan and summative assessment will be developed. Teachers will select the most effective instructional strategies and content resources to address the standards in a meaningful and relevant manner. Individually and in teams teachers will review formative assessment results and adjust instruction plans daily. At the end of each cycle, the standards that achieved the lowest proficiency levels on the summative will be re-taught and re-assessed during the next cycle.

Specific attention will be paid to our sub-group results on the formative and summative assessments (gender, ethnicity, disabled, bottom 30% and homeless/foster care) - to determine very quickly if additional supports (academic, socio/emotional or demographic) need to be put in place. In the case of homeless/foster care students - school leadership and classroom teachers will work with the MV homeless liaison to determine appropriate socio/emotional and demographic supports.

Category: Mathematics

Research Cited: Intentional & Targeted Teaching - A Framework for Teacher Growth & Leadership. Fisher, Frey and Hite, 2016

Tier: Tier 1

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| Activity - Lesson/Assessment Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments. | Implementation | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | No Funding Required | Instructional Coaches, General Education and Special Education Teachers |

| Activity - Weekly Collaborative Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made. | Implementation | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | No Funding Required | Instructional Coaches, General Education and Special Education Teachers |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| General and Special Education Teachers will participate in professional development that builds their capacity to effectively teach common core math concepts in a meaningful way. This professional development will take place in whole group, small group and individualized settings. | Professional Learning | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$7500 | Title II Part A | School Leader and Instructional Coaches |

Measurable Objective 2:

A 25% increase of Students with Disabilities students will demonstrate student proficiency (pass rate) in all strands in Mathematics by 06/30/2017 as measured by statewide assessment.

(shared) Strategy 1:

Standards Based Instruction - Classroom and special education teachers will work together to implement standards based instruction via the instructional learning cycle. District-wide quarterly pacing guides will be broken down into curriculum maps that address standards in 2-3 week cycles. From those curriculum maps, the cycle plan and summative assessment will be developed. Teachers will select the most effective instructional strategies and content resources to address the standards in a meaningful and relevant manner. Individually and in teams teachers will review formative assessment results and adjust instruction plans daily. At the end of each cycle, the standards that achieved the lowest proficiency levels on the summative will be re-taught and re-assessed during the next cycle.

Specific attention will be paid to our sub-group results on the formative and summative assessments (gender, ethnicity, disabled, bottom 30% and homeless/foster care) - to determine very quickly if additional supports (academic, socio/emotional or demographic) need to be put in place. In the case of homeless/foster care students - school leadership and classroom teachers will work with the MV homeless liaison to determine appropriate socio/emotional and demographic supports.

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Category: Mathematics

Research Cited: Intentional & Targeted Teaching - A Framework for Teacher Growth & Leadership. Fisher, Frey and Hite, 2016

Tier: Tier 1

| Activity - Lesson/Assessment Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments. | Implementation | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | No Funding Required | Instructional Coaches, General Education and Special Education Teachers |

| Activity - Weekly Collaborative Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made. | Implementation | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | No Funding Required | Instructional Coaches, General Education and Special Education Teachers |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| General and Special Education Teachers will participate in professional development that builds their capacity to effectively teach common core math concepts in a meaningful way. This professional development will take place in whole group, small group and individualized settings. | Professional Learning | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$7500 | Title II Part A | School Leader and Instructional Coaches |

Goal 6: Data evaluation training to enhance analysis and use of data in making informed educational decisions.

Measurable Objective 1:

demonstrate a behavior of completing guided Instructional Learning Cycles with embedded professional development to analyze data, select target standards, develop a plan for increasing student understanding and assess for increased proficiency. by 06/12/2018 as measured by Completion of multiple guided ILC cycles, including all relevant paperwork, assessment and analysis..

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Strategy 1:

Instructional Learning Cycles - District and school level data coaches will guide classroom/content teachers in the analysis of quarterly benchmark data, determination of priority standards to reteach, develop appropriate and rigorous reteaching plans, monitoring the re-teaching process and reviewing the end result.

Category: Learning Support Systems

Research Cited: MI Excel Statewide System of Support

Tier: Tier 1

| Activity - Instructional Learning Cycles | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Two Guided Instructional Learning Cycles will occur after the 1st, 2nd and 3rd Quarterly Benchmark Assessments at the K-5 level (one Reading and one Math). Three Guided Instructional Learning Cycles will occur after the 1st, 2nd and 3rd Quarterly Benchmark Assessments at the 6th-8th level (one per grade level). The process began during the 2016-2017 school year and increased in intensity once an ILC coach was selected in January 2017. The degree of consistency and implementation will increase during the 2017-2018 school year. | Implementation, Professional Learning | Tier 1 | Implement | 11/01/2016 | 06/12/2018 | \$35000 | Title I Part A | Instructional Learning Cycle Coach, Content Area Instructional Coaches, Classroom/Content Teachers |

Goal 7: Develop and provide a formalized teacher mentoring program for all novice teachers - both new to the school and new to the profession.

Measurable Objective 1:

collaborate to provide a comprehensive teacher mentoring program for teachers both new to the profession and/or new to the school by 06/12/2018 as measured by successful completion of the formal mentoring program (surveys, interviews and performance)..

Strategy 1:

Teacher Mentoring Program - Teachers new to the profession and/or new to Francis Reh will be partnered with an experienced teacher who has worked at the school for at least three years and in the profession for at least five years. They will also be partnered with academic content area coaches and the ILC/Intervention coach, so they receive ample support in planning for both direct instruction and differentiated academic interventions. New teachers will participate in an orientation. If they begin at the start of the school year, that orientation will take place in August with the rest of the team. If they begin afterward, they will participate in a targeted orientation that is specific to their position. New teachers will meet with their content area coaches at least weekly, the ILC/Intervention coach bi-weekly and with their partner teacher as needed, but no less than once per month. All meetings will be documented on logs that will be monitored at least quarterly by school leadership. New teachers will complete surveys and interviews in the middle and at the end of the year, so we can determine what changes should be made to improve their individual experience and the overall program.

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Category: Other - Professional Development

Research Cited: Wong, H. K. (2005). New teacher induction: The foundation for comprehensive, coherent, and sustained professional development. In H. Portner (Ed.), Teacher mentoring and induction: The state of the art and beyond (pp. 41–59). Thousand Oaks, CA: Corwin Press.

Tier: Tier 1

| Activity - New Teacher Mentoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|---------------------|-------------------|
| Develop all written materials specific to the new teacher mentoring program, including logs, orientation materials, timelines, surveys, interview questions, etc. | Materials, Getting Ready | Tier 1 | Getting Ready | 05/22/2017 | 07/31/2018 | \$0 | No Funding Required | School Leadership |

| Activity - New Teacher Mentoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|---|
| Implement the new teacher mentoring program over the course of the 2017-2018 school year as described in the strategy component of the goal. | Implementation, Teacher Collaboration, Professional Learning, Recruitment and Retention, Direct Instruction, Communication | Tier 1 | Implement | 08/16/2017 | 06/12/2018 | \$0 | No Funding Required | Teachers (new and veteran), Coaches and School Leadership |

Goal 8: Provide systematic and targeted professional development for all teachers to enable them to add to their pedagogical skills regarding differentiated instruction

Measurable Objective 1:

collaborate to provide systematic and targeted professional development for all teachers to enable them to add to their pedagogical skills regarding differentiated instruction by 06/12/2018 as measured by monitoring of weekly co-planning session with academic area instructional coaches and bi-weekly co-planning with the ILC/Intervention coach, implementation of co-planned lessons and improved academic outcomes for all learners.

Strategy 1:

Co-Planning - Content area coaches and the ILC/Intervention coach will collaborate to provide systematic and targeted professional development for all teachers to enable them to add to their pedagogical skills regarding differentiated instruction via weekly co-planning sessions. The professional development will be embedded and immediately actionable. Coaches will also regularly co-teach to support teachers with new strategies or concepts. This level of intensive and intentional support will

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build teacher capacity in instructional differentiation and teaching at DOK levels 2 and 3.

Category: Learning Support Systems

Research Cited: MI Excel Blueprint

Tier:

| Activity - Co-Planning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-------|------------|------------|-------------------|-------------------|--|
| Content area coaches and the ILC/Intervention coach will collaborate to provide systematic and targeted professional development for all teachers to enable them to add to their pedagogical skills regarding differentiated instruction via weekly co-planning sessions. The professional development will be embedded and immediately actionable. Coaches will also regularly co-teach to support teachers with new strategies or concepts. This level of intensive and intentional support will build teacher capacity in instructional differentiation and teaching at DOK levels 2 and 3. | Teacher Collaboration, Academic Support Program, Professional Learning, Direct Instruction | Tier 1 | | 03/01/2017 | 06/12/2018 | \$100000 | Title I Part A | School Leadership, Coaches, and Teachers |

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 |
|-------------------------------|--|--|--------|-----------|------------|------------|-------------------|--|
| Co-Planning | Content area coaches and the ILC/Intervention coach will collaborate to provide systematic and targeted professional development for all teachers to enable them to add to their pedagogical skills regarding differentiated instruction via weekly co-planning sessions. The professional development will be embedded and immediately actionable. Coaches will also regularly co-teach to support teachers with new strategies or concepts. This level of intensive and intentional support will build teacher capacity in instructional differentiation and teaching at DOK levels 2 and 3. | Teacher Collaboration, Academic Support Program, Professional Learning, Direct Instruction | Tier 1 | | 03/01/2017 | 06/12/2018 | \$100000 | School Leadership, Coaches, and Teachers |
| Instructional Learning Cycles | Two Guided Instructional Learning Cycles will occur after the 1st, 2nd and 3rd Quarterly Benchmark Assessments at the K-5 level (one Reading and one Math). Three Guided Instructional Learning Cycles will occur after the 1st, 2nd and 3rd Quarterly Benchmark Assessments at the 6th-8th level (one per grade level). The process began during the 2016-2017 school year and increased in intensity once an ILC coach was selected in January 2017. The degree of consistency and implementation will increase during the 2017-2018 school year. | Implementation, Professional Learning | Tier 1 | Implement | 11/01/2016 | 06/12/2018 | \$35000 | Instructional Learning Cycle Coach, Content Area Instructional Coaches, Classroom/Content Teachers |
| Small Group Centers | Teachers and para-professionals will work together to provide small group instruction focused on closing academic gaps identified through NWEA MAP, AIMSWeb and other classroom assessments. Students progress with be assessed regularly and adjustments will be made accordingly. | Academic Support Program | Tier 2 | Implement | 08/16/2017 | 06/15/2018 | \$42553 | Teachers and para-professionals |

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|--|--|---------------------------|--------|-----------|------------|------------|----------|---|
| Integration of Technology into Science Instruction | Through the use of MobyMax, Study Island, BrainPOP and other web-based instructional site platforms, teachers will be able to provide visual examples of scientific concepts and build science vocabulary and background knowledge for all students. | Direct Instruction | Tier 1 | | 08/16/2017 | 06/15/2018 | \$3500 | School Leader, Instructional Coaches and Classroom Teachers |
| Online Assessment Platform | Naiku, or a similar online assessment, will be used to monitor and track the progress of students' understanding of the grade level content (including the common core state standards, Michigan science standards, and the Michigan social studies standards). It will also drive instruction by providing a link between the content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels. | Implementation, Materials | Tier 1 | Implement | 07/03/2017 | 06/29/2018 | \$0 | School Leader |
| Academic Intervention | Small group and 1 on 1 interventions provided by Title I teachers to support students most at-risk of not demonstrating proficiency on grade level standards. These students will be identified for intervention through the MTSS process, based on the MTSS cut scores on the NWEA MAP and other tests. Interventions will generally occur outside of the classroom. | Academic Support Program | Tier 3 | Implement | 08/16/2017 | 06/15/2018 | \$102718 | School Leader, Instructional Coach, Classroom Teachers and Title I Teachers |
| Instructional Coaching | Instructional Coaches will support teachers in using research-based best practices and providing effective Tier I instruction. Teachers will also receive instruction and support in developing lessons and tracking student mastery of standards. Additional supports will be based on individual teacher needs. | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/29/2018 | \$138063 | School Leader and Instructional Coaches |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------------------|
| Small Group Centers | Teachers and para-professionals will work together to provide small group instruction focused on closing academic gaps identified through NWEA MAP, AIMSWeb and other classroom assessments. Students progress will be assessed regularly and adjustments will be made accordingly. | Academic Support Program | Tier 2 | Implement | 08/16/2017 | 06/15/2018 | \$90088 | Teachers and para-professionals |

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|---------------------------------------|---|----------------------------|--------|-----------|------------|------------|----------|------------------------------|
| Implement, Monitor, and Evaluate MTSS | Implement, monitor, and evaluate a comprehensive MTSS program throughout the 2017-2018 school year. The CARES Team will review data and make adjustments to the program's implementation each month. Campus Security maintains a presence throughout the building to maintain a sense of safety and a continuous, proactive support. | Implementation | Tier 1 | | 08/16/2017 | 06/15/2018 | \$5000 | CARES Team |
| Behavior Intervention Support | Francis Reh will provide a social worker and behavior interventionists that work students and staff to develop targeted behavior support and modification plans for high-need students. The social worker and interventionists will also be an active member of the CARES team and support all staff in developing safe and productive learning environments. | Behavioral Support Program | Tier 3 | Implement | 08/16/2017 | 06/15/2018 | \$120000 | School Leader and CARES Team |
| Implement, Monitor, and Evaluate MTSS | Implement, monitor, and evaluate a comprehensive MTSS program throughout the 2017-2018 school year. The CARES Team will review data and make adjustments to the program's implementation each month. Campus Security maintains a presence throughout the building to maintain a sense of safety and a continuous, proactive support. | Implementation | Tier 1 | | 08/16/2017 | 06/15/2018 | \$29624 | CARES Team |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------|---|---------------------------------------|--------|-----------|------------|------------|-------------------|---|
| Lesson/Assessment Planning Time | Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments. | Implementation, Professional Learning | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | Instructional Coaches, General Education and Special Education Teachers |
| Lesson/Assessment Planning Time | Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments. | Implementation | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | Instructional Coaches, General Education and Special Education Teachers |

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|------------------------------------|--|--------------------------|--------|---------------|------------|------------|-----|--|
| Lesson/Assessment Planning Time | Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments. | Teacher Collaboration | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | Instructional Coaches, General Education and Special Education Teachers |
| Weekly Collaborative Planning Time | Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made. | Teacher Collaboration | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | Weekly collaborative planning time for general education and special education teachers to reflect on student progress towards standards mastery and make instructional adjustments. |
| New Teacher Mentoring | Develop all written materials specific to the new teacher mentoring program, including logs, orientation materials, timelines, surveys, interview questions, etc. | Materials, Getting Ready | Tier 1 | Getting Ready | 05/22/2017 | 07/31/2018 | \$0 | School Leadership |
| Weekly Collaborative Planning Time | Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made. | Implementation | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | Instructional Coaches, General Education and Special Education Teachers |

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|---|--|--|--------|-----------|------------|------------|-----|--|
| New Teacher Mentoring | Implement the new teacher mentoring program over the course of the 2017-2018 school year as described in the strategy component of the goal. | Implementation, Teacher Collaboration, Professional Learning, Recruitment and Retention, Direct Instruction, Communication | Tier 1 | Implement | 08/16/2017 | 06/12/2018 | \$0 | Teachers (new and veteran), Coaches and School Leadership |
| Weekly Collaborative Planning Time | Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made. | Implementation, Professional Learning | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$0 | Instructional Coaches, Classroom Teachers and General Education Teachers |
| Establish Celebration Points and Develop/Implement Calendar | Establish celebration points that recognize success in academics and behavior for staff, students and other stakeholders. Develop a calendar that lays out time frames for recognition (e.x. - weekly staff meeting shout-outs, monthly unit test mastery celebrations, quarterly award celebrations, etc..) | Implementation, Getting Ready | Tier 1 | Implement | 07/03/2017 | 06/15/2018 | \$0 | CARES Team |

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|---|-----------------------|--------|-----------|------------|------------|-------------------|---|
| ELA/ILC Coaching | An ELA/ILC coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA/ILC instruction. This will be done through the use of instructional learning cycles. The ELA/ILC coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. The ELA/ILC coach will observe instruction in the classroom to guide the process and provide feedback to impact student learning. | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/29/2018 | \$7200 | School Leader and Instructional Coaches |

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|--|--|-----------------------|--------|---------------|------------|------------|--------|---|
| Professional Development | General and Special Education Teachers will participate in professional development that builds their capacity to effectively teach common core math concepts in a meaningful way. This professional development will take place in whole group, small group and individualized settings. | Professional Learning | Tier 1 | Implement | 08/16/2017 | 06/15/2018 | \$7500 | School Leader and Instructional Coaches |
| Professional Development | Staff will participate in professional development about the PLC process and how the committees/teams at Francis Reh will follow that format. A concrete focus on finding solutions & success will lead all efforts. Other professional development activities will focus on developing the mindset necessary for teamwork, success, PX2 session for new staff, team building activities, data teams, trauma informed/aware staff, MTSS, classroom management, etc. The focus on trauma awareness will support Francis Reh's staff in creating and sustaining classroom cultures that are aware of the reality of what many of our students face each day and provide the tools and strategies that allow students to focus on learning. | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/15/2018 | \$5000 | School Leader, Instructional Coaches and Teacher Leaders |
| Professional Development for School Leadership | Research confirms that strong leadership is the second most influential factor for improving skills. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coaches will participate in monthly trainings that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data and processes. | Getting Ready | Tier 1 | Getting Ready | 07/03/2017 | 06/29/2018 | \$2850 | School Leader and Instructional Coaches |
| Integration of Technology into Science Instruction | Through the use of MobyMax, Study Island, BrainPOP and other web-based instructional site platforms, teachers will be able to provide visual examples of scientific concepts and build science vocabulary and background knowledge for all students. | Direct Instruction | Tier 1 | | 08/16/2017 | 06/15/2018 | \$3500 | School Leader, Instructional Coaches and Classroom Teachers |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

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|---|--|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional Development | Staff will participate in professional development about the PLC process and how the committees/teams at Francis Reh will follow that format. A concrete focus on finding solutions & success will lead all efforts. Other professional development activities will focus on developing the mindset necessary for teamwork, success, PX2 session for new staff, team building activities, data teams, trauma informed/aware staff, MTSS, classroom management, etc. The focus on trauma awareness will support Francis Reh's staff in creating and sustaining classroom cultures that are aware of the reality of what many of our students face each day and provide the tools and strategies that allow students to focus on learning. | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/15/2018 | \$20000 | School Leader, Instructional Coaches and Teacher Leaders |
| Evaluate MTSS Format/Curriculum Options | The MTSS Team will review and evaluate multiple MTSS formats & Character Education curriculum. The team will select the most appropriate format for Francis Reh and determine a implementation schedule. | Getting Ready | Tier 1 | | 06/01/2017 | 07/31/2017 | \$5000 | CARES Team |