



# **Single Building District Improvement Plan**

West Village Academy

West Village Academy

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

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

# **Improvement Plan Stakeholder Involvement**



## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

West Village Academy has assembled a school improvement team for the development of our institution's improvement plan consisting of instructional and non-instructional staff with a team leader. In this forum, all aspects of the school improvement process are explored collectively with tasks designated to each member for providing input. The team leader is tasked with the responsibility of holding team members accountable for the completion of the SIP project.

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

The school improvement team is tasked with collecting artifacts necessary for the completion of the school improvement plan. The School Improvement Team is configured with one administrator, one elementary teacher and two middle school teachers, representing grades K-2, 3-5 and 6-8. They provide grade level and subject area data/trends for the SIP.

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

An end of the year professional development will be held for the benefit of a year in review and strategic planning for the upcoming year. The final school improvement plan will be shared with the instructional and non-instructional staff during that time. The school board will receive a final copy prior to the July 2017 board meeting. All other stakeholders will have access to the final draft via the school's website.

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

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

The overall comprehensive needs assessment is conducted on an annual basis with input from staff and parents. The building administrator, teachers, paraprofessionals and parents gather to collect several types of data to analyze for the annual comprehensive needs assessment process; such as demographic data, student achievement data, perception data and program/process data from the School Process Rubrics (SPR) 40/90.

In the Spring, parent and staff surveys are given to begin the goal revision process. The Academy grade level teams, Shared Leadership Team as well as the School Improvement Team which includes parents, staff and community grant coordinator analyzes both local and state data. Upon completion, the curriculum teams as well as the School Improvement Team begin the process of revising the current goals, objectives, strategies and activities. After the SPR cycle of review for the above mentioned data sources, each strand is printed and placed in a binder. The staff is then divided into five teams. Each team is responsible for rating each key characteristic, standard, and benchmark and then providing hard copies of evidence to support the rating. The evidence is placed in the corresponding binder behind the matching standard and benchmark. Then, a representative from each team reported its' findings to the stakeholders and school improvement team to determine accuracy. The binders are housed and will be reviewed by the curriculum team and school improvement team on a bi-annual basis to update evidence.

### **2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

The comprehensive needs assessment process feedback showed us that parents and the community want to see more resources in the classrooms for both students and teachers. Lack of textbooks was also a parent concern. Students, teachers and parents all expressed a need for additional electives, including technology for grades K-5 and a foreign language for grades 6-8. Student achievement data shows that the Academy's cohort group is beginning to stagnate for both ELA and Math scores. Addressing some of the issues mentioned above can help move ALL student scores, regardless of low, average or high achieving. Teachers have expressed additional concerns about not having timely feedback for observations and/or enough opportunities to network with teachers that are not at the same grade level. Improving all aspects of communication are essential to improving both perception and achievement data. From the outside view, our communication with families and the community at large is one of the Academy's strengths, however, we do not communicate effectively with one another internally as a staff.

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

The Goals are based upon the needs identified in the comprehensive needs assessment. Upon review of data, surveys, and feedback, the goals are created to improve the overall success of the academy. The Academy's goals portray a clear and detailed analysis of multiple types  
SY 2016-2017

of data from each academic area, (mathematics, reading, writing, science, and social studies). Data from the 2015 MSTEP, 2015-2016 NWEA Measures of Academic Progress Examination (KG-8), IEPs & 504 for students with disabilities or health issues are utilized in the assessment. The objectives are created to represent the M-STEP, MEAP and NWEA Measures of Academic Progress Examinations.

#### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

Teachers utilize the NWEA MAP test data to meet the instructional needs of a wide variety of learners. Low performing students are given first consideration for additional academic support through the Intervention process.

## **Component 2: Schoolwide Reform Strategies**

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

The Academy will employ the following strategies in the school-wide plan which will focus on helping ALL students reach the State's standards: Teachers will utilize best practices for whole group and small group instruction that focuses on both math and reading, reinforcing basic 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 concepts. The Academy believes that parents and teachers share many roles. The Academy provides developmental activities during curriculum nights 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. The Academy Staff will provide additional learning opportunities for students furthest from the targets of the state and local assessments in order to improve skill levels in core content areas. Teachers continually review data at the end of each testing cycle to identify students who may be in need of additional assistance in a smaller group setting. 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.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Differentiated instruction allows teachers to deliver specific content to a targeted group of students- regardless of ability or performance this practice can help increase both the quality and quantity of instruction. Utilizing a pull-out model as part of the RTI process helps increase focus and output of small groups, as well as being able to have a wider variety of manipulatives and learning aids available which can be used within the small group. It also allows the teacher to use tiers within the classroom to further differentiate a lesson to a smaller group of students. Different computer-based programs, such as Study Island, Brain Pop, Reflex Math and IXL can be used to effectively provide leveled instruction to multiple levels of student ability at the same time across the curriculum as part of differentiated instruction. A grant to purchase 30 additional Chromebooks with a mobile charging station will help more teachers utilize these programs that are all well researched and have been proven to provide measureable growth within the core curriculum.

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

The comprehensive needs assessment showed us that our teachers need more materials that are geared towards technology savvy students. Investing in computer-based instruction/ remediation allows multiple students to access the instructional materials at the level they perform at, which may not be their grade level. The resources were specifically selected because of their tutorial features that parents can use in the home to help their student(s) be more successful.

**4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

The programs selected to be included in the schoolwide plan can be tailored to provide a greater level of individualize instruction for all students, not just students who are part of the RTI program for reading and/or mathematics. Using computer based instruction can allow all students to work more efficiently on independent practice, track the results of their attempts, and free up more time for teachers to give the lowest performing students additional one-on-one instruction.

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

The programs selected to be included in the schoolwide plan can be tailored to provide a greater level of individualize instruction for all students, not just students who are part of the RTI program for reading and/or mathematics. Using computer based instruction can allow all students to work more efficiently on independent practice, track the results of their attempts, and free up more time for teachers to give the lowest performing students additional one-on-one instruction.



**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

The Academy has experienced a 5% teacher turnover rate this school year.

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

The experience level of key teaching and learning personnel is as follows: The Academy contracts out a speech therapist and a social worker who have been vetted by the contractor, Total Education Solutions. The Academy has 25 certified teachers on staff, 8 have been teaching 0-4 years, 11 have been teaching 5-11 years, and 7 have 11 or more months.

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

The Academy provides incentive pay as well as stipends for mentoring and leadership opportunities.

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

As the Academy is a single-building district, the Academy provides incentive pay as well as stipends for mentoring and leadership opportunities.

### **5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

The Academy does not have a high turnover rate.

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## Component 5: High Quality and Ongoing Professional Development

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

Goal #1: Mathematics Student Goal Statement: Students will demonstrate proficiency in mathematical concepts. Corresponding Professional Development Activities: - Small Group Instruction - Centers - Curriculum Mapping - Reading and Mathematics Coaching - Reflex and IXL Math as a skill building curriculum resource Writing Across all Content Areas, (Write Steps Training).

Goal #2: Reading Students Goal Statement: All students will demonstrate proficiency in reading. Corresponding Professional Development Activities: - DRA - Differentiated Instruction - Centers - Curriculum Mapping - Writing Across all Content Areas, (Write Steps Training), - Small Group Instruction Instruction.

Goal #3: Science Students Goal Statement: Students will demonstrate proficiency in scientific concepts. Corresponding Professional Development Activities: - Small Group Instruction - Centers - Curriculum Mapping - Science New Generation Standards Implementation- Writing Across all Content Areas, (Write Steps Training).

Goal #4: Social Studies Students Goal Statement: Students will demonstrate proficiency in social studies concepts. Corresponding Professional Development Activities: - Small Group Instruction - Centers - Curriculum Mapping - Atlas - Study Island and Brain Pop usage as supplemental material - Writing Across all Content Areas, (Write Steps Training).

Goal #5: Writing Students Goal Statement: All students in grades 3-8 at West Village Academy will be proficient writers. Corresponding Professional Development Activities: - Small Group Instruction - Curriculum Mapping - Centers - Writing Across all Content Areas, (Write Steps Training)

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

The professional development is "sustained and ongoing" because it takes place throughout the school year. Its effectiveness and use in the classroom is also monitored by the administrative team, SLT members and subject-area coaches as it is presented at both staff meetings, shared prep times and district professional development days.

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

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## Component 6: Strategies to Increase Parental Involvement

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

The team involved in the development of the plan includes parents. Members are selected based upon their willingness to volunteer their time towards these efforts. School Improvement sessions are also placed on the monthly agenda of the Parent Involvement Committee Meetings to ensure that parents have a role in the School Improvement Process. Title I Meetings and parent surveys are also used to provide the opportunity to obtain feedback to determine the needs for the plan.

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

The team involved in the development of the plan includes parents. Members are selected based upon their willingness to volunteer their time towards these efforts. School Improvement sessions are also placed on the monthly agenda of the Parent Involvement Committee Meetings to ensure that parents have a role in the School Improvement Process. Title I Meetings and parent surveys are also used to provide the opportunity to obtain feedback to determine the needs for the plan.

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

Feedback from parents on the annual evaluation of the schoolwide plan will be solicited formally through annual surveys and meetings surveys as well as informally from principal meetings and parent teacher conferences, as well as their participation on the schoolwide team. The parent feedback will be incorporated into the review process and the schoolwide plan and programs will be adjusted accordingly.

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

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

Outlined below are several parent involvement activities and strategies that will be implemented throughout the school year, as required in ESEA Section 1118(e)1-5,14 and (f): Section 1118 (e) - Building Capacity for Involvement

1118 (e) (1) - The school provides assistance to parents of children served by the school in understanding such topics as the state's academic content standards and student achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve achievement for their children. The school complies with Section 1118(e)(1) as follows: Parents will have the opportunity to learn about the following during Parent Learning Events, Coffee with the Principal,

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and other Parent Meetings: the state's academic content standards and student achievement standards, state and local academic assessments the requirements of this part, how to monitor a child's progress and work with educators to improve achievement for their children. The school will also hold Parent Teacher Conferences twice per year, and teachers will communicate opportunities to volunteer in the classroom as well as specific meeting times and dates for them to participate and learn about their child(s) education via school email, teacher and principal newsletters, and School Reach (automated communication system).

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

The Academy will also continue the use of the parent resource room where parents have access to technology, Zangle Parent Connect, email, and informational resources to better assist with their child's/ children's learning experience at the Academy.

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

The Academy will also continue the use of the parent resource room where parents have access to technology, Zangle Parent Connect, email, and informational resources to better assist with their child's/ children's learning experience at the Academy.

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

Parental, Staff and Student feedback on any possible changes to the current School-Parent Compact is collected at the End of Year Parent meeting as well as at staff informational meetings.

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

The school-parent compact is discussed and signed at least bi-annually during parent-teacher conferences as a plan that parents and students can use as a guide to support academic success at the Academy.

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

The school-parent compact is discussed and signed by homeroom teacher at least bi-annually during parent-teacher conferences.

# Single Building District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	<p>COMMITMENT TO EXCELLENCE CONTRACT</p> <p>To successfully challenge each child to achieve, parents, students, and teachers must work together, committed to the school's high expectations and standards. Each parent, student, and teacher is asked to pledge his/her commitment by signing below:</p> <p>Parent/Guardian Commitment: I fully commit to my child's education in the following ways: I understand that my child is enrolled in this school so he/she has opportunities to achieve. I realize that the expectations and standards at this school are high and agree to support them. I understand and agree to be boun</p>	

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

Student information regarding student achievement and student performance is provided to parents in many ways. Interpreters are also available on staff for Parents who speak Spanish or Arabic. These modes of communication happen continuously throughout the school

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

Yes 2015-16 SchoolParent Compact Title I Schoolwide Diagnostic West Village Academy Page 11 © 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement. year may include: 5 week interval progress reports, 10 week interval reports cards, Weekly or monthly classroom newsletters, Parent conferences, Phone calls, informal meetings at drop off and dismissal, Emails, Formal Parent meetings (including MET and IEP meetings), MSTEP reports, quarterly Title I narrative reports, PowerPoint Presentations at Board Meetings, and the District Annual Report; available via school website. The Zangle Parent Connect Link allows parents to check their child's performance daily. Student information regarding student achievement and performance is available to staff continuously. Progress monitoring in reading and math occurs in between testing periods using both formative and summative assessment data. Staff members assess students formally in September, January, and May via NWEA/MAP and/or DRA. This data is immediately available for instructional purposes and parent review. Student achievement data is also posted on the Academy's data wall via colored charts and graphs.

## **Component 7: Preschool Transition Strategies**

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

The Academy researched locations of the preschools within a specified mile radius of the resident district served. The schools were contacted as an initial meeting about the Academy. The schools were be invited to the academy for programming coordination. To develop this strategy, throughout this process, kindergarten teachers, social worker, curriculum coordinator and principal met with preschool staff from the several pre-school programs. The transition plan provides opportunities for staff to develop and implement common assessments, curriculum, instruction, programs, professional development, and parent involvement as well as specific Pre-Kindergarten- Kindergarten transition activities. West Village Academy staff continues to network and partner with several pre-school programs. Families of preschool children are given information about our academy's kindergarten programs including schedules, curricula, rules, procedures, expectations, readiness skills and opportunities for parent involvement. The Academy sponsors a kindergarten roundup with preschool teachers and kindergarten teachers being present which included training on skills students will need when they enter Kindergarten. The Academy will also a one week transition program for incoming kindergarteners to improve readiness for the upcoming year. Families and children are also given the opportunity to visit the school, meet staff, participate in small group discussions and make observations. The overarching goal is to ensure that the kindergarten staff develops bonds with families of preschool children these families will are more likely to be involved, supportive, and engaged in the learning process of their children.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

During the preschool meetings and visits, staff share kindergarten expectations and provide all parents and/or staff with examples activities that can be done at home with their future kindergarten student. Students who are interested also have an opportunity to utilize the Academy's online educational software in preparation for Kindergarten.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

The curriculum, instruction and assessment decisions are driven by the school's curriculum, the State's Career and College Ready requirements, the Common Core State Standards as well as by data from the following formal assessments: NWEA Measures of Academic Progress, M-STEP, and DRA. In addition, adjustments to the curriculum that are needed to meet the needs of the students are made based on collaboration amongst the academy administration and instructional staff. All instructional staff meet during grade level meetings, weekly staff meetings, committee meetings and quarterly school improvement review meetings. These meetings are used in part to discuss student data including assessment types, administering and adjustments for student learning as well as how to use strategies such as differentiated instruction to meet a wide variety of learner's needs within the classroom.

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

Teachers participate in student achievement data analysis to improve the academic achievement of all students through their involvement in the school improvement process. All instructional staff meet during grade level meetings, weekly staff meetings and quarterly school improvement meetings. These meetings are used in part to discuss student analyze and disaggregate student data to drive instruction. Student classroom and standardized assessments are reviewed 3 times per year, analyzed, and posted in the data room. Staff also participate in post assessment data sessions that are used to identify strengths and weaknesses of the Academy.



## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Students testing in the lowest quartile of the NWEA-MAP testing or who are two or more grades below their peers by DRA results are considered candidates for the school's Intervention Program. Tier I interventions are done within the classroom both by the classroom teacher and paraprofessionals. Pull out services are provided by experienced paraprofessionals and specialists for both Math and Reading. Teachers can also refer low performing students for the Intervention program.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

The Intervention caseloads are reviewed and adjusted after each NWEA-MAP testing cycle. In addition to this, teachers can refer students to the program at any time, but the majority of students are identified and serviced based on ongoing data analysis.

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

The Intervention caseloads are reviewed and adjusted after each NWEA-MAP testing cycle. In addition to this, teachers can refer students to the program at any time, but the majority of students are identified and serviced based on ongoing data analysis.

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

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

The General Fund provides assistance for basic or required operations, teacher salaries and for school level materials needed to enhance instruction. Title I and Section 31a At-Risk funding is used to supplement other programs within the school. Title II - Part A Funds are used mainly for the development of staff to improve the quality of instruction. State Special Education and IDEA funds are used to provide educational opportunities for our special education population. Additional grant funds received periodically from private foundations or other sources complement the programming in the district. West Village Academy coordinates with the district-wide programs that serve in the development of staff and parents, at-risk students, English Language Learners, Homeless students, and advanced students. West Village Academy's Special Education Program includes Speech and Language services and Resource Education for students with learning disabilities. About 86% of the student population qualifies for free or reduced lunch. Supplemental Education Services are provided by both Specialists and paraprofessionals, are made available to eligible students during the school year. West Village Academy is also a 21st Century After-School Program site, providing extended day instructional support and enrichment activities throughout the year. Below is a list of agencies and other federal programs that will be coordinated and integrated toward the achievement of the school wide goals. Title I and Section 31a At-Risk funding is used to supplement other programs within the school. Title II - Part A Funds are used mainly for the development of staff to improve the quality of instruction. State Special Education and IDEA funds are used to provide educational opportunities for our special education population. General Fund provides assistance for basic or required operations, teacher salaries and for school level materials needed to enhance instruction. 21st Century After-School Program site, providing extended day instructional support and enrichment activities throughout the year. Both PAL and the YMCA- Girls on the Run provide opportunities for student to participate in after school organized sports, exercise programs and mentoring. Federally-funded Nutrition Programs provide students with free/reduced breakfast and lunch. A free dinner is given to all students who participate in after-school activities and clubs.

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

The Academy will use funding as listed below to implement the ten required school wide components: -

General Fund to support salaries, supplies and other basic classroom needs -

Title I Part A supplement interventions, services and training initiatives to provide professional development in critical areas -Title II A supplement training initiatives

-Section 31A At-Risk supplement interventions services -

State Special Education Fund and IDEA supplement interventions services and for Resource Room Students

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

The following programs will be implemented in support of achieving our school wide goals in the core areas of ELA and Mathematics: ~Grade Level: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Level: K-8 One on one and/or small group Title I ELA instruction with a Reading Specialist ~Grade Level: K-8 One on one and/or small group Title I ELA instruction with Paraprofessional ~Grade Level: K-8 One on one and/or small group Title I MATHEMATICS instruction with a Math Specialist ~Grade Level: K-8 One on one and/or small group Title I MATHEMATICS instruction with Paraprofessional ~Grade Level: K-8 Study Island (Reading and Math tutorials) ~Grade Level: K-8 IXL Math The following programs/ activities will be implemented in support of achieving our school wide goals in all core subject areas: ~Grade Level: K-8 Hands-On strategies and Field Trip Experiences ~Grade Level: K-8 After school Tutorials/Extended Day for Reading ~Grade Level: K-8 Summer School Tutorials/Extended Day for Reading ~Grade Level: K-8 Social Work or Homeless Support Services to enhance the educational experience ~Grade Level: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs ~Grade Level: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments. ~Grade Level: K-8 Brain Pop/ Brain Pop Jr. ~Grade Level: 6-8 STEM Activities ~Grade Level: 6-8 Student Broadcasting Production

## **Evaluation:**

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

The current SIP is reviewed periodically throughout the year to see if the plan is being implemented with fidelity. Any changes from the SIP are documented to help support the revision and publication of the SIP for the next school year.

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

The Academy uses data from both state (MSTEP) and local (NWEA-MAP) to determine indicators of academic achievement. When examining the NWEA-MAP results, the percentage of students proficient and above is calculated and compared to that of the prior testing cycle for each student to determine if the student met the necessary targets to show at least a year's growth. Since the MSTEP is a newer test, we have no prior data yet to compare it to, but we look at how the Academy's performance as a whole can be compared to other school districts that comprise of similar residents from which we receive our students.

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

Data from state and local assessments, as well as teacher feedback, is used to determine if the school wide programs have been effective in increasing the achievement of students who are furthest from achieving the standards.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The SIP is revised by the Academy in the last two quarters of the academic year it covers to determine if the processes and metrics put in place were effective. Data from both local and state assessments are used as part of this process. Teacher input on program efficacy is also part of the review process.

# **2016-2017 SIP West Village Academy**

## 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 Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency 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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## Single Building District Improvement Plan

West Village Academy

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.	Other, Teacher Collaboration	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.

## Single Building District Improvement Plan

West Village Academy

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

## Single Building District Improvement Plan

West Village Academy

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.

## Single Building District Improvement Plan

West Village Academy

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

## Single Building District Improvement Plan

West Village Academy

### 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

## Single Building District Improvement Plan

West Village Academy

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

## Single Building District Improvement Plan

West Village Academy

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. 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.	Other - STEM	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Title I Part A	Instructional Staff, Curriculum Coordinator, Title I 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: 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
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	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



## Single Building District Improvement Plan

West Village Academy

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 Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in 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

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## Single Building District Improvement Plan

West Village Academy

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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
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## Single Building District Improvement Plan

West Village Academy

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
<b>Activity - Increase Vocabulary Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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
<b>Activity - Professional Development to improve social studies proficiency.</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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
<b>Activity - Class Economy/Young Bankers Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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
<b>Activity - STEM Activities and Hands-on Drone Experience</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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:

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## Single Building District Improvement Plan

West Village Academy

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 - 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
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## Single Building District Improvement Plan

West Village Academy

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
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### 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:

## Single Building District Improvement Plan

West Village Academy

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 Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in 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
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## Single Building District Improvement Plan

West Village Academy

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



## Single Building District Improvement Plan

West Village Academy

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.

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
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## Single Building District Improvement Plan

West Village Academy

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
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### 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 Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency 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.

## Single Building District Improvement Plan

West Village Academy

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### 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

## Single Building District Improvement Plan

West Village Academy

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
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.	Teacher Collaboration, Technology	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

## Single Building District Improvement Plan

West Village Academy

### 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

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

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West Village Academy

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
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
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

# Single Building District Improvement Plan

West Village Academy

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
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

### Section 31a

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



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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	\$0	Instructional Staff, Paraprofessionals, 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
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
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
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
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
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
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

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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
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
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
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
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
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

## Single Building District Improvement Plan

West Village Academy

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
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
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
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

### No Funding Required

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

# Single Building District Improvement Plan

West Village Academy

## Title I Part A

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

## Single Building District Improvement Plan

West Village Academy

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	\$3898	Curriculum Coordinator Instructional Staff, Title I Coordinator
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
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. 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.	Other - STEM	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Instructional Staff, Curriculum Coordinator, Title I 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
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

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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.
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.	Other	Tier 1	Implement	09/06/2016	06/22/2017	\$0	Instructional Staff, Curriculum Coordinator, Title I Coordinator
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
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, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/22/2017	\$0	All Instructional Staff and Curriculum Coordinator

## Single Building District Improvement Plan

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
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
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 Staff, Support Staff, Curriculum Coordinator
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
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
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
Incorporate Technology to Increase Writing Proficiency	Incorporate technology Desktop Computers to increase writing proficiency for the at-risk, average and gifted students.	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional and Support Staff

## Single Building District Improvement Plan

West Village Academy

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
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
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
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
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. 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	Instructional Staff, Curriculum Coordinator, Title I 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



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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
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
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
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
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
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.	Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/16/2017	\$13000	Instructional and Support 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
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

## Single Building District Improvement Plan

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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	\$2500	Instructional Staff, Curriculum Coordinator, Program Instructor
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
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
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

### Other

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

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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
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

### 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	09/06/2016	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	09/08/2015	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.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$21079	Dean of Students and Social Worker

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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 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	\$9030	Social Worker

### General Fund

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

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Increase Vocabulary Development	???	Direct Instruction	Tier 1	Implement	09/06/2016	06/22/2017	\$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	\$0	Instructional Staff, Curriculum Coordinator, Program Director

### Title II Part A

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

## Single Building District Improvement Plan

West Village Academy

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 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
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
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