

2016-2017 SIP West Village Academy

West Village Academy

West Village Academy

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Overview

Plan Name

2016-2017 SIP West Village Academy

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 will demonstrate proficiency in Reading.	Objectives: 1 Strategies: 4 Activities: 16	Academic	\$148681
2	All students will demonstrate proficiency in Science.	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$14273
3	All students will demonstrate proficiency in Social Studies.	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$0
4	All students will demonstrate proficiency in Writing.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$2760
5	All students will demonstrate proficiency in Mathematics.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$103017

Goal 1: All students will demonstrate proficiency in Reading.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency of grade level standards in English Language Arts by 06/16/2017 as measured by MSTEP, and Measures of Academic Progress Test, (MAP); with a focus of decreasing the gap between students with and without learning disabilities.

Strategy 1:

Reading Differentiation through Research-Based Best Practices for all Students - Teachers will utilize flexible ability grouping that focuses on, fluency, vocabulary and comprehension and reinforcing basic reading skills through differentiation (small group and one-on-one), technology and extended learning opportunities for all students (at-risk, average and advanced) in order to improve their reading comprehension skills.

Category: English/Language Arts

Research Cited: SUMMARY:

Tomlinson, C. A. (2000). Differentiation of Instruction in the Elementary Grades. ERIC Digest.

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

CITATION:

Tieso, C. L. (2003). Ability grouping is not just tracking anymore. Roeper Review, 26(1), 29-36.

Tier: Tier 1

Activity - Flexible Ability Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students will paired with a paraprofessional in addition to small group reading instruction with Title I and 31A Specialists inside and outside of the classroom.	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$56651	Section 31a, Title I Part A	Instructional Staff, Intervention Teachers and Support Staff

Activity - Flexible Ability Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Flexible ability small groups with Title I and 31A paraprofessionals in class.	Academic Support Program	Tier 2	Implement	09/06/2016	06/22/2017	\$27000	Special Education, Section 31a	Instructional Staff, Intervention Teachers and Support Staff
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will be conducted at multiple levels. All students will be responsible for tracking their reading assessment scores; core teachers and interventionists will collaborate bi-weekly to discuss progress and Shared Leadership Team will discuss monthly about student progress.	Teacher Collaboration, Other	Tier 1	Implement	09/06/2016	06/22/2017	\$0	Title I Part A	All Instructional Staff and Curriculum Coordinator

Activity - Increase Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
???	Direct Instruction	Tier 1	Implement	09/06/2016	06/22/2017	\$0	General Fund	All Instructional Staff and Curriculum Coordinator

Activity - Professional Development to improve Reading proficiency.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development Activities to improve Reading proficiency.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2000	Title I Part A, Section 31a	Curriculum Coordinator

Strategy 2:

Timely & Additional Assistance for students furthest from state/local targets - The Academy Staff will provide extended learning opportunities for students furthest from the targets of the state and local assessments in order to improve skill levels in Reading.

Category: English/Language Arts

Research Cited: SUMMARY:

In a continued effort to ensure mastery of foundational and problem solving skills, extended learning opportunities are utilized to provide targeted assistance to students. Extending time to the students who have the greatest need can improve student learning and successfully close the achievement gap between poor and minority students and their more affluent peers.

CITATION:

Lynch, Matthew (2011). It's Time for change: School Reform for the Next Decade.

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Tier: Tier 2

Activity - Extended Day Intervention for Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After School, assigned staff will serve as a teacher for a small group of students in the core academic areas. Staff will be responsible for providing academic support and guidance for students i.e. tutorials, organization skills, study skills, time management, management of academic performance.	Academic Support Program	Tier 2	Implement	01/09/2017	04/28/2017	\$52500	Section 31a	Instructional Staff and Curriculum Coordinator
Activity - Homeless Student Support -Transportation and Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will provide support to homeless families. Transportation and supplies will be provided for homeless students	Other	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A	Homeless Liaison
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will be conducted at multiple levels. All students will be responsible for tracking their reading assessment scores; core teachers and interventionists will collaborate bi-weekly to discuss progress and Shared Leadership Team will discuss monthly about student progress.	Other	Tier 1	Implement	09/06/2016	06/22/2017	\$0	Title I Part A	Instructional Staff, Curriculum Coordinator, Title I Coordinator
Activity - Developmental Reading Continuum (DRA) Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading interventionists and classroom teacher will collaborate and determine best practices that will support student growth through progress monitoring.	Academic Support Program	Tier 2	Implement	09/06/2016	08/11/2017	\$0	Title I Part A, Section 31a	Instructional Staff and Curriculum Coordinator
Activity - Extended Reading Instruction Time (2-3 times per week)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As evidenced in teacher's lesson plans, teachers will institute two reading lessons per day focusing on direct instruction in one lesson and differentiated instruction activities with paraprofessional and specialists in the other lesson; with an addition of middle school reading intervention classes.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Instructional Staff, Intervention Teacher, Paraprofessionals and Curriculum Coordinator

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Activity - Extended Year/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Year/Summer School will be provided to give support through the 21st Century program.	Academic Support Program	Tier 3	Implement	07/10/2017	08/11/2017	\$1500	Title I Part A, Other	Instructional Staff and Curriculum Coordinator

Strategy 3:

Additional Student Support Services - The teachers will be trained on classroom management. The school social worker will help resolve conflicts that arise between all students regarding academic requirements and behavior/attendance/health policies and/or expectations in order to improve academic achievement.

Category:

Research Cited: SUMMARY:

This article identifies how students with antisocial behaviors may also be at risk for a host of negative outcomes within and beyond the school setting. It also identifies proactive methods for identifying and serving students with learning and behavior concerns.

CITATION:

Lane, K. L., Wehby, J., Menzies, H. M., Doukas, G. L., Munton, S. M., & Gregg, R. M. (2003). Social skills instruction for students at risk for antisocial behavior: The effects of small-group instruction. *Behavioral Disorders, 28*(3), 229-248.

Tier: Tier 1

Activity - Classroom Management Professional Development via PD360	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will be responsible for viewing classroom management videos via PD360 on the topic of classroom management. The assigned staff will be required to provide feedback and action steps to support their learning.	Professional Learning	Tier 1	Implement	08/10/2015	06/17/2016	\$0	Title II Part A	Curriculum Coordinator

Activity - Social Worker for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$9030	General Fund, Special Education	Social Worker

Strategy 4:

Parent Involvement in Reading Instruction - The Academy believes that parents and teachers share many roles. The Academy Staff will provide developmental activities to support all parents in their ability to assist in the education of their students in order to improve their child's skills in all core content areas.

Category:

Research Cited: SUMMARY:

This book brings together the wisdom and experience from over 50 schools that have been categorized as "high performing, high minority, high poverty." From At-Risk to Academic Excellence: What Successful Leaders Do includes actual examples and real life stories which illustrate how the leaders at these schools raised academic achievement, motivated students, boosted parent and community involvement and applied the 3 r's rigor, relevance, & relationships.

CITATION:

John Bell, J., Schargel, F., Thacker, T., (2007). From At-Risk to Academic Excellence: What Successful Leaders Do.

Tier: Tier 1

Activity - Parent Development: Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a Reading Night where academy staff will present reading strategies for parents to use to help their child learn at home through hands-on games and presentations. Parents will also have an opportunity to purchase supplemental supplies to aid in home instruction.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Title I Part A	English Language Arts Committee, Curriculum Coordinator and Parent Committee Chairperson

Activity - Parent Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Village Academy will host parent meetings to help parents better understand their role in School Wide Title I requirements. Provide parents training on strategies to use while educating their students. Parents will also be provided with training on "How to help my child's teacher improve student achievement?" Parents will be provided training on "How to help my child with homework?" The Academy will provide needed supplies, dinner and child care for applicable meetings.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A	English Language Arts Committee, Curriculum Coordinator and Parent Committee Chairperson

Activity - Mentor Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified staff members who remain in the classroom but take on additional duties such as mentoring first-year teachers and demonstrate high academic achievement of students. Teachers will meet with mentors a minimum additional time-quarterly; after school.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title II Part A	Curriculum Coordinator

Goal 2: All students will demonstrate proficiency in Science.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in grade level standards in Science by 06/16/2017 as measured by MSTEP, and Measures of Academic Progress Test, (MAP); with a focus of decreasing the gap between students with and without learning disabilities. .

Strategy 1:

Science Differentiation through Research-Based Best Practices for all Students - Teachers will utilize best practices for Science instruction that focuses on, Organization, Cause and Effect, Systems, Scale: referring to quantity, both relative and absolute, Models, Change, Structure and Function, Variation, Diversity and the Scientific Process. This will be accomplished through differentiation, (small group and one-on-one, technology, field trip experiences and extended learning opportunities). It will encompass all students, (at-risk, average and advanced), in order to build background knowledge as well as deepen their understanding of science concepts.

Category: Science

Research Cited: SUMMARY:

How do you bring research findings into the classroom and how do you find the time to research the research? In this valuable resource, the authors have examined decades of research findings to distill the results into nine categories of teaching strategies that have positive effects on student learning.

CITATION: Marzano, R., Pickering, D., and Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.

SUMMARY:

Tomlins (2009) defines Differentiated Instruction as the process of ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student's readiness level, interests, and preferred mode of learning.

CITATION:

Tomlinson, C.(2009). Two School Pursuing Learning Profiles. School Administrator, 66(2), 32-33.

SUMMARY:

In a continued effort to ensure mastery of foundational and problem solving skills, Extended Learning Opportunities are utilized to provide targeted assistance to students. Extending time to the students who have the greatest need can improve student learning and successfully close the achievement gap between poor and minority students and their more affluent peers.

CITATION:

Lynch, Matthew (2011). It's Time for change: School Reform for the Next Decade.

SUMMARY:

To support the strategy the Academy will implement Cooperative Learning. David Johnson and Roger Johnson (1999) indicate that cooperative learning greatly impacts

student achievement. Cooperative grouping provides positive interdependence, face to face interaction, individual accountability, and interpersonal skills. Each component engages the use of problem solving skills. Teachers actively infuse the use of cooperative grouping across core academic content areas to engage each learner.

CITATION:

David Johnson and Roger Johnson (1999). Cooperation in the Classroom.

Tier: Tier 1

Activity - Incorporate Technology to Increase Science Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate technology, desktop computers and electronics to increase science proficiency for the at-risk, average and gifted students.	Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A	Instructional Staff and Title I Coordinator

Activity - STEM Activities and Hands-on Drone Experience	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at the middle school level will begin to engage in STEM Activities that involve math, science and technology components. An additional Drone Program will also be introduced at this level to support the cross-curricular activities with a focus on engineering. Students in the seventh grade will gain First Aid and CPR Certification as part of a community effort to further engage students in a Health/Wellness Initiative and exploration as a First Responder.	Community Engagement, Direct Instruction	Tier 1	Getting Ready	08/01/2016	06/16/2017	\$2000	Title I Part A, General Fund	Instructional Staff, Curriculum Coordinator, Program Director

Activity - Professional Development to Improve Science Proficiency.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development to improve Science proficiency.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2000	Title I Part A, Title II Part A	Curriculum Coordinator and Instructional Staff

Activity - Increase Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin to incorporate supplementary materials, (Brain Pop, Brain Pop, Jr.), to improve understanding of science concepts. Teachers will also include at least one science content vocabulary assessment each quarter.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Section 31a, Title I Part A	Instructional Staff, Curriculum Coordinator

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Activity - Health Awareness involving Training of First Aid and CPR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the eight grade will participate in an advanced science class involving the training and certification of First Aid and CPR. A certified instructor will conduct small group training engaging students in their use of the scientific process to apply First Aid and CPR, preparing them for on-site certification.	Community Engagement, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$2500	Title I Part A, Section 31a	Instructional Staff, Curriculum Coordinator, Program Instructor

Strategy 2:

Timely and Additional Assistance for students furthest from state/local targets - The Academy Staff will provide extended learning opportunities for students furthest from the targets of the state and local assessments in order to improve skill levels in core content areas.

Category: Science

Research Cited: SUMMARY:

In a continued effort to ensure mastery of foundational and problem solving skills, Extended Learning Opportunities are utilized to provide targeted assistance to students. Extending time to the students who have the greatest need can improve student learning and successfully close the achievement gap between poor and minority students and their more affluent peers.

CITATION:

Lynch, Matthew (2011). It's Time for change: School Reform for the Next Decade.

Tier: Tier 1

Activity - Field Trip Admissions and Transportation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 grade students will be provided an opportunity for extended hands-on learning. Kindergarten students will be provided an opportunity for extended hands-on learning at the Detroit Zoological Park.	Field Trip	Tier 1	Implement	09/06/2016	06/16/2017	\$7773	Section 31a, Title I Part A	Instructional Staff

Activity - Extended Time for Science Lab Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of Science will provide additional time for hands-on Science instruction through the addition of labs to increase students' engagement and knowledge.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A	Science Instructional Staff and Curriculum Coordinator

Activity - Progress Monitoring and Overall Program Oversight	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>West Village Academy staff will use progress monitoring instructional strategies in the classroom weekly to meet the needs of all students. Core teachers and administrators will meet and be trained on effective data analysis and progress monitoring. Science Curriculum/Shared Leadership Team will meet to discuss progress of science goals a minimum of once per quarter. Title One Coordinator will provide oversight of all state and federal program requirements to ensure that the academy is in compliance.</p>	Other - STEM	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Title I Part A	Instructional Staff, Curriculum Coordinator, Title I Coordinator
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Strategy 3:

Additional Student Support Services - The teachers will be trained on classroom management. The school social worker will help resolve conflicts that arise between all students regarding academic requirements and behavior/attendance/health policies and/or expectations in order to improve academic achievement.

Category: Science

Research Cited: SUMMARY:

This article identifies how students with antisocial behaviors may also be at risk for a host of negative outcomes within and beyond the school setting. It also identifies proactive methods for identifying and serving students with learning and behavior concerns.

CITATION:

Lane, K. L., Wehby, J., Menzies, H. M., Doukas, G. L., Munton, S. M., & Gregg, R. M. (2003). Social skills instruction for students at risk for antisocial behavior: The effects of small-group instruction. *Behavioral Disorders, 28*(3), 229-248.

Tier: Tier 1

Activity - Social Worker for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.</p>	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Special Education, General Fund	Social Worker

Strategy 4:

Parent Involvement in Science Instruction - The Academy believes that parents and teachers share many roles. The Academy Staff will provide developmental activities to support all parents in their ability to assist in the education of their students in order to improve their child's skills in all core content areas.

Category: Science

Research Cited: SUMMARY:

From At-Risk to Academic Excellence: What Successful Leaders Do includes actual examples and real life stories which illustrate how the leaders at these schools

raised academic achievement, motivated students, boosted parent and community involvement and applied the 3 r's rigor, relevance, and relationships. This book brings together the wisdom and experience from over 50 schools that have been categorized as "high performing, high minority, high poverty."

CITATION:

John Bell, J., Schargel, F., Thacker, T., (2007). From At-Risk to Academic Excellence: What Successful Leaders Do.

Tier: Tier 1

Activity - Parent Development: Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a Science Night where parents will be provided strategies and activities to use to help their child learn at home through hands-on games and presentations.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A, Other	Science Committee, Curriculum Coordinator and Parent Committee Chairperson

Activity - Mentor Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified staff members who remain in the classroom but take on additional duties such as mentoring first to third year teachers and demonstrate high academic achievement of students. Teachers will meet with mentors a minimum additional time-quarterly; after school.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title II Part A	Curriculum Coordinator

Goal 3: All students will demonstrate proficiency in Social Studies.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in grade level standards in Social Studies by 06/16/2017 as measured by MSTEP, and Measures of Academic Progress Test, (MAP); with a focus of decreasing the gap between students with and without learning disabilities. .

Strategy 1:

Social Studies Differentiation through Research-Based Best Practices for all Students - Teachers will utilize best practices for social studies instruction that focuses on grade level social studies content. This will be accomplished through differentiation (small group and one-on-one, technology, field trip experiences and extended learning opportunities). It will encompass all students, (at-risk, average and advanced), in order to build background knowledge as well as deepen their understanding of social studies concepts.

Category: Social Studies

Research Cited: SUMMARY:

How do you bring research findings into the classroom and how do you find the time to research the research? In this valuable resource, the authors have examined decades of research findings to distill the results into nine categories of teaching strategies that have positive effects on student learning. CITATION: Marzano, R., Pickering, D., and Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.

SUMMARY:

Tomlinson (2009) defines differentiated instruction as the process of ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that students' readiness level, interests, and preferred mode of learning.

CITATION:

Tomlinson, C.(2009). Two School Pursuing Learning Profiles. School Administrator, 66(2), 32-33.

SUMMARY:

In a continued effort to ensure mastery of foundational and problem solving skills, extended learning opportunities are utilized to provide targeted assistance to students. Extending time to the students who have the greatest need can improve student learning and successfully close the achievement gap between poor and minority students and their more affluent peers.

CITATION:

Lynch, Matthew (2011). It's Time for change: School Reform for the Next Decade.

SUMMARY:

To support the strategy the Academy will implement cooperative learning. David Johnson and Roger Johnson (1999) indicate that cooperative learning greatly impacts student achievement. Cooperative grouping provides positive interdependence, face to face interaction, individual accountability, and interpersonal skills. Each component engages the use of problem solving skills. Teachers actively infuse the use of cooperative grouping across core academic content areas to engage each learner.

CITATION:

David Johnson and Roger Johnson (1999). Cooperation in the Classroom.

Tier: Tier 1

Activity - Incorporate Technology to Increase Social Studies Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate technology, desktop computers and software and electronics to increase social studies proficiency for the at-risk, average and gifted students.	Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Section 31a, Title I Part A	Instructional, Support Staff, Curriculum Coordinator

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Activity - Increase Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin to incorporate supplementary materials, (Brain Pop, Brain Pop, Jr.), to improve understanding of social studies concepts. Teachers will also include at least one social studies content vocabulary assessment each quarter.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Section 31a, Title I Part A	All Instructional Staff and Curriculum Coordinator
Activity - Professional Development to improve social studies proficiency.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development opportunities made available to staff to improve social studies proficiency. Stipends are also provided to teachers attending sessions after work hours.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A, Title II Part A	Curriculum Coordinator
Activity - Class Economy/Young Bankers Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third through fifth grade students will engage in a study of economics by utilizing a class banking systems, and sixth through eighth grade will participate in a stock market activity. Both activities provide learning situations about economic principles in a real-world setting.	Academic Support Program, Community Engagement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Other	Third through Eighth Grade Instructional Staff
Activity - STEM Activities and Hands-on Drone Experience	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at the middle school level will begin to engage in STEM Activities that have a Drone Program component. Cross-curricular activities, with drones, will provide students with the opportunity to deepen their understanding of geographical concepts.	Community Engagement, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Title I Part A	Instructional Staff, Curriculum Coordinator, Program Director

Strategy 2:

Timely & Additional Assistance for students furthest from state/local targets - The Academy Staff will provide extended learning opportunities for students furthest from the targets of the state and local assessments in order to improve skill levels in core content areas.

Category: Social Studies

Research Cited: SUMMARY:

In a continued effort to ensure mastery of foundational and problem solving skills, extended learning opportunities are utilized to provide targeted assistance to students. Extending time to the students who have the greatest need can improve student learning and successfully close the achievement gap between poor and minority students and their more affluent peers.

CITATION:

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Lynch, Matthew (2011). It's Time for change: School Reform for the Next Decade.

Tier: Tier 2

Activity - Field Trip Admissions & Transportation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
150 students will be provided an opportunity for extended hands-on learning at Green Field Village. 1st Grade students will be provided an opportunity for extended hands-on learning at Amish Farm. 8th Grade students will be provided an opportunity for extended hands-on learning and career exploration at Michigan State University. 3rd-8th grade students will be provided an opportunity for extended hands-on learning at Detroit Historical Museum. 7th grade students will be provided an opportunity for extended hands-on learning at Arab American Museum. 6th Grade students will be provided an opportunity for extended hands-on learning at Holocaust Museum.	Field Trip	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A	Instructional Staff and Curriculum Coordinator
Activity - Progress Monitoring and Overall Program Oversight	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Village Academy staff will use progress monitoring instructional strategies in the classroom weekly to meet the needs of all students. Core teachers and administrators will meet and be trained on effective data analysis and progress monitoring. Social Studies Curriculum/Shared Leadership Team will meet to discuss progress of Social Studies goals a minimum of once per quarter. Title One Coordinator will provide oversight of all state and federal program requirements to ensure that the academy is in compliance.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A	Instructional Staff, Curriculum Coordinator, Title I Coordinator
Activity - Summer School/Extended Year for Social Studies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will provide Summer School/Extended Year Cross-Curricular Social Studies instruction in order to help prevent summer academic loss. Program based upon fund availability.	Academic Support Program	Tier 2	Implement	06/27/2016	08/04/2016	\$0	Title I Part A, Section 31a	Curriculum Coordinator and 21st Century Learning Communities Grant Program Director

Strategy 3:

Additional Student Support Services - The school social worker will help resolve conflicts that arise between all students regarding academic requirements and behavior/attendance/health policies and/or expectations in order to improve academic achievement.

Category: Social Studies

Research Cited: Research

SUMMARY: This article identifies how students with antisocial behaviors may also be at risk for a host of negative outcomes within and beyond the school setting. It also identify proactive methods for identifying and serving students with learning and behavior concerns. CITATION: Lane, K. L., Wehby, J., Menzies, H. M., Doukas, G. L., Munton, S. M., & Gregg, R. M. (2003). Social skills instruction for students at risk for antisocial behavior: The effects of small-group instruction. Behavioral Disorders, 28(3), 229-248.

Tier: Tier 1

Activity - Social Worker for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.	Behavioral Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Special Education, General Fund	Social Worker
Activity - Mentor Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified staff members who remain in the classroom but take on additional duties such as mentoring first-year teachers and demonstrate high academic achievement of students. Teachers will meet with mentors a minimum additional time-quarterly; after school.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title II Part A	Curriculum Coordinator

Strategy 4:

Parent Involvement in Social Studies Instruction - The Academy believes that parents and teachers share many roles. The Academy Staff will provide developmental activities to support all parents in their ability to assist in the education of their students in order to improve their child's skills in all core content areas.

Category:

Research Cited: SUMMARY: This book brings together the wisdom and experience from over 50 schools that have been categorized as "high performing, high minority, high poverty." From At-Risk to Academic Excellence: What Successful Leaders Do includes actual examples and real life stories which illustrate how the leaders at these schools raised academic achievement, motivated students, boosted parent and community involvement and applied the 3 r's rigor, relevance, & relationships.

CITATION: John Bell, J., Schargel, F., Thacker, T., (2007). From At-Risk to Academic Excellence: What Successful Leaders Do.

Tier: Tier 1

Activity - History & Culture Family Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a History and Cultural Night where parents will be provided strategies and activities to use to help their child learn at home through hands-on games and presentations.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A	Curriculum Coordinator, Social Studies Curriculum Team, Parent Committee Chairperson and 21st Century Learning Communities Grant Program Coordinator

Goal 4: All students will demonstrate proficiency in Writing.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in grade level standards in English Language Arts by 06/16/2017 as measured by M-STEP, and Write Steps Classroom Assessments; with a focus of decreasing the gap between students with and without learning disabilities. .

Strategy 1:

Writing Differentiation through Research-Based Best Practices for all Students - Teachers will utilize best practices for writing instruction that focuses on, writing fluency, grammar and vocabulary skills through differentiation (small group and one-on-one), technology and extended learning opportunities for all students (at-risk, average and advanced) in order to improve their writing skills.

Category: English/Language Arts

Research Cited: SUMMARY:

How do you bring research findings into the classroom and how do you find the time to research the research? In this valuable resource, the authors have examined decades of research findings to distill the results into nine categories of teaching strategies that have positive effects on student learning. CITATION: Marzano, R., Pickering, D., and Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.

SUMMARY:

Tomlinson (2009) defines differentiated instruction as the process of ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that students' readiness level, interests, and preferred mode of learning.

CITATION:

Tomlinson, C.(2009). Two School Pursuing Learning Profiles. School Administrator, 66(2), 32-33.

SUMMARY:

In a continued effort to ensure mastery of foundational and problem solving skills, extended learning opportunities are utilized to provide targeted assistance to students. Extending time to the students who have the greatest need can improve student learning and successfully close the achievement gap between poor and minority students and their more affluent peers.

CITATION:

Lynch, Matthew (2011). It's Time for change: School Reform for the Next Decade.

SUMMARY:

To support the strategy the Academy will implement cooperative learning. David Johnson and Roger Johnson (1999) indicate that cooperative learning greatly impacts student achievement. Cooperative grouping provides positive interdependence, face to face interaction, individual accountability, and interpersonal skills. Each component engages the use of problem solving skills. Teachers actively infuse the use of cooperative grouping across core academic content areas to engage each learner.

CITATION:

David Johnson and Roger Johnson (1999). Cooperation in the Classroom.

Tier: Tier 1

Activity - Small Group Instruction w/ Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals and Intervention Teachers provide small group Reading instruction for students at-risk of not meeting the state and local targets. Additionally, the instructional staff will utilize writing centers and writing conferences for all students at each grade level.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Section 31a, Title I Part A	Instructional Staff, Intervention Teachers and Support Staff

Activity - Incorporate Technology to Increase Writing Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate technology Desktop Computers to increase writing proficiency for the at- risk, average and gifted students.	Technology , Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A	Instructional and Support Staff

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Activity - Increase Writing Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin to incorporate the Write Steps Program to improve understanding of Writing/Grammar concepts. Teachers will also include at least one writing piece per quarter with a focus on specific concepts of writing.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All Instructional Staff and Curriculum Coordinator

Activity - Professional Development to Improve Writing Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development activities to Improve Writing Proficiency	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2760	Title II Part A	Curriculum Coordinator

Strategy 2:

Timely & Additional Assistance for students furthest from state/local targets - The Academy Staff will provide extended learning opportunities for students furthest from the targets of the state and local assessments in order to improve skill levels in core content areas.

Category: English/Language Arts

Research Cited: SUMMARY:

In a continued effort to ensure mastery of foundational and problem solving skills, EXTENDED LEARNING OPPORTUNITIES are utilized to provide targeted assistance to students. Extending time to the students who have the greatest need can improve student learning and successfully close the achievement gap between poor and minority students and their more affluent peers.

CITATION:

Lynch, Matthew (2011). It's Time for change: School Reform for the Next Decade.

Tier: Tier 2

Activity - Progress Monitoring and Overall Program Oversight	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Village Academy staff will use progress monitoring instructional strategies in the classroom weekly to meet the needs of all students. Core teachers and administrators will meet and be trained on effective data analysis and progress monitoring. English Language Arts Curriculum/Shared Leadership Team will meet to discuss progress of Writing goals a minimum of once per quarter. Title One Coordinator will provide oversight of all state and federal program requirements to ensure that the academy is in compliance.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A	Instructional Staff, Curriculum Coordinator, Title I Coordinator

Activity - Writing Conferences Student/Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will document writing conferencing and complete writing continuums once per quarter.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	Instructional Staff and Curriculum Coordinator

Strategy 3:

Additional Student Support Services - The school social worker will help resolve conflicts that arise between all students regarding academic requirements and behavior/attendance/health policies and/or expectations in order to improve academic achievement.

Category: English/Language Arts

Research Cited: SUMMARY: This article identifies how students with antisocial behaviors may also be at risk for a host of negative outcomes within and beyond the school setting. It also identify proactive methods for identifying and serving students with learning and behavior concerns. CITATION: Lane, K. L., Wehby, J., Menzies, H. M., Doukas, G. L., Munton, S. M., & Gregg, R. M. (2003). Social skills instruction for students at risk for antisocial behavior: The effects of small-group instruction. Behavioral Disorders, 28(3), 229-248.

Behavioral Disorders, 28(3), 229-248.

Tier: Tier 1

Activity - Social Worker for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Section 31a, Special Education	Social Worker

Activity - Mentor Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified staff members who remain in the classroom but take on additional duties such as mentoring first-year teachers and demonstrate high academic achievement of students. Teachers will meet with mentors a minimum additional time-quarterly; after school.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title II Part A	Curriculum Coordinator

Strategy 4:

Parent Involvement in Writing Instruction - The Academy believes that parents and teachers share many roles. The Academy Staff will provide developmental activities to support all parents in their ability to assist in the education of their students in order to improve their child's skills in all core content areas.

Category:

Research Cited: SUMMARY:

This book brings together the wisdom and experience from over 50 schools that have been categorized as "high performing, high minority, high poverty." From At-Risk

to Academic Excellence: What Successful Leaders Do includes actual examples and real life stories which illustrate how the leaders at these schools raised academic achievement, motivated students, boosted parent and community involvement and applied the 3 r's rigor, relevance, & relationships.

CITATION:

John Bell, J., Schargel, F., Thacker, T., (2007). From At-Risk to Academic Excellence: What Successful Leaders Do.

Tier: Tier 1

Activity - Parent Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Village Academy will host parent meetings to help parents better understand their role in School Wide Title I requirements. Provide parents training on strategies to use while educating their students. Parents will also be provided with training on "How to help my child's teacher improve student achievement?" Parents will be provided training on "How to help my child with homework?" The Academy will provide needed supplies, dinner and child care for applicable meetings.	Parent Involvement	Tier 1	Implement	10/01/2015	05/31/2016	\$0	Title I Part A	Curriculum Coordinator and Parent Committee Chairperson

Goal 5: All students will demonstrate proficiency in Mathematics.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency of grade level standards in Mathematics by 06/16/2017 as measured by M-STEP and Measures of Academic Progress Test, (MAP); with a focus of decreasing the gap between students with and without learning disabilities.

Strategy 1:

Math Differentiation through Research-Based Best Practices for all Students - Teachers will utilize best practices for math instruction that focuses on Algebra, Geometry, Problem Solving, Number & Operations and reinforcing basic mathematical skills through differentiation, (small group and one-on-one), technology and extended learning opportunities for all students, (at-risk, average and advanced), in order to deepen their understanding of mathematical concepts.

Category: Mathematics

Research Cited: SUMMARY:

Tomlinson (2009) defines Differentiated Instruction as the process of ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that students' readiness level, interests, and preferred mode of learning.

CITATION:

Tomlinson, C.(2009). Two School Pursuing Learning Profiles, School Administrator, 66(2), 32-33.

SUMMARY:

In a continued effort to ensure mastery of foundational and problem solving skills, Extended learning Opportunities are utilized to provide targeted assistance to students. Extending time to the students who have the greatest need can improve student learning and successfully close the achievement gap between poor and minority students and their more affluent peers.

CITATION:

Lynch, Matthew (2011). It's Time for Change: School Reform for the Next Decade.

SUMMARY:

To support the strategy the Academy will implement Cooperative Learning. David Johnson and Roger Johnson (1999) indicate that cooperative learning greatly impacts student achievement. Cooperative grouping provides positive interdependence, face to face interaction, individual accountability, and interpersonal skills. Each component engages the use of problem solving skills. Teachers actively infuse the use of cooperative grouping across core academic content areas to engage each learner.

CITATION:

David Johnson and Roger Johnson (1999). Cooperation in the Classroom.

Tier: Tier 1

Activity - Small Group Instruction with Title I and Section 31a Specialists and Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I and Section 31a Intervention Teachers/Specialists will provide small group math instruction for students at-risk of not meeting the state and local targets.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/16/2017	\$0	Section 31a, Title I Part A	Instructional Staff, Intervention Teachers, and Curriculum Coordinator

Activity - Small Group Instruction with Title I and Section 31a Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I and Section 31a Paraprofessionals will provide small group math instruction for students at-risk of not meeting the state and local targets.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$1000	Section 31a, Title I Part A	Instructional Staff, Paraprofessionals, and Curriculum Coordinator

Activity - Class Economy/Young Bankers Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Third through fifth grade students will engage in a study of economics by utilizing a class banking system, and sixth through eighth grade will participate in a stock market activity. Both activities provide learning situations about economic principles in a real-world setting.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Part A, Other	Third through eighth grade Instructional Staff
Activity - Incorporate technology to increase math proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate technology, desktop computers, electronics, IXL Math Software to increase math proficiency for the students with disabilities, at-risk, average and gifted students.	Technology, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$13000	Title I Part A	Instructional and Support Staff
Activity - Professional Development to improve math proficiency.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in both on-site and off-site professional development to improve math proficiency.	Professional Learning	Tier 1	Implement	08/31/2016	06/16/2017	\$7175	Title II Part A	Curriculum Coordinator and Title I Math Coaches
Activity - STEM Activities and Hands-on Drone Experience	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at the middle school level will begin to engage in STEM Activities that involve math, science and technology components. An additional Drone Program will also be introduced at this level to support the cross-curricular activities with a focus on engineering.	Community Engagement, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$2000	Title I Part A	Instructional Staff, Curriculum Coordinator, Program Director

Strategy 2:

Parent Involvement in Mathematics Instruction - The Academy believes that parents and teachers share many roles. The Academy Staff will provide developmental activities to support all parents in their ability to assist in the education of their students in order to improve their child's skills in all core content areas, specifically mathematics.

Category: Mathematics

Research Cited: The book, From At-Risk to Academic Excellence:What Successful Leaders Do, brings together the wisdom and experience from over 50 schools that have been categorized as "high performing, high minority, high poverty." This books real life stories which illustrate how the leaders at theses schools raised academic achievement, motivated students, boosted parent and community involvement and applied the 3 r's rigor, relevance, and relationships.

Tier: Tier 1

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Activity - Parent Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Village Academy will host parent meetings to help parents better understand their role in School-wide Title I requirements. They will also provide parents training on the strategies and software tools used to educate their students. Training topics will include, "Improving Student Achievement, Helping with Homework, and Understanding MAP Scores." The Academy will provide needed supplies, incentives and child care for applicable meetings.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$3360	Title I Part A, Section 31a	Curriculum Coordinator, Math Committee, and Parent Committee Chairperson

Strategy 3:

Timely and Additional Assistance for students furthest from state/local targets - The Academy Staff will provide extended learning opportunities for students furthest from the targets of the state and local assessments in order to improve skill levels in core content areas, specifically mathematics.

Category: Learning Support Systems

Research Cited: In a continued effort to ensure mastery of foundational and problem solving skills, Extended Learning Opportunities are utilized to provide targeted assistance to students. Extending time to the students who have the greatest need can improve student learning and successfully close the achievement gap between poor and minority students and their more affluent peers.

CITATION:

Lynch, Matthew (2011). It's Time for Change: School Reform for the Next Decade.

Tier: Tier 2

Activity - Extended Day Intervention for Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school, assigned staff will serve as a teacher for a small group of students in the core academic areas. Staff will be responsible for providing academic support and guidance for students, (i.e. tutorials, organization skills, study skills, time management, management of academic performance).	Academic Support Program	Tier 2	Implement	12/05/2016	04/28/2017	\$37767	Section 31a	Curriculum Coordinator, Instructional Staff

Activity - Homeless Student Support (Transportation and Supplies)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will provide support to homeless families. (Transportation and Supplies)	Other	Tier 1		09/06/2016	06/16/2017	\$500	Title I Part A	Homeless Liaison

Activity - Progress Monitoring and Overall Program Oversight	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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West Village Academy staff will use progress monitoring instructional strategies in the classroom weekly to meet the needs of all students. Core teachers and administrators will meet and receive training on effective data analysis and progress monitoring. Math Curriculum/Shared Leadership Team will meet to discuss progress of math goals at a minimum of once per quarter. Title I Coordinator will provide oversight of all state and federal program requirements to ensure that the academy is in compliance.	Other - FALCON Initiative	Tier 1	Implement	09/06/2016	06/16/2017	\$3898	Title I Part A, Section 31a	Curriculum Coordinator Instructional Staff, Title I Coordinator
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Activity - Summer School/Extended Year Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provided extended year programming and instruction for students furthest from the state targets. This program will occur based upon funding.	Academic Support Program	Tier 2	Implement	07/10/2017	08/04/2017	\$0	Section 31a	Curriculum Coordinator and 21st Century Learning Communities Grant Program Director

Strategy 4:

Additional Student Support Services - The teachers will be trained on classroom management. The school social worker will help resolve conflicts that arise between all students regarding academics and behavior/attendance/health policies and/or expectations in order to improve academic achievement.

Category: Mathematics

Research Cited: SUMMARY:

Social skills instruction for students at risk for antisocial behavior: The effects of small-group instruction. This article identifies how students with antisocial behaviors may also be at risk for a host of negative outcomes within and beyond the school setting. It also identifies proactive methods for identifying and serving students with learning and behavior concerns.

CITATION:

Lane, K.L., Wehby, J., Menzies, H.M., Doukas, G.L., Munton, S.M., & Gregg, R.M. (2003). Social skills instruction for students at risk for antisocial behavior: The effects of small-group instruction. Behavioral Disorders, 28(3), 229-248

Tier: Tier 2

Activity - Social Worker for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$21079	Special Education, Section 31a	Dean of Students and Social Worker

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Activity - Intervention Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplies will be used to help support all intervention programs.	Materials	Tier 1	Implement	09/06/2016	06/16/2017	\$6278	Section 31a, Title I Part A	Title I Coordinator
Activity - Mentor Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified staff members who remain in the classroom but take on additional duties such as mentoring first to third year teachers and demonstrate high academic achievement of students. Teachers will meet with mentors a minimum additional time-quarterly;after school.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$6960	Section 31a, Title II Part A	Curriculum Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Economy/Young Bankers Program	Third through fifth grade students will engage in a study of economics by utilizing a class banking systems, and sixth through eighth grade will participate in a stock market activity. Both activities provide learning situations about economic principles in a real-world setting.	Academic Support Program, Community Engagement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Third through Eighth Grade Instructional Staff
Parent Development: Science Night	Parents will be invited to a Science Night where parents will be provided strategies and activities to use to help their child learn at home through hands-on games and presentations.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Science Committee, Curriculum Coordinator and Parent Committee Chairperson
Extended Year/Summer School	Extended Year/Summer School will be provided to give support through the 21st Century program.	Academic Support Program	Tier 3	Implement	07/10/2017	08/11/2017	\$1500	Instructional Staff and Curriculum Coordinator
Class Economy/Young Bankers Program	Third through fifth grade students will engage in a study of economics by utilizing a class banking system, and sixth through eighth grade will participate in a stock market activity. Both activities provide learning situations about economic principles in a real-world setting.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Third through eighth grade Instructional Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Extended Reading Instruction Time (2-3 times per week)	As evidenced in teacher's lesson plans, teachers will institute two reading lessons per day focusing on direct instruction in one lesson and differentiated instruction activities with paraprofessional and specialists in the other lesson; with an addition of middle school reading intervention classes.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Instructional Staff, Intervention Teacher, Paraprofessionals and Curriculum Coordinator
Increase Writing Proficiency	Teachers will begin to incorporate the Write Steps Program to improve understanding of Writing/Grammar concepts. Teachers will also include at least one writing piece per quarter with a focus on specific concepts of writing.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All Instructional Staff and Curriculum Coordinator

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentor Teachers	Highly qualified staff members who remain in the classroom but take on additional duties such as mentoring first-year teachers and demonstrate high academic achievement of students. Teachers will meet with mentors a minimum additional time-quarterly; after school.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator
Professional Development to Improve Science Proficiency.	Professional Development to improve Science proficiency.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator and Instructional Staff
Mentor Teachers	Highly qualified staff members who remain in the classroom but take on additional duties such as mentoring first-year teachers and demonstrate high academic achievement of students. Teachers will meet with mentors a minimum additional time-quarterly; after school.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator
Mentor Teachers	Highly qualified staff members who remain in the classroom but take on additional duties such as mentoring first to third year teachers and demonstrate high academic achievement of students. Teachers will meet with mentors a minimum additional time-quarterly; after school.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator
Mentor Teachers	Highly qualified staff members who remain in the classroom but take on additional duties such as mentoring first-year teachers and demonstrate high academic achievement of students. Teachers will meet with mentors a minimum additional time-quarterly; after school.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator

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Professional Development to improve math proficiency.	Teachers will participate in both on-site and off-site professional development to improve math proficiency.	Professional Learning	Tier 1	Implement	08/31/2016	06/16/2017	\$7175	Curriculum Coordinator and Title I Math Coaches
Professional Development to Improve Writing Proficiency	Professional Development activities to Improve Writing Proficiency	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2760	Curriculum Coordinator
Classroom Management Professional Development via PD360	The instructional staff will be responsible for viewing classroom management videos via PD360 on the topic of classroom management. The assigned staff will be required to provide feedback and action steps to support their learning.	Professional Learning	Tier 1	Implement	08/10/2015	06/17/2016	\$0	Curriculum Coordinator
Professional Development to improve social studies proficiency.	Professional Development opportunities made available to staff to improve social studies proficiency. Stipends are also provided to teachers attending sessions after work hours.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator
Mentor Teachers	Highly qualified staff members who remain in the classroom but take on additional duties such as mentoring first to third year teachers and demonstrate high academic achievement of students. Teachers will meet with mentors a minimum additional time-quarterly;after school.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$6960	Curriculum Coordinator

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Homeless Student Support (Transportation and Supplies)	The Academy will provide support to homeless families. (Transportation and Supplies)	Other	Tier 1		09/06/2016	06/16/2017	\$500	Homeless Liaison
Progress Monitoring	Progress monitoring will be conducted at multiple levels. All students will be responsible for tracking their reading assessment scores; core teachers and interventionists will collaborate bi-weekly to discuss progress and Shared Leadership Team will discuss monthly about student progress.	Other	Tier 1	Implement	09/06/2016	06/22/2017	\$0	Instructional Staff, Curriculum Coordinator, Title I Coordinator

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West Village Academy

History & Culture Family Nights	Parents will be invited to a History and Cultural Night where parents will be provided strategies and activities to use to help their child learn at home through hands-on games and presentations.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator, Social Studies Curriculum Team, Parent Committee Chairperson and 21st Century Learning Communities Grant Program Coordinator.
Parent Development	West Village Academy will host parent meetings to help parents better understand their role in School-wide Title I requirements. They will also provide parents training on the strategies and software tools used to educate their students. Training topics will include, "Improving Student Achievement, Helping with Homework, and Understanding MAP Scores." The Academy will provide needed supplies, incentives and child care for applicable meetings.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$3360	Curriculum Coordinator, Math Committee, and Parent Committee Chairperson
Field Trip Admissions & Transportation	150 students will be provided an opportunity for extended hands-on learning at Green Field Village. 1st Grade students will be provided an opportunity for extended hands-on learning at Amish Farm. 8th Grade students will be provided an opportunity for extended hands-on learning and career exploration at Michigan State University. 3rd-8th grade students will be provided an opportunity for extended hands-on learning at Detroit Historical Museum. 7th grade students will be provided an opportunity for extended hands-on learning at Arab American Museum. 6th Grade students will be provided an opportunity for extended hands-on learning at Holocaust Museum.	Field Trip	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional Staff and Curriculum Coordinator
Health Awareness involving Training of First Aid and CPR	Students in the eight grade will participate in an advanced science class involving the training and certification of First Aid and CPR. A certified instructor will conduct small group training engaging students in their use of the scientific process to apply First Aid and CPR, preparing them for on-site certification.	Community Engagement, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$2500	Instructional Staff, Curriculum Coordinator, Program Instructor

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West Village Academy

Parent Development Sessions	West Village Academy will host parent meetings to help parents better understand their role in School Wide Title I requirements. Provide parents training on strategies to use while educating their students. Parents will also be provided with training on "How to help my child's teacher improve student achievement?" Parents will be provided training on "How to help my child with homework?" The Academy will provide needed supplies, dinner and child care for applicable meetings.	Parent Involvement	Tier 1	Implement	10/01/2015	05/31/2016	\$0	Curriculum Coordinator and Parent Committee Chairperson
Homeless Student Support -Transportation and Supplies	The Academy will provide support to homeless families. Transportation and supplies will be provided for homeless students	Other	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Homeless Liaison
Developmental Reading Continuum (DRA) Progress Monitoring	The reading interventionists and classroom teacher will collaborate and determine best practices that will support student growth through progress monitoring.	Academic Support Program	Tier 2	Implement	09/06/2016	08/11/2017	\$0	Instructional Staff and Curriculum Coordinator
Professional Development to Improve Science Proficiency.	Professional Development to improve Science proficiency.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2000	Curriculum Coordinator and Instructional Staff
Extended Year/Summer School	Extended Year/Summer School will be provided to give support through the 21st Century program.	Academic Support Program	Tier 3	Implement	07/10/2017	08/11/2017	\$0	Instructional Staff and Curriculum Coordinator
Increase Vocabulary Development	Teachers will begin to incorporate supplementary materials, (Brain Pop, Brain Pop, Jr.), to improve understanding of science concepts. Teachers will also include at least one science content vocabulary assessment each quarter.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional Staff, Curriculum Coordinator
Incorporate technology to increase math proficiency	Incorporate technology, desktop computers, electronics, IXL Math Software to increase math proficiency for the students with disabilities, at-risk, average and gifted students.	Technology, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$13000	Instructional and Support Staff
Extended Time for Science Lab Sessions	Teachers of Science will provide additional time for hands-on Science instruction through the addition of labs to increase students' engagement and knowledge.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Science Instructional Staff and Curriculum Coordinator
Professional Development to improve Reading proficiency.	Professional Development Activities to improve Reading proficiency.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2000	Curriculum Coordinator

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Progress Monitoring and Overall Program Oversight	West Village Academy staff will use progress monitoring instructional strategies in the classroom weekly to meet the needs of all students. Core teachers and administrators will meet and be trained on effective data analysis and progress monitoring. English Language Arts Curriculum/Shared Leadership Team will meet to discuss progress of Writing goals a minimum of once per quarter. Title One Coordinator will provide oversight of all state and federal program requirements to ensure that the academy is in compliance.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional Staff, Curriculum Coordinator, Title I Coordinator
STEM Activities and Hands-on Drone Experience	Students at the middle school level will begin to engage in STEM Activities that have a Drone Program component. Cross-curricular activities, with drones, will provide students with the opportunity to deepen their understanding of geographical concepts.	Community Engagement, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Instructional Staff, Curriculum Coordinator, Program Director
Incorporate Technology to Increase Science Proficiency	Incorporate technology, desktop computers and electronics to increase science proficiency for the at-risk, average and gifted students.	Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional Staff and Title I Coordinator
Professional Development to improve social studies proficiency.	Professional Development opportunities made available to staff to improve social studies proficiency. Stipends are also provided to teachers attending sessions after work hours.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator
Parent Development: Science Night	Parents will be invited to a Science Night where parents will be provided strategies and activities to use to help their child learn at home through hands-on games and presentations.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Science Committee, Curriculum Coordinator and Parent Committee Chairperson
Flexible Ability Grouping	At risk students will be paired with a paraprofessional in addition to small group reading instruction with Title I and 31A Specialists inside and outside of the classroom.	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$47381	Instructional Staff, Intervention Teachers and Support Staff
STEM Activities and Hands-on Drone Experience	Students at the middle school level will begin to engage in STEM Activities that involve math, science and technology components. An additional Drone Program will also be introduced at this level to support the cross-curricular activities with a focus on engineering.	Community Engagement, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$2000	Instructional Staff, Curriculum Coordinator, Program Director

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Small Group Instruction w/ Paraprofessional	Paraprofessionals and Intervention Teachers provide small group Reading instruction for students at-risk of not meeting the state and local targets. Additionally, the instructional staff will utilize writing centers and writing conferences for all students at each grade level.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Instructional Staff, Intervention Teachers and Support Staff
Summer School/Extended Year for Social Studies Instruction	The Academy will provide Summer School/Extended Year Cross-Curricular Social Studies instruction in order to help prevent summer academic loss. Program based upon fund availability.	Academic Support Program	Tier 2	Implement	06/27/2016	08/04/2016	\$0	Curriculum Coordinator and 21st Century Learning Communities Grant Program Director
Incorporate Technology to Increase Social Studies Proficiency	Incorporate technology, desktop computers and software and electronics to increase social studies proficiency for the at-risk, average and gifted students.	Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional, Support Staff, Curriculum Coordinator
Field Trip Admissions and Transportation	K-8 grade students will be provided an opportunity for extended hands-on learning. Kindergarten students will be provided an opportunity for extended hands-on learning at the Detroit Zoological Park.	Field Trip	Tier 1	Implement	09/06/2016	06/16/2017	\$7773	Instructional Staff
Parent Development Sessions	West Village Academy will host parent meetings to help parents better understand their role in School Wide Title I requirements. Provide parents training on strategies to use while educating their students. Parents will also be provided with training on "How to help my child's teacher improve student achievement?" Parents will be provided training on "How to help my child with homework?" The Academy will provide needed supplies, dinner and child care for applicable meetings.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	English Language Arts Committee, Curriculum Coordinator and Parent Committee Chairperson
Incorporate Technology to Increase Writing Proficiency	Incorporate technology Desktop Computers to increase writing proficiency for the at-risk, average and gifted students.	Technology, Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional and Support Staff
Intervention Supplies	Supplies will be used to help support all intervention programs.	Materials	Tier 1	Implement	09/06/2016	06/16/2017	\$6278	Title I Coordinator
Progress Monitoring	Progress monitoring will be conducted at multiple levels. All students will be responsible for tracking their reading assessment scores; core teachers and interventionists will collaborate bi-weekly to discuss progress and Shared Leadership Team will discuss monthly about student progress.	Teacher Collaboration, Other	Tier 1	Implement	09/06/2016	06/22/2017	\$0	All Instructional Staff and Curriculum Coordinator

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<p>Progress Monitoring and Overall Program Oversight</p>	<p>West Village Academy staff will use progress monitoring instructional strategies in the classroom weekly to meet the needs of all students. Core teachers and administrators will meet and be trained on effective data analysis and progress monitoring. Social Studies Curriculum/Shared Leadership Team will meet to discuss progress of Social Studies goals a minimum of once per quarter. Title One Coordinator will provide oversight of all state and federal program requirements to ensure that the academy is in compliance.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/16/2017</p>	<p>\$0</p>	<p>Instructional Staff, Curriculum Coordinator, Title I Coordinator</p>
<p>Progress Monitoring and Overall Program Oversight</p>	<p>West Village Academy staff will use progress monitoring instructional strategies in the classroom weekly to meet the needs of all students. Core teachers and administrators will meet and be trained on effective data analysis and progress monitoring. Science Curriculum/Shared Leadership Team will meet to discuss progress of science goals a minimum of once per quarter. Title One Coordinator will provide oversight of all state and federal program requirements to ensure that the academy is in compliance.</p>	<p>Other - STEM</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/16/2017</p>	<p>\$0</p>	<p>Instructional Staff, Curriculum Coordinator, Title I Coordinator</p>
<p>Class Economy/Young Bankers Program</p>	<p>Third through fifth grade students will engage in a study of economics by utilizing a class banking system, and sixth through eighth grade will participate in a stock market activity. Both activities provide learning situations about economic principles in a real-world setting.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/16/2017</p>	<p>\$0</p>	<p>Third through eighth grade Instructional Staff</p>
<p>Progress Monitoring and Overall Program Oversight</p>	<p>West Village Academy staff will use progress monitoring instructional strategies in the classroom weekly to meet the needs of all students. Core teachers and administrators will meet and receive training on effective data analysis and progress monitoring. Math Curriculum/Shared Leadership Team will meet to discuss progress of math goals at a minimum of once per quarter. Title I Coordinator will provide oversight of all state and federal program requirements to ensure that the academy is in compliance.</p>	<p>Other - FALCON Initiative</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/16/2017</p>	<p>\$3898</p>	<p>Curriculum Coordinator, Instructional Staff, Title I Coordinator</p>

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Small Group Instruction with Title I and Section 31a Paraprofessional	Title I and Section 31a Paraprofessionals will provide small group math instruction for students at-risk of not meeting the state and local targets.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$1000	Instructional Staff, Paraprofessionals, and Curriculum Coordinator
Parent Development: Reading Night	Parents will be invited to a Reading Night where academy staff will present reading strategies for parents to use to help their child learn at home through hands-on games and presentations. Parents will also have an opportunity to purchase supplemental supplies to aid in home instruction.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	English Language Arts Committee, Curriculum Coordinator and Parent Committee Chairperson
Small Group Instruction with Title I and Section 31a Specialists and Paraprofessionals	Title I and Section 31a Intervention Teachers/Specialists will provide small group math instruction for students at-risk of not meeting the state and local targets.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/16/2017	\$0	Instructional Staff, Intervention Teachers, and Curriculum Coordinator
Increase Vocabulary Development	Teachers will begin to incorporate supplementary materials, (Brain Pop, Brain Pop, Jr.), to improve understanding of social studies concepts. Teachers will also include at least one social studies content vocabulary assessment each quarter.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All Instructional Staff and Curriculum Coordinator
STEM Activities and Hands-on Drone Experience	Students at the middle school level will begin to engage in STEM Activities that involve math, science and technology components. An additional Drone Program will also be introduced at this level to support the cross-curricular activities with a focus on engineering. Students in the seventh grade will gain First Aid and CPR Certification as part of a community effort to further engage students in a Health/Wellness Initiative and exploration as a First Responder.	Community Engagement, Direct Instruction	Tier 1	Getting Ready	08/01/2016	06/16/2017	\$2000	Instructional Staff, Curriculum Coordinator, Program Director

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Health Awareness involving Training of First Aid and CPR	Students in the eight grade will participate in an advanced science class involving the training and certification of First Aid and CPR. A certified instructor will conduct small group training engaging students in their use of the scientific process to apply First Aid and CPR, preparing them for on-site certification.	Community Engagement, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional Staff, Curriculum Coordinator, Program Instructor
Summer School/Extended Year Instruction	Provided extended year programming and instruction for students furthest from the state targets. This program will occur based upon funding.	Academic Support Program	Tier 2	Implement	07/10/2017	08/04/2017	\$0	Curriculum Coordinator and 21st Century Learning Communities Grant Program Director
Social Worker for At-Risk Students	The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Dean of Students and Social Worker
Field Trip Admissions and Transportation	K-8 grade students will be provided an opportunity for extended hands-on learning. Kindergarten students will be provided an opportunity for extended hands-on learning at the Detroit Zoological Park.	Field Trip	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional Staff
Extended Day Intervention for Reading	After School, assigned staff will serve as a teacher for a small group of students in the core academic areas. Staff will be responsible for providing academic support and guidance for students i.e. tutorials, organization skills, study skills, time management, management of academic performance.	Academic Support Program	Tier 2	Implement	01/09/2017	04/28/2017	\$52500	Instructional Staff and Curriculum Coordinator
Extended Day Intervention for Mathematics	After school, assigned staff will serve as a teacher for a small group of students in the core academic areas. Staff will be responsible for providing academic support and guidance for students, (i.e. tutorials, organization skills, study skills, time management, management of academic performance).	Academic Support Program	Tier 2	Implement	12/05/2016	04/28/2017	\$37767	Curriculum Coordinator, Instructional Staff
Mentor Teachers	Highly qualified staff members who remain in the classroom but take on additional duties such as mentoring first to third year teachers and demonstrate high academic achievement of students. Teachers will meet with mentors a minimum additional time-quarterly;after school.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator
Intervention Supplies	Supplies will be used to help support all intervention programs.	Materials	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Coordinator

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Social Worker for At-Risk Students	The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Social Worker
Increase Vocabulary Development	Teachers will begin to incorporate supplementary materials, (Brain Pop, Brain Pop, Jr.), to improve understanding of social studies concepts. Teachers will also include at least one social studies content vocabulary assessment each quarter.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All Instructional Staff and Curriculum Coordinator
Parent Development	West Village Academy will host parent meetings to help parents better understand their role in School-wide Title I requirements. They will also provide parents training on the strategies and software tools used to educate their students. Training topics will include, "Improving Student Achievement, Helping with Homework, and Understanding MAP Scores." The Academy will provide needed supplies, incentives and child care for applicable meetings.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator, Math Committee, and Parent Committee Chairperson
Small Group Instruction w/ Paraprofessional	Paraprofessionals and Intervention Teachers provide small group Reading instruction for students at-risk of not meeting the state and local targets. Additionally, the instructional staff will utilize writing centers and writing conferences for all students at each grade level.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Instructional Staff, Intervention Teachers and Support Staff
Small Group Instruction with Title I and Section 31a Paraprofessional	Title I and Section 31a Paraprofessionals will provide small group math instruction for students at-risk of not meeting the state and local targets.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$0	Instructional Staff, Paraprofessionals, and Curriculum Coordinator
Progress Monitoring and Overall Program Oversight	West Village Academy staff will use progress monitoring instructional strategies in the classroom weekly to meet the needs of all students. Core teachers and administrators will meet and receive training on effective data analysis and progress monitoring. Math Curriculum/Shared Leadership Team will meet to discuss progress of math goals at a minimum of once per quarter. Title I Coordinator will provide oversight of all state and federal program requirements to ensure that the academy is in compliance.	Other - FALCON Initiative	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator, Instructional Staff, Title I Coordinator

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Professional Development to improve Reading proficiency.	Professional Development Activities to improve Reading proficiency.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum Coordinator
Flexible Ability Grouping	Flexible ability small groups with Title I and 31A paraprofessionals in class.	Academic Support Program	Tier 2	Implement	09/06/2016	06/22/2017	\$14000	Instructional Staff, Intervention Teachers and Support Staff
Increase Vocabulary Development	Teachers will begin to incorporate supplementary materials, (Brain Pop, Brain Pop, Jr.), to improve understanding of science concepts. Teachers will also include at least one science content vocabulary assessment each quarter.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional Staff, Curriculum Coordinator
Developmental Reading Continuum (DRA) Progress Monitoring	The reading interventionists and classroom teacher will collaborate and determine best practices that will support student growth through progress monitoring.	Academic Support Program	Tier 2	Implement	09/06/2016	08/11/2017	\$0	Instructional Staff and Curriculum Coordinator
Flexible Ability Grouping	At risk students will be paired with a paraprofessional in addition to small group reading instruction with Title I and 31A Specialists inside and outside of the classroom.	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$9270	Instructional Staff, Intervention Teachers and Support Staff
Incorporate Technology to Increase Social Studies Proficiency	Incorporate technology, desktop computers and software and electronics to increase social studies proficiency for the at-risk, average and gifted students.	Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional, Support Staff, Curriculum Coordinator
Small Group Instruction with Title I and Section 31a Specialists and Paraprofessionals	Title I and Section 31a Intervention Teachers/Specialists will provide small group math instruction for students at-risk of not meeting the state and local targets.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/16/2017	\$0	Instructional Staff, Intervention Teachers, and Curriculum Coordinator
Summer School/Extended Year for Social Studies Instruction	The Academy will provide Summer School/Extended Year Cross-Curricular Social Studies instruction in order to help prevent summer academic loss. Program based upon fund availability.	Academic Support Program	Tier 2	Implement	06/27/2016	08/04/2016	\$0	Curriculum Coordinator and 21st Century Learning Communities Grant Program Director

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Worker for At-Risk Students	The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.	Behavioral Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Social Worker
STEM Activities and Hands-on Drone Experience	Students at the middle school level will begin to engage in STEM Activities that involve math, science and technology components. An additional Drone Program will also be introduced at this level to support the cross-curricular activities with a focus on engineering. Students in the seventh grade will gain First Aid and CPR Certification as part of a community effort to further engage students in a Health/Wellness Initiative and exploration as a First Responder.	Community Engagement, Direct Instruction	Tier 1	Getting Ready	08/01/2016	06/16/2017	\$0	Instructional Staff, Curriculum Coordinator, Program Director
Social Worker for At-Risk Students	The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Social Worker
Social Worker for At-Risk Students	The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Social Worker
Increase Vocabulary Development	???	Direct Instruction	Tier 1	Implement	09/06/2016	06/22/2017	\$0	All Instructional Staff and Curriculum Coordinator
Writing Conferences Student/Teacher	Classroom teachers will document writing conferencing and complete writing continuums once per quarter.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional Staff and Curriculum Coordinator

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Worker for At-Risk Students	The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.	Behavioral Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Social Worker
Flexible Ability Grouping	Flexible ability small groups with Title I and 31A paraprofessionals in class.	Academic Support Program	Tier 2	Implement	09/06/2016	06/22/2017	\$13000	Instructional Staff, Intervention Teachers and Support Staff
Social Worker for At-Risk Students	The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Social Worker
Social Worker for At-Risk Students	The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Social Worker
Social Worker for At-Risk Students	The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. The school social worker will also serve as attendance support for truant families.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$9030	Social Worker
Social Worker for At-Risk Students	The school social worker will provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$21079	Dean of Students and Social Worker