



Single Building District Improvement Plan

West Village Academy

West Village Academy

Ms. Donita R White
3530 WESTWOOD ST
DEARBORN, MI 48124-3100

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
School Data Analysis	
Introduction.....	13
Student Enrollment Data.....	14
Student Achievement Data for All Students.....	16
Subgroup Student Achievement.....	19
Perception Data - Students.....	26
Perception Data – Parents/Guardians.....	27
Perception Data – Teachers/Staff.....	28

Other..... 29

Single Building District Additional Requirements Diagnostic

Introduction..... 31
Single Building District Additional Requirements Diagnostic..... 32

Health and Safety (HSAT) Diagnostic

Introduction..... 37
Health and Safety (HSAT)..... 38

Title I Schoolwide Diagnostic

Introduction..... 44
Component 1: Comprehensive Needs Assessment..... 45
Component 2: Schoolwide Reform Strategies 50
Component 3: Instruction by Highly Qualified Staff..... 52
Component 4: Strategies to Attract Highly Qualified Teachers..... 53
Component 5: High Quality and Ongoing Professional Development..... 54
Component 6: Strategies to Increase Parental Involvement..... 56
Component 7: Preschool Transition Strategies 59
Component 8: Teacher Participation in Making Assessment Decisions..... 60
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 61
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 64

Evaluation: 69

2014-2015 West Village Academy

Overview 71

Goals Summary 72

 Goal 1: All students will demonstrate proficiency in Mathematics 73

 Goal 2: All students will demonstrate proficiency in Reading 79

 Goal 3: All students will demonstrate proficiency in Science 85

 Goal 4: All students will demonstrate proficiency in Social Studies 90

 Goal 5: All students will demonstrate proficiency in Writing 96

Activity Summary by Funding Source 102

DRAFT

Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan 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.

DRAFT

Executive Summary

DRAFT

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

DRAFT

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

West Village Academy, located in Dearborn, MI was established in 1999 and is authorized by Central Michigan University to provide students a quality education in kindergarten through eighth grades. The Academy is located in Dearborn and serves students in the surrounding communities including Detroit, Inkster, Taylor, and Dearborn Heights. The enrollment data shows 61% of the student population is traveling from the urban areas of Detroit and Inkster.

The Academy served an average of 400 K-8th grade students over 3 years. Ethnicity Data includes about 81% African American, 13% White, 4% Hispanic and 1% multi-racial, Native American, and Asian. Special Education programs represent 11% of the student population. Free and reduced is represented by 89%.

West Village Academy's Paraprofessionals, Teachers, Social Workers and Principal meet the NCLB requirements for Highly Qualified. The experience level of key teaching and learning personnel is Associate Degree to Master Degree in Education; ranging from two years of teaching experience to thirteen years.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

MISSION STATEMENT

West Village Academy, teaming with family and community, will support a nurturing and respectful environment that develops independent thinkers and productive members of society while focusing on core academic and problem solving skills.

VISION STATEMENT

The Academy will strive to be a learning community which develops students to be well rounded and productive citizens in society.

EDUCATIONAL BELIEFS

The Academy believes in the importance of daily focus on academic achievement and the incorporation of rigorous activities requiring independent thinking and problem solving skills. All stakeholders are responsible for imparting positive self-worth to each student in a nurturing and respectful school.

FULFILLMENT OF THE ACADEMY'S MISSION, VISION, AND VALUES

The Academy confidently believes in the conscious involvement of families and the community in the development and advancement of student achievement. Students come from various backgrounds and cities across the State of Michigan. In spite of the differences, the common thread is the parents' desire for the best possible education for the students. The Academy encourages parents to be involved in the decision making of teaching and learning and program planning, implementation, and evaluation.

Parents provide a pool of resources and expertise about students. The Academy invites parents into the classrooms, encourages frequent conversations with staff, and promotes participation in the offered programs. The outcomes result in student and parent awareness of academic expectations and progress as well as strengthening teacher connections with the home and cultural background. Additionally, the Academy hosts many events throughout the year to engage families in learning and celebrating achievements. The primary purpose is to enhance student achievement through a collaborative effort.

The Academy also fulfills its' mission, vision, and values through a myriad of programs and expectations:

- Parent University is offered to equip parents with tools and strategies to aid in student achievement.
- Hiring practices which seek caring and nurturing individuals who are passionate about education of students and families in need
- Anti-Bullying School- zero tolerance for bullying within the school.
- Intervention Programs exist at the Academy to ensure all academic gaps are reduced to better prepare students for grade level content across the curriculum i.e. reading and math specialist, paraprofessionals, math intervention classes, after school tutorials, and social work services.
- Facilitation of fundraisers and activities which allow students to give back to those in need i.e. Red Cross Blood Drive, Jump Rope for the Heart- American Heart Association, collection of crayons and coloring books for Childrens' Hospital.
- Rigorous curriculum across all content areas and for all grades which challenge students to higher order thinking skills.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

West Village Academy was awarded 2012-13 Michigan Reward School for Academic Improvement

Michigan Green School for our Recycling efforts

Building Healthy Schools Grant to promote healthy living

21st Century Learning Communities Grant to provide afterschool Learning and Recreation Activities

Michigan Academic Games Award Winners

YMCA SWIFT Health Program to promote abstinence and healthy living

Fuel Up to Play Grant Recipient to ensure students are active throughout the day

Statefarm "Michigan and Me" Essay Winners

Dearborn Beautification School Participant Award

National Junior Honor Society Members

OTHER PARTNERSHIPS

Think Detroit Sports

Dearborn Police Department (Anti-Bullying and Violence Prevention)

Nutritional Programs (Free/Reduced Breakfast, Lunch and Dinner)

River Rouge Environmental Service Learning Project

Gleaners Food Bank Service Learning Project

Mobile Dentist Location

Wayne County Health Depart Hearing and Vision Screenings

Parent Involvement Committee

Fifth/Third Bank Young Bankers Club

HYPE Athletics Youth Programs

Completion of Parent University throughout the school year

Three areas of improvement that the school is striving to achieve in the next three years:

Achieve Michigan School of Excellence Status

Reduce Truancy by 10%

Maintain all grants and partnerships

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

West Village Academy, Tuition-Free;

Proudly serving Kindergarten thru 8th Grade students with 100% Michigan Certified staff and administrators.

West Village Academy is a "Bully-Free School."

With Small Class Sizes and Small Group Instruction, the Academy is committed to Academic Achievement.

The Academy offers:

A Rigorous National Standards Curriculum

Both Academic & Social Work Support Programs

After School Tutorials

Reading & Math Specialists

Paraprofessionals

Foreign Languages

Fine & Performing Arts

Parent University Classes & Resource Labs

Transportation

Breakfast, Lunch & Dinner Programs

Sports

Early Morning & Late Evening Care

Even Spanish & Arabic Translators!

From the first day to the last day of school, students learn to become responsible, prepared and ready to lead.

Improvement Plan Stakeholder Involvement

DRAFT

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.

DRAFT

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.

The team involved in the development, implementation, monitoring and evaluation of the plan includes, parents, faculty, and staff members, as well as, board members. The members were selected based upon their willingness to volunteer their time towards the school improvement process. The Academy has Shared Leadership Team Leaders who are active members who are responsible for disseminating school improvement information to the rest of the school stakeholders.

The Academy believes every stakeholder for the school is a School Improvement Team member and their voice matters to the process. Meetings conducted at the school i.e. monthly parent meetings, staff meetings, board meetings, and others had an School Improvement agenda item to ensure the information was being shared on a consistent basis, as well as, engaged all parties in to the decision making of school improvement. The Academy found this to be an effective way to engage more voices in the process and accommodate each stakeholders' schedule.

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

Ms. Carmen Smith and Mrs. Joanna Charara, Star Community Program Director was responsible for helping to plan, implement, monitor and evaluate the community partnerships and Health Initiates of the plan.

Ms. Rochelle Hailey, Title I Coordinator and English Language Arts Team Leader was responsible for helping to plan, implement, monitor and evaluate the English Language Arts section of the plan.

Mrs. Susan Mosely, Business Manager was responsible for helping to plan, implement, monitor and evaluate the resources needed to implement the plan.

Mrs. Carmen Yopp paraprofessional and Katrina Grier Resource Room Teacher was responsible for helping, to plan, implement, monitor, and evaluate intervention programs outlined in the plan.

Ms. Michelle Kennedy, Elementary Teacher and Science Team Leaders was responsible for helping to plan, implement, monitor and evaluate the Science section of the plan.

Mrs. Sylvia Brown, Curriculum Coordinator was responsible for helping to plan, implement, monitor and evaluate the instructional and professional development section of the plan.

Mr. Jason Siik, Elementary Teacher, Math Team Leader was responsible for helping to plan, implement, monitor and evaluate the Math section of the plan.

Mrs. Toasha Davis, Parent Committee Chairperson was responsible for helping to plan, implement, monitor and evaluate the Parent Involvement Policy Initiatives of the plan.

Ms. Nikole Tucker, Middle School Teacher and Social Studies Team Leader was responsible for helping to plan, implement, monitor and evaluate the Social Studies section of the plan.

Ms. Donita White and the Board of Directors were responsible for the oversight of the entire plan.

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

The final improvement plan was communicated to all stakeholders in stages. In the spring, the plan is evaluated by all members through the use of school surveys, questionnaires, and feedback from stakeholders. The development of new goals and activities is then drafted for review by faculty and staff, board members, and parents during the fall. At this time, the plan is reviewed by all faculty and staff and parents for feedback. Changes are made, if any and then presented to the board of directors for final approval. Throughout the year, the plan is monitored and reviewed on a monthly basis to provide feedback on progress towards meeting the goals.

After final approval, the plan is posted on the Academy website and made available in the school main office.

The plan is divided amongst several teams throughout the school to ensure proper implementation and monitoring. Monthly feedback is provided by each team. In April each team is responsible for completing a portion of year end reports, such as School Process Rubrics, School Data Profile and School Improvement Goals. Upon completion of the plan, the information is present at end of year Board Meeting, Staff Meetings and Parent Meetings for final approval.

DRAFT

School Data Analysis

DRAFT

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

DRAFT

Student Enrollment Data

How do student enrollment trends affect staffing?

The enrollment data shows that many students are traveling from the Detroit Public and Inkster School Districts. Therefore, extended hours for parent teacher conferences and on-line parent connections for information, grading and announcements by instructors are required. The other implication is the training of staff to be prepared to address the urban population.

How do student enrollment trends affect staff recruitment?

Enrollment trends of more Resource Room students and underperforming new students for the 2013-14 School Year has resulted in the need of additional Special Education Staff as well as paraprofessionals to help close the achievement gaps.

How do student enrollment trends affect budget?

Enrollment trends of more Resource Room students and underperforming new students for the 2013-14 School Year has resulted in the need of budgeting for additional Special Education Staff, as well as the addition of Summer School and paraprofessionals to help close the achievement gaps.

How do student enrollment trends affect resource allocations?

Enrollment trends of more Resource Room students and underperforming new students for the 2013-14 School Year has resulted in the need of budgeting for additional Special Education Staff, as well as the addition of Summer School and paraprofessionals to help close the achievement gaps.

How do student enrollment trends affect facility planning and maintenance?

Enrollment trends of more Resource Room students and underperforming new students for the 2013-14 School Year has resulted in the need moving the current Teacher Resource Room and library. This provided additional space for additional Special Education Staff, as well as a location to teacher small RTI Tier 3 groups.

How do student enrollment trends affect parent/guardian involvement?

The enrollment data shows that many students are traveling from the Detroit Public and Inkster School Districts. Therefore, implications include extended hours for parent teacher conferences and on-line parent connections for information, grading and announcements.

How do student enrollment trends affect professional learning and/or public relations?

Student enrollment trends affect professional learning by demonstrating a need to train staff to be prepared to address the urban population, effective parent communication and intervention strategies.

What are the challenges you noticed based on the student enrollment data?

The enrollment data shows that many students are traveling from the Detroit Public and Inkster School Districts. Therefore, challenges include attendance and the need of providing transportation for schooling and tutorials.

What action(s) will be taken to address these challenges?

The actions taken to address the challenges includes: the provision of transportation for schooling and tutorials; extended hours for parent teacher conferences; on-line parent connections for information grading and announcements; Additional Special Education Staff; room reassignments and staff training.

What are the challenges you noticed based on student attendance?

The leading cause for attendance issues is the distance between the school and the student's residential districts. Many of the students are transported by bus to the Academy which reduces the attendance challenge.

What action(s) will be taken to address these challenges?

The leading cause for attendance issues is the distance between the school and the student's residential districts. Many of the students are transported by bus to the Academy which reduces the attendance challenge.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

English Language Arts indicated the highest levels of student achievement.

Which content area(s) show a positive trend in performance?

Reading and Writing shows a positive trend in performance.

In which content area(s) is student achievement above the state targets of performance?

The state targets are not yet available.

The Academy received a green status in every content area except Science. Green Status which means Proficiency target was met and 2 points were earned toward Preliminary Annual Scorecard Status.

What trends do you notice among the top 30% percent of students in each content area?

The trends identified amongst the top 30% percent of students in Math is that they have mastered the math basics. Such as computation and facts which allows them to perform higher on rigorous assessment tasks. The trends identified amongst the top 30% percent of students in Reading, Science, Social Studies and Writing is that they have acquired a higher level of vocabulary which allows them to read and interpret diverse text at much higher levels.

What factors or causes contributed to improved student achievement?

Actions taken that led to improved student achievement was the utilization of 'digging deeper' assessments such as the Developmental Reading Assessment (DRA) (K-5) were also utilized for Progress Monitoring; as well as common grade level benchmark assessments via Study Island and Reading Eggs. Additional services included the following: ENGLISH LANGUAGE ARTS
~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 One on one and/or small group Title I ELA instruction with Reading Specialist ~Grade Span: K-8 One on one and/or small group Title I ELA instruction with Paraprofessional
~Grade Span: 6-8 Small group Title I classroom Reading instruction ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences
~Grade Span: 2-8 After school Tutorials/Extended Day for Reading ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience
~Grade Span: K-8 Use of Smart Boards, visual aids and technology software. ~Grade Span: K-8 (if needed) 504
Plans for students who are struggling for otherwise health impairments. MATHEMATICS ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 One on one and/or small group Title I Math instruction with Math Specialist
~Grade Span: K-8 One on one and/or small group Title I

Single Building District Improvement Plan

West Village Academy

Math instruction with Paraprofessional ~Grade Span: 6-8 Small group Title I classroom Math instruction ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to support Math Instruction ~Grade Span: 2-8 After School Tutorials/Extended Day for Math ~Grade Span: 1-7 Social Work or Homeless Support Services to enhance the educational experience ~Grade Span: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments. SCIENCE ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 Small group Science instruction. ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to build background knowledge ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience ~Grade Span: K-8 Use of Smart Boards, visual aids and technology software. ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments. SOCIAL STUDIES ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 Small group Social Studies instruction ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to build background knowledge ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience ~Grade Span: K-8 Use of Smart Boards, visual aids and technology software. ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments.

How do you know the factors made a positive impact on student achievement?

We based our decision of whether the factors made a positive impact on student achievement based upon surveys and assessment data.

Which content area(s) indicate the lowest levels of student achievement?

Science and Social Studies indicate the lowest levels of student achievement.

Which content area(s) show a negative trend in achievement?

In spite of small percentages of growth, Science and Social Studies trends are consistently low.

In which content area(s) is student achievement below the state targets of performance?

The Academy has received a Red Status in the Area of Science Proficiency target was not met and no points were earned toward Preliminary Scorecard Status.

What trends do you notice among the bottom 30% of students in each content area?

The trends identified amongst the bottom 30% percent of students in Math is that they have not mastered the math basics. Such as computation and facts which prevents them to perform higher on rigorous assessment tasks. The trends identified amongst the bottom 30% percent of students in Reading, Science, Social Studies and Writing is that they have not acquired a higher level of vocabulary which prevents them from reading and interpreting diverse text at much higher levels.

What factors or causes contributed to the decline in student achievement?

Factors or causes that contributed to the decline in student achievement includes attendance, behavior, social issues, poor educational backgrounds.

How do you know the factors made a negative impact on student achievement?

We acknowledged that those factors made a negative impact on student achievement based upon surveys, attendance reports, and students achievement data.

What action(s) could be taken to address achievement challenges?

Timely and Additional Assistance, attendance and parent involvement contribute to opportunities for improvement. Immediate and consistent communication with families that illustrate attendance problems coupled with possible resources to assist in removing the barriers that caused the attendance problem. Parent workshops that focus on the needs and issues that stakeholders identify as contributing factors needed for growth. Transportation to the Extended Day and Summer opportunities.

DRAFT

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- African American or Black
- Male
- Female
- Economically Disadvantaged
- English Language Learners (ELLs)
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- African American or Black
- Male
- Female
- Economically Disadvantaged
- English Language Learners (ELLs)

In what content areas is the achievement gap closing for these subgroups?*

The Reading achievement gap is closing in all grades and subgroups.

The Mathematics achievement gap is closing in the female subgroup only.

How do you know the achievement gap is closing?*

The Academy knows the achievement gap is closing based upon our standardized ; Performance Series Data for grade KG - 8th and MEAP data for grades 3rd - 8th; as well as EXPLORE Test Score for 8th Grade.

What other data support the findings?

The other data support the findings includes Developmental Reading Assessment (DRA) fro KG - 5th Grade; The Performance Series Data for grade KG - 8th as well as EXPLORE Test Score for 8th Grade.

What factors or causes contributed to the gap closing? (Internal and External)*

Timely and Additional Assistance, attendance and parent involvement contribute to opportunities for improvement. Immediate and consistent

communication with families that illustrate attendance problems coupled with possible resources to assist in removing the barriers that caused the attendance problem. Increased parent workshops that focus on the needs and issues that stakeholders identify as contributing factors needed for growth. Transportation to the Extended Day opportunities.

How do you know the factors made a positive impact on student achievement?

The academy knows these factors made a positive impact on student achievement based upon surveys, stakeholder feedback and assessment data.

What actions could be taken to continue this positive trend?

Timely and Additional Assistance for students, attendance and parent involvement will continue this positive trends. Immediate and consistent communication with families that illustrate attendance problems coupled with possible resources to assist in removing the barriers that may cause attendance problems. Continued parent workshops that focus on the needs and issues that stakeholders identify as contributing factors needed for growth. Transportation to the Extended Day opportunities.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Students with Disabilities

In what content areas is the achievement gap greater for these subgroups?*

The content areas where the achievement gap greater for these subgroups are Mathematics, Science and Social Studies.

How do you know the achievement gap is becoming greater?*

The Academy knows the achievement gap is greater based upon our standardized MEAP data for grades 3rd - 8th.

What other data support the findings?*

The other data support the findings includes Developmental Reading Assessment (DRA) fro KG - 5th Grade; The Performance Series Data for grade KG - 8th as well as EXPLORE Test Score for 8th Grade.

What factors or causes contributed to the gap increasing? (Internal and External)*

MATHEMATICS: In need of improving the following: ~math intervention programs (school-wide) ~more cohesive grade level instructional best practices ~math vocabulary (knowledge) ~basic math facts ~problem solving strategies ~convenient and sustainable professional development ~The academy needs additional technology to allow more students to have hands-on technology ~Staff needs to be trained in how to implement the new Common Core Standards in a school-wide Title I classroom. **READING:** In need of improving the following: ~reading intervention programs (school-wide) ~more cohesive grade level instructional best practices ~grade level reading vocabulary (knowledge) and high frequency words ~fluency skills, accuracy, and reading rate ~summarizing non-fiction genre ~convenient and sustainable professional development ~Several students are entering Kindergarten and first grade without the basic pre-literacy skills being mastered. The academy needs additional technology to allow more students to have hands-on technology ~Staff needs to be trained in how to implement the new Common Core Standards in a school-wide Title I classroom. **WRITING:** In need of improving the following: ~more cohesive grade level cross-curricular instructional best practices ~convenient and sustainable professional development ~Several students are entering Kindergarten and first grade without the basic pre-literacy skills being mastered. Staff needs to be trained in how to implement the new Common Core (Writing in Science & Social Studies) Standards in a school-wide Title I classroom. **SOCIAL STUDIES:** In need of improving the following: ~Social Studies Support Services (school-wide) ~more cohesive grade level instructional best practices ~Social Studies content vocabulary (knowledge) ~convenient and sustainable professional development for cross curricular studies ~exposure to Social Studies concepts that enhances background knowledge ~No formal data analysis and reflection done by grade levels ~The academy needs additional technology to allow more students to have hands-on technology. Staff assigned to new to grade levels with limited content experience. **SCIENCE:** In need of improving the following: ~Science Support Services (school-wide) ~more cohesive grade level instructional best practices ~Science content vocabulary (knowledge) ~problem solving strategies throughout the Scientific Process ~convenient and sustainable professional development ~exposure to science concepts that enhances background knowledge ~The academy needs additional technology to allow more students to have hands-on technology.

How do you know the factors lead to the gap increasing?*

The academy knows these factors lead to the gap increasing based upon teacher and parent feedback as well as assessment data.

What actions could be taken to close the achievement gap for these students?*

The Academy will continue to utilize 'digging deeper' assessments such as the Wide Range Achievement Test for Mathematics (WRAT) (K-8) and Michigan Literacy Progress Profile (MLPP) (K-5) will be utilized for Progress Monitoring; as well as common grade level benchmark assessments via Study Island Reading Eggs and the Cambium Learning Curriculum. The Academy will also provide opportunities for parent development through workshops and events. Additional services will include the following: **ENGLISH LANGUAGE ARTS** ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 One on one and/or small group Title I ELA instruction with Reading Specialist ~Grade Span: K-8 One on one and/or small group Title I ELA instruction with Paraprofessional ~Grade Span: 6-8 Small group Title I classroom Reading instruction ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences ~Grade Span: 2-8 After school Tutorials/Extended Day for Reading ~Grade Span: K-7 Summer School/Extended Year for Reading & Writing ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience ~Grade Span: K-8 Use of Smart

Single Building District Improvement Plan

West Village Academy

Boards, visual aids and technology software. ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments. MATHEMATICS ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 One on one and/or small group Title I Math instruction with Math Specialist ~Grade Span: K-8 One on one and/or small group Title I Math instruction with Paraprofessional ~Grade Span: 6-8 Small group Title I classroom Math instruction ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to support Math Instruction ~Grade Span: 2-8 After School Tutorials/Extended Day for Math ~Grade Span: K-7 Summer School/Extended Year for Math ~Grade Span: 1-7 Social Work or Homeless Support Services to enhance the educational experience ~Grade Span: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments. SCIENCE ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 Small group Science instruction. ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to build background knowledge ~Grade Span: K-7 Summer School/Extended Year for Science ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience ~Grade Span: K-8 Use of Smart Boards, visual aids and technology software. ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments. SOCIAL STUDIES ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 Small group Social Studies instruction ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to build background knowledge ~Grade Span: K-7 Summer School/Extended Year for Social Studies ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience ~Grade Span: K-8 Use of Smart Boards, visual aids and technology software. ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

The academy did not have enough students in each grade levels to be provided demographics. The English Language Learners (ELLs) demographics are improving at a faster rate than the school aggregate based upon the Performance Series and WIDA Examination.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

In addition to their required Resource Room Services, the Academy will continue to utilize 'digging deeper' assessments such as the Wide Range Achievement Test for Mathematics (WRAT) (K-8) and Michigan Literacy Progress Profile (MLPP) (K-5) will be utilized for Progress Monitoring; as well as common grade level benchmark assessments via Study Island Reading Eggs and the Cambium Learning Curriculum. Additional services will include the following: ENGLISH LANGUAGE ARTS ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 One on one and/or small group Title I ELA instruction with Reading Specialist ~Grade Span: K-8 One on one and/or small group Title I ELA instruction with Paraprofessional ~Grade Span: 6-8 Small group Title I classroom Reading instruction ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences ~Grade Span: 2-8 After school Tutorials/Extended Day for Reading ~Grade Span: K-7 Summer School/Extended Year for Reading & Writing ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience ~Grade Span: K-8 Use of Smart Boards, visual aids and technology software. ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments. MATHEMATICS ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 One on one and/or small group Title I Math instruction with Math Specialist ~Grade Span: K-8 One on one and/or small group Title I Math instruction with Paraprofessional ~Grade Span: 6-8 Small group Title I classroom Math instruction ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to

Single Building District Improvement Plan

West Village Academy

support Math Instruction ~Grade Span: 2-8 After School Tutorials/Extended Day for Math ~Grade Span: K-7 Summer School/Extended Year for Math ~Grade Span: 1-7 Social Work or Homeless Support Services to enhance the educational experience ~Grade Span: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments. SCIENCE ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 Small group Science instruction. ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to build background knowledge ~Grade Span: K-7 Summer

School/Extended Year for Science ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience ~Grade Span: K-8 Use of Smart Boards, visual aids and technology software. ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments. SOCIAL STUDIES ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced) ~Grade Span: K-8 Small group Social Studies instruction ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to build background knowledge ~Grade Span: K-7 Summer School/Extended Year for Social Studies

~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience ~Grade Span: K-8 Use of Smart Boards, visual aids and technology software. ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments.

How are students designated 'at risk of failing' identified for support services?

In order to identify students furthest from the target, the academy has adopted the following procedures:

~Students who test partially proficient or not proficient on the MEAP Examination in reading or Math qualifies for Intervention Services. MEAP is administered once per year therefore local assessments (Terran Nova, DRA/MLPP, Class Assessments and Teacher Observations) are also used to qualify students for services.

~Other students are selected by meeting multiple requirements such as free/reduced lunch, truancy candidate, low or below level on local assessment and/ or teacher referrals. Local Assessments are administered three times per year (September, January and May). Benchmark testing along with Progress Monitoring activities are administered between each quarterly report card.

~If the student does not automatically qualify, the teacher may refer the student to the academic intervention instructional support team, if data shows that the student is not finding any success. This team prescribes classes, extended day, extended year and other interventions to help eliminate academic deficiencies. If the student does not improve after timely, consistent and additional assistance, they may be referred to begin the special education qualification process-if applicable.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

The Extended Learning Opportunities available for students includes all Star After School Programming. (tutorials, sports, fine and performing arts) After school tutorials for grades KG - 8. Summer School is offered Summer 2014. All Kindergarten thru Eighth grades classes will be scheduled extended math sessions. All Kindergarten thru Eighth students have an opportunity to participation in our Title I funded intervention programs throughout the school day.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	100.0

Single Building District Improvement Plan

West Village Academy

What is the school doing to inform students and parents of Extended Learning Opportunities?

The Academy communicates extended learning opportunities to parents via school website, school fliers, Parent Connect announcements, school marquee, Open House, Back-to-School Ice Cream Social sign up table, parent meeting announcements and newsletters. The Academy communicates extended learning opportunities to students via school fliers, school-wide or grade level assemblies, school indoor and outdoor marquee, newsletters and class announcements.

Label	Question	Value
	What is the total FTE count of teachers in your school?	25.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	7.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	14.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	0.0

What impact might this data have on student achievement?

The majority of our staff are new to the profession. It has the potential to negatively impact achievement due to inexperience.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	5.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	10.0

What impact might this data have on student achievement?

Teacher absences due to illness can negatively impact achievement due to lack of instruction or benefit to the student. Teacher absences

due to professional learning opportunity can both negatively and positively affect achievement due to its benefits of improving instruction in the classroom.

DRAFT

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

The area that indicate the highest overall level of satisfaction among students is field trips.

Which area(s) show a positive trend toward increasing student satisfaction?

The area that show a positive trend toward increasing student satisfaction is field trips.

What area(s) indicate the lowest overall level of satisfaction among students?

The area that indicate the lowest overall level of satisfaction among students is lunch.

Which area(s) show a trend toward decreasing student satisfaction?

The area that show a trend toward decreasing student satisfaction is lunch and revised schedule which eliminated middle school blocks.

What are possible causes for the patterns you have identified in student perception data?

The possible cause for the pattern we have identified in student perception data is the requirement to offer more healthier options; however, these options does not appeal to the students. Loss of teachers, which prompted a schedule change.

What actions will be taken to improve student satisfaction in the lowest areas?

To improve this areas the academy reviewed lunch options for the upcoming school year that meets guidelines and are more popular amongst the student body.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

The overall highest level of satisfaction among parents/guardians is safety, cleanliness and high standards for academics and behavior.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Academic achievement shows a trend toward increasing parents/guardian satisfaction at the academy.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Homework support indicated the overall lowest level of satisfaction among parents/guardians.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Homework support show a trend toward decreasing parents/guardian satisfaction.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Additional and more targeted parent developmental training needed for parents on how to help their students.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

The Academy has planned to provide parent development activities, child care services during trainings, academic support resources, training on ways to help with student learning in core academic areas at home, family math and reading night as well as science and history/cultural night events.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

The overall highest level of satisfaction among teachers/staff is the provision of additional math time built directly into the schedule; as well as content-specific teaching.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Scheduling of extended time into the schedule to implement interventions shows a trend toward increasing teacher/staff satisfaction. Staff also reports that the academy is very safe and teacher input is valued by administration.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The use of PD 360 indicates the lowest overall level of satisfaction among teachers/staff.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The use of PD 360 shows a trend toward decreasing teacher/staff satisfaction.

What are possible causes for the patterns you have identified in staff perception data?

The scheduling of planned videos was a cause for the item identified in the staff perception data.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

The Academy utilized previous year's MiPHY online survey health risk behavior results were used to improve student learning in the following ways: Continuation of Nutrition services: Breakfast and lunch is served daily; portions being aligned with the state requirements. Counseling, social, and psychological services will continue to be provided to students who are referred by the Instructional Support Team. Healthy and safe school environments will also continue to be an area of focus: The following programs have been implemented at the Academy: Annual Anti-Bullying Program, Anti-Bullying Hotline, Annual Drug & Violence Prevention Rally, YMCA Sexual Wellness Information for Teens Program.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

The curriculum, instruction and assessment decisions are driven by the educational program, Michigan Grade Level Content Expectations, and assessments. (Performance Series, MEAP, EXPLORE, DRA and Study Island) In addition, adjustments are made based on collaboration amongst the academy administration and instructional staff.

What evidence do you have to indicate the extent to which the standards are being implemented?

Samples of evidence that indicates the extent to which the Common Core State Standards are being implemented can include lesson plans, grade level planning meeting agendas and shared leadership team agenda/minutes.

Single Building District Additional Requirements Diagnostic

DRAFT

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

DRAFT

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	http://www.westvillageacademy.org/annual-report.html	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.</p> <p>References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</p>	Yes		

Single Building District Improvement Plan

West Village Academy

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Damon Martin, Dean of Students has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. His contact information is as follows: 3530 Westwood Street Dearborn, MI 48124 313-274-9200	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		2014-2015 PARENT_INVOLVEMENT_POLICY

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		2014-2015 School-Parent Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan.	No		

Label	Assurance	Response	Comment	Attachment
	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

Single Building District Improvement Plan

West Village Academy

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	The needs derived from the school-wide assessment includes faster internet speed and restructuring of phone lines.	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	The actions that promote curriculum and teaching strategies to effectively integrate technology includes the purchase of Chrome Books and laptops to be utilized in classroom centers; as well as updating all computer lab desktops for more efficiency during assigned computer lab times.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Single Building District Improvement Plan

West Village Academy

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	The district adjusts its instructional program to promote technology literacy by including technology time within the school day and after school.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Damon Martin, Dean of Students has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. His contact information is as follows: 3530 Westwood Street Dearborn, MI 48124 313-274-9200	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		2014-2015 PARENT_INVOLVEMENT_POLICY

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	No		2014-2015 Professional Development Plan

Health and Safety (HSAT) Diagnostic

DRAFT

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

DRAFT

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

Single Building District Improvement Plan

West Village Academy

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	91-149 minutes at elementary level, 136-224 minutes at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

Single Building District Improvement Plan

West Village Academy

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	Yes	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	Yes, we have a health services provider or school nurse for every 650 students	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

Single Building District Improvement Plan

West Village Academy

	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	Yes	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

Single Building District Improvement Plan

West Village Academy

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to no indoor facilities	N/A

DRAFT

Title I Schoolwide Diagnostic

DRAFT

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

DRAFT

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment 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 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? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Demographic Data

The Academy served an average of 421 K-8th grade students over 3 years. Ethnicity Data includes about 84% African American, 8% White, 6% Hispanic and 2% multi-racial, Native American, and Asian. Special Education programs represent 14% of the student population. Free and reduced is represented by 86% of the student population. 43% of the Academy's enrollment represents students enrolled 3 or more years. The overall attendance rate is about 94%. The enrollment data shows 66% of the student population is traveling from the urban areas of Detroit and Inkster. The Academy has 1 Speech therapist, 2 social workers; of the 25 teaching staff, 14 teachers have been teaching 0-3 years, 7 teachers 4-8 years and 4 teachers 9- 13 years. The teacher turnover rate is 4/25.

Student Achievement Data

Green means Proficiency target was met. Yellow means Safe Harbor was met. Red means Proficiency target was not met and no points were earned. The Academy met target in all content areas except Science

Grade 3 Reading 2013= 44%; 2012 = 61%; 2011 = 38%; 2010 = 48%; 2009 = 32%

Grade 3 Mathematics 2013= 17%; 2012 = 45%; 2011 = 21%; 2010 = 17%; 2009 = 13%

Grade 4 Reading 2013= 75%; 2012 = 42%; 2011 = 59%; 2010 = 36%; 2009 = 35%

Grade 4 Mathematics 2013= 22%; 2012 = 15%; 2011 = 18%; 2010 = 25%; 2009 = 2%

Single Building District Improvement Plan

West Village Academy

Grade 5 Reading 2013= 63%; 2012 = 52%; 2011 = 51%; 2010 = 50%; 2009 = 41%

Grade 5 Mathematics 2013= 29%; 2012 = 27%; 2011 = 22%; 2010 = 2%; 2009 = 9%

Grade 6 Reading 2013= 71%; 2012 = 51%; 2011 = 60%; 2010 = 47%; 2009 = 39%

Grade 6 Mathematics 2013= 29%; 2012 = 38%; 2011 = 13%; 2010 = 19%; 2009 = 10%

Grade 7 Reading 2013= 74%; 2012 = 66%; 2011 = 49%; 2010 = 49%; 2009 = 23%

Grade 7 Mathematics 2013= 22%; 2012 = 20%; 2011 = 10%; 2010 = 13%; 2009 = 9%

Grade 8 Reading 2013= %; 2012 = 63%; 2011 = 50%; 2010 = 41%; 2009 = 28%

Grade 8 Mathematics 2013= %; 2012 = 7%; 2011 = 8%; 2010 = 11%; 2009 = 0%

Grade 4 & 7 Writing 2013= 60%; 2012 = 64%; 2011 = 46%; 2010 = 43%

Grade 5 & 8 Science 2013= 3%; 2012 = 6%; 2011 = 1%; 2010 = 5%

Grade 6 Social Studies 2013= 16%; 2012 = 11%; 2011 = 28%; 2010 = 8%; 2009 = 4%

MEAP SUBGROUP & GAP Reading Data

All Students 2013 63%; 2012 55%; 2011 51%; 2010 46%

Ethnic/Racial Minorities 2013 62%; 2012 54%; 2011 52%; 2010 45%

Students with Disabilities 2013 25%; 2012 24%; 2011 27%; 2010 10%

Limited English Proficient 2013 no data available; 2012 no data available; 2011 33%; 2010 13%

Economically Disadvantaged 2013 63%; 2012 54%; 2011 50%; 2010 45%

Male 2013 60%; 2012 52%; 2011 49%; 2010 44%

Female 2013 64%; 2012 58%; 2011 53%; 2010 47%

MEAP SUBGROUP & GAP Mathematics Data

All Students 2013 24%; 2012 26%; 2011 16%; 2010 14%

Ethnic/Racial Minorities 2013 23%; 2012 25%; 2011 14%; 2010 13%

Students with Disabilities 2013 8%; 2012 12%; 2011 11%; 2010 0%

Limited English Proficient 2013 no data available; 2012 no data available; 2011 40%; 2010 27%

Economically Disadvantaged 2013 22%; 2012 24%; 2011 15%; 2010 12%

Male 2013 21%; 2012 27%; 2011 19%; 2010 20%

Female 2013 27%; 2012 26%; 2011 12%; 2010 10%

2013-2014 Performance Series Data- Mathematics

Kindergarten 1795 Average Scale Score. Norm Referencing Targets or National Percentile Rankings are not available for this grade level;

1st Grade 1921 Average Scale Score. Norm Referencing Targets or National Percentile Rankings are not available for this grade level; 2nd

Grade 37% High Average/Above Average on PST; 3rd Grade 25% High Average/Above Average on PST; 4th Grade 41% High

Average/Above Average on PST; 5th Grade 4% High Average/Above Average on PST; 6th Grade 40% High Average/Above Average on

PST; 7th Grade 36% High Average/Above Average on PST; 8th Grade 49% High Average/Above Average on PST.

2013-2014 Performance Series Data- Reading

Kindergarten 1666 Average Scale Score. Norm Referencing Targets or National Percentile Rankings are not available for this grade level;

1st Grade 1853 Average Scale Score. Norm Referencing Targets or National Percentile Rankings are not available for this grade level; 2nd

Single Building District Improvement Plan

West Village Academy

Grade 29% High Average/Above Average on PST; 3rd Grade 41% High Average/Above Average on PST; 4th Grade 46% High Average/Above Average on PST; 5th Grade 46% High Average/Above Average on PST; 6th Grade 63% High Average/Above Average on PST; 7th Grade 50% High Average/Above Average on PST; 8th Grade 63% High Average/Above Average on PST.

8th Grade EXPLORE (ACT) Test Data:

Reading % Met the Target: 2013 52%; 2012 35%; 2011 29%; 2010 27%

Math % Met the Target: 2013 26%; 2012 15%; 2011 3%; 2010 12%

Science % Met the Target: 2013 15%; 2012 15%; 2011 3%; 2010 4%

English % Met the Target: 2013 67%; 2012 50%; 2011 42%; 2010 31%

CURRENT STUDENT ACHIEVEMENT DATA: Performance Series Examination (PST) and Michigan Educational Assessment Program (MEAP) Student classroom and standardized assessments are reviewed 3 times per year, analyzed, and posted on the school's data wall.

Analyzing Perception/Processes:

TEACHING & LEARNING AREAS OF FOCUS:

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it. I.2.B.2 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students. I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

OVERALL PERCEPTION: The Academy's curriculum is clearly communicated to the staff. However, the Academy is continuing in the improvement of its efforts on communicating the standards to the students. The Academy's instructional planning continues to focus on upon student success. A collaborative and supportive culture exists within the school's program. The Academy should improve the engagement of students and overall best practices. The Academy's assessment is currently aligned to the state's and district's curriculum and is viewed as essential component to the monitoring of student achievement.

LEADERSHIP AREAS OF FOCUS:

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes. II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

OVERALL PERCEPTION: Collaboration is a top priority at the Academy across grade levels and job positions. Periodic monitoring of the School Improvement Plan takes place throughout the school year by staff and leaders. However, peer coaching must be implemented to become a part of the daily routine of school staff. School leaders adjust the master schedule to allow time for professional development, instructional rounds and professional learning communities.

PERSONNEL & PROFESSIONAL LEARNING AREAS OF FOCUS:

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff. II.2.A.1 All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities. II.2.B.3 Each new teacher

participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

OVERALL PERCEPTION: Staff demonstrated knowledge of content area. However, additional training and experience would be needed for all staff members to be requested as consultants by educators from other schools and districts. Professional development is an essential component of the Academy's school improvement plan. Teachers are provided opportunities for input into the planning of professional development topics. The PD Plan is strategically aligned with the school improvement plan. Professional development initiatives lead teachers to reflect on their content and pedagogy. However, a comprehensive professional development program provides on-going collegial training for the Master Teachers. The Academy currently has a collaborative culture. However, training is needed to improve skills in techniques including: decision-making skills, managing conflict, stages of team dynamics, providing constructive feedback, and group maintenance skills.

SCHOOL & COMMUNITY RELATIONS AREAS OF FOCUS:

none

OVERALL PERCEPTION: We recognize and accommodate the diverse population at West Village Academy. We incorporate parents, teachers and students in academic and social gains. We prize and encourage community involvement through academic, athletic, and social endeavors. West Village Academy encourages and prizes diverse community agents to facilitate programs with enhance students' achievement and learning opportunities. The school has formed partnerships with diverse community agents to work collaboratively and share resources in order to strengthen student, family and community learning.

DATA & INFORMATION MANAGEMENT AREAS OF FOCUS:

none

OVERALL PERCEPTION: The Academy has a systematic identification, collection, entry, storage, and generation of relevant data about the operation of the school. The data is used as a basis of decision-making. The school community is engaged in dialog about the data. Staff is trained in and the uses of data analysis techniques. The data is used as a basis of decision-making.

3. How are the school goals connected to priority needs and the needs assessment? 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 of data be including the MEAP(Grades 3-8), 2013-14 Performance Series Test (KG-8), Explore Test (Grade 8), IEPs & 504 for students with disabilities or health issues. The objectives are created to represent the MEAP and Performance Series 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?

The Academy's goals address the needs of the whole school population and special recognition to children who are disadvantaged by including the MEAP and Access (3-8), 2013-14 Performance Series Test (KG-8), Explore Test (Grade 8), IEPs & 504 for students with disabilities or health issues. The objectives are created to represent the MEAP and Performance Series Examinations; with special focus on closing the achievement gap between student with disabilities and those without disabilities.

DRAFT

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 schoolwide plan which will focus on helping ALL students reach the State's standards:

DIFFERENTIATION THROUGH RESEARCH-BASED BEST PRACTICES FOR ALL STUDENTS

Teachers will utilize best practices for instruction that focuses on, Algebra, Geometry, Problem Solving, Number & Operations and 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.

PARENT INVOLVEMENT WITHIN 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.

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.

SOCIAL WORK 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.

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).

The following research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction:

DIFFERENTIATION THROUGH RESEARCH-BASED BEST PRACTICES FOR ALL STUDENTS

Teachers will utilize best practices for instruction that focuses on, Algebra, Geometry, Problem Solving, Number & Operations and 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.

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.

SOCIAL WORK 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.

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

The research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment. Upon review of data, surveys and feedback. The strategies are created to improve the overall success of the academy. The strategies addresses the needs to improve the data represented by the MEAP(Grades 3-8), 2013-14 Performance Series Test (KG-8), Explore Test (Grade 8), IEPs & 504 for students with disabilities or health issues; as well as the areas of focus as described in the Perception/Process Data of the Ed Yes!/Process Rubrics Report.

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 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 are as follows:

DIFFERENTIATION THROUGH RESEARCH-BASED BEST PRACTICES FOR ALL STUDENTS

Teachers will utilize best practices for instruction that focuses on, Algebra, Geometry, Problem Solving, Number & Operations and 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.

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.

SOCIAL WORK 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.

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

The school determines if needs of students are being met by review baseline classroom data on a weekly; bi-weekly and quarterly basis. Traditional assessments are such as Performance Series Examination (PST) and Michigan Educational Assessment Program (MEAP) are reviewed 3 times per year, analyzed, and used to determine if the needs of students are being met.

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		

DRAFT

Component 4: Strategies to Attract Highly Qualified Teachers

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

The school's teacher turnover rate for this school year is 16%.

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 has 1 Speech therapist, 2 social workers; of the 25 teaching staff, 14 teachers have been teaching 0-3 years, 7 teachers 4-8 years and 4 teachers 9- 13 years.

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

The Academy plans to provide incentive pay as well as stipends for mentoring opportunities. Recruitment personnel also attends local university and MAPSA job fairs annually to attract instructional staff. The Academy plans to host its own job fair; as well as post ad on the local news, internet and colleges and university campus job lines. The Academy also utilizes the school's website to announce job opportunities.

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

The Academy plans to provide incentive pay as well as stipends for mentoring opportunities. Recruitment personnel also attends local university and MAPSA job fairs annually to attract instructional staff. The Academy plans to host its own job fair; as well as post ad on the local news, internet and colleges and university campus job lines. The Academy also utilizes the school's website to announce job 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.

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 and the goals of the school improvement plan.

The Professional Development Plan is created based on the strategies and goals of the School Improvement Plan. These documents are tightly aligned to create the yearly professional development calendar (Appendix A).

Goal #1: Mathematics

Student Goal Statement: Students will demonstrate proficiency in mathematical concepts.

Corresponding Professional Development Activities:

- Small Group Instruction
- Centers
- Curriculum Mapping
- Atlas
- SMART Board - Interactive Lessons
- Reflex Math
- Math with Meaning the Singapore Math Way
- Book Study on "Classroom Instruction that Works" by Robert Marzano

Goal #2: Reading

Students Goal Statement: All students will demonstrate improvement in reading comprehension.

Corresponding Professional Development Activities:

- DRA
- Differentiated Instruction
- Centers
- Curriculum Mapping
- Atlas
- Reading Eggs
- Book Study on "Classroom Instruction that Works" by Robert Marzano

Goal #3: Science

Students Goal Statement: Students will demonstrate proficiency in scientific concepts.

Corresponding Professional Development Activities:

- Small Group Instruction
- Centers
- Curriculum Mapping
- Atlas
- SMART Board - Interactive Lessons
- Book Study on "Classroom Instruction that Works" by Robert Marzano

Single Building District Improvement Plan

West Village Academy

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
- SMART Board/Clickers
- Book Study on "Classroom Instruction that Works" by Robert Marzano

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
- Atlas
- Write Steps Training
- SMART Board/Clickers
- Book Study on "Classroom Instruction that Works" by Robert Marzano

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 curriculum teams and presented a minimum of each semester at staff meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2014-2015 Professional Development Plan

Component 6: Strategies to Increase Parental Involvement

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

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 implementation of the plan includes parents. 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.

The team involved in the monitoring and evaluation of the plan includes parents. 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 monitoring of the plan. School Improvement Process. End of Year Title I Meetings and parent surveys are also used to provide the opportunity to obtain feedback to determine the needs for the future plan.

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		2014-2015 PARENT_INVOLVEMENT_POLICY

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

Yes. The school does have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f). The school carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f) are as follows:

- Back to School Ice Cream Social
- Pre School Visit/Meetings
- Parent Committee
- School Improvement
- Parent-Teacher Conferences
- Parent Compacts
- Field Trip Chaperones

- School Day volunteers
- Science Fair
- Lunch moms and dads
- Holiday Programs & Musicals & Ceremonies
- Math Night, Reading Night and International Night Development Programs
- Book Fair Volunteers
- Parent Mentors & Coaching
- Open House, Title I Night and Curriculum Nights
- Parent Development workshops
- Parent Surveys and/or Feedback Phone Calls

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

The parent involvement components of the schoolwide plan will be evaluated via surveys and monthly parent meeting discussions.

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

The feedback provided caused the Academy to institute more parent development sessions. The Academy is also continue the use of the parent resource room where the parents have access to technology, Zangle Parent Connect, teacher email, and informational resources to better assist with their student learning.

8. Describe how the School-Parent Compact was developed.

Parental, Staff and Student feedback on the any possible changes to the School-Parent Compact is collected at the End of Year parent and 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.

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; also reviewed at Middle School Orientation.

Single Building District Improvement Plan

West Village Academy

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		2014-2015 School-Parent Compact

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

.The school provides individual student academic assessment results in a language the parents can understand in several ways. These modes of communication throughout the school year may include:

5 week interval progress reports

10 week interval reports cards

Weekly or monthly classroom newsletters

Parent conferences

Phone calls

Emails

Parent meetings

REED (Review of Existing Evaluation Data)

MET (Multi-disciplinary Evaluation Team) Meetings

IEP (Individual Educational Plan) Meetings

MEAP parent reports (State local)

Title I narrative reports

PowerPoint Presentations at Board Meetings

Students Achievement is published in 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.

Progressing monitoring in reading and math occurs in between testing periods. Staff members assess students formally in September, January, and May via Performance Series, Study Island 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.

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

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, some of the kindergarten teachers, social worker, curriculum coordinator and principal met with preschool staff from the several pre-school programs including, Vista Nuevas Head Start and New St. Paul Tabernacle Head Start locations: Bibleway I, Bibleway II, Citadel of Praise, New Westside Central, Metropolitan, Third New Hope, Tower 1, and Tower 2. 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 newtork and partner with several pre-school programs including, Vista Nuevas Head Start and New St. Paul Tabernacle Head Start locations: Bibleway I, Bibleway II, Citadel of Praise, New Westside Central, Metropolitan, Third New Hope, Tower 1, and Tower 2. 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 has sponsored 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.

Children were invited back to the Academy for a Kindergarten Readiness Assessment. At the end of the assessment, parents were given more focused and detailed resources to help ensure students are prepared for Kindergarten.

We have also made effort to contact via email or letter, but have been unsuccessful in a response: United Children & Families Head Start, Chapel Day Preschool, Dearborn Headstart, YWCA Headstart, Children's Village International Centers Nursery School, M & M Early Learning, Second Grace Head Start, Ford Memorial Head Start, Good Shepherd Head Start, and Good Shepherd Head Start in Detroit.

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 educational program, Michigan Grade Level Content Expectations, and assessments. (Ed Performance, Terra Nova, MEAP and Study Island) In addition, adjustments are made based on collaboration amongst the academy administration and instructional staff through monthly shared leadership curriculum team meetings. 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.

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. Professional Learning Community Meetings are held in this room to aid in planning instruction and activities regarding student achievement.

Staff also participate in post assessment data sessions that are used to identify strengths and weaknesses of the Academy. The Academy grade level teams 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.

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.

In order to identify students furthest from the target, the academy has adopted the following procedures:

~Students who test partially proficient or not proficient on the MEAP Examination in reading or Math qualifies for Intervention Services. MEAP is administered once per year therefore local assessments (PST will replace, DRA, Class Assessments and Teacher Observations) are also used to qualify students for services.

~Other students are selected by meeting multiple requirements such as free/reduced lunch, truancy candidate, low or below level on local assessment and/ or teacher referrals. Local Assessments are administered three times per year (September, January and May). Benchmark testing along with Progress Monitoring activities are administered between each quarterly report card.

~If the student does not automatically qualify, the teacher may refer the student to the academic intervention instructional support team, if data shows that the student is not finding any success. This team prescribes classes, extended day, extended year and other interventions to help eliminate academic deficiencies. If the student does not improve after timely, consistent and additional assistance, they may be referred to begin the special education qualification process-if applicable.

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

Timely and additional assistance is provided for students with difficulty mastering State M.E.A.P academic achievement standards. Fall, Winter and Spring analysis of the Performance Series Test (PST). The Academy utilizes 'digging deeper' assessments such as the Wide Range Achievement Test for Mathematics (WRAT) (K-8) and DRA (K-5) are utilized for Progress Monitoring.

West Village Academy utilizes this data, Section 31a Eligibility list and teachers feedback to identify students needing service. The services include the following:

ENGLISH LANGUAGE ARTS Services

- ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced)
- ~Grade Span: K-8 One on one and/or small group Title I ELA instruction with Reading Specialist
- ~Grade Span: K-8 One on one and/or small group Title I ELA instruction with Paraprofessional
- ~Grade Span: 6-8 Small group Title I classroom Reading instruction
- ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences
- ~Grade Span: K-8 After school Tutorials/Extended Day for Reading
- ~Grade Span: K-8 Summer school Tutorials/Extended Day for Reading

Single Building District Improvement Plan

West Village Academy

- ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience
- ~Grade Span: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs
- ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments.

MATHEMATICS

- ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced)
- ~Grade Span: K-8 One on one and/or small group Title I Math instruction with Math Specialist
- ~Grade Span: K-8 One on one and/or small group Title I Math instruction with Paraprofessional
- ~Grade Span: 6-8 Small group Title I classroom Math instruction
- ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to support Math Instruction
- ~Grade Span: K-8 After school Tutorials/Extended Day for Math
- ~Grade Span: K-8 Summer school Tutorials/Extended Day for Math
- ~Grade Span: 1-7 Social Work or Homeless Support Services to enhance the educational experience
- ~Grade Span: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs
- ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments.

SCIENCE

- ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced)
- ~Grade Span: K-8 Small group Science instruction.
- ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to build background knowledge
- ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience
- ~Grade Span: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs
- ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments.

SOCIAL STUDIES

- ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced)
- ~Grade Span: K-8 Small group Social Studies instruction
- ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to build background knowledge
- ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience
- ~Grade Span: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs
- ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments.

Students must meet the expected targeted during each assigned assessment to be suggested for exiting the intervention services at the academy. Those students, who have not found

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

The Academy ensures 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. The instructional staff is required to demonstrate modes of differentiation in planning and in execution of effective instruction and assessments. It is the belief of the Academy, students benefit from receiving information in different forms and at different levels which results in increased academic achievement.

The Academy also employs the use of DRA and Performance Series individualized goal standards to ensure that the individual needs of the student is being met.

DRAFT

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 compliment the programming in the district.

West Village Academy coordinates with the district-wide programs that serve 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 and Staff such as tutoring and paraprofessionals are made available to eligible students during the school year. West Village Academy is also 21st Century After-School Program site, providing extended day instructional support and enrichment activities throughout the year. YMCA Sexual wellness information for teens (SWIFT) is a federally funded grant program that provides a free, nine-hour abstinence approach to sexual health education to our students as well as positive adult role mentors.

Below is a list of agencies other Federal programs that will be coordinated and integrated toward the achievement of the schoolwide 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. Building Healthy Schools Community Grant provides equipment and resources to support the Michigan Model for Health

Think Detroit PAL and HYPE Athletics Youth Programs Sports partnership that provides opportunities for student to participate in after school organized sports, exercise programs and mentoring.

Dearborn Police and Fire Department provides Safety, Anti-Bullying and Violence Prevention Programs

Nutritional Programs provides students with Free/Reduced Breakfast and Lunch and Dinner

YMCA Sexual wellness information for teens (SWIFT) is a federally funded grant program that provides a free, nine-hour abstinence approach to sexual health education to our students as well as positive adult role mentors.

Mobile Dentist and Wayne County Health Depart provides Dental, Hearing and Vision Screenings and Services. Fifth/Third Bank Young

Bankers Club provides financial literacy programs to our students.

Parent Committee helps to carry out the initiatives set forth in our Parent Development Plan as well as aid in fund raising efforts for additional school initiatives.

Other Service Learning Programs such as Michigan Green School, River Rouge Environmental Project and Dearborn City Beautiful Project support the of State and Local Community initiatives.

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.

. COMPREHENSIVE NEEDS ASSESSMENT

- General Fund to support salaries, supplies and other basic classroom needs
- Title I Part A supplement interventions services and training initiatives
- Title IIA supplement training initiatives
- Section 31A At-Risk supplement interventions services
- State Special Education Fund and IDEA supplement interventions services and for Resource Rom Students
- Sylvan Learning Centers Intensive Math and Reading Development Sessions

2. SCHOOLWIDE REFORM STRATEGIES

- General Fund to support salaries, supplies and other basic classroom needs
- Title I Part A supplement interventions services and training initiatives
- Title IIA supplement training initiatives
- Section 31A At-Risk supplement interventions services
- Title I for Classroom support for field trips and supplies
- State Special Education Fund and IDEA supplement interventions services and for Resource Rom Students
- Sylvan Learning Centers Intensive Math and Reading Development Sessions
- 21st Century After-School Program site, providing extended day instructional support and enrichment activities throughout the year.
- Building Healthy Schools Community Grant provides equipment and resources to support the Michigan Model for Health
- Think Detroit PAL and HYPE Athletics Youth Programs Sports partnership that provides opportunities for student to participate in after school organized sports, exercise programs and mentoring.
- Dearborn Police and Fire Department provides Safety, Anti-Bullying and Violence Prevention Programs
- Nutritional Programs provides students with Free/Reduced Breakfast and Lunch and Dinner
- YMCA Sexual wellness information for teens (SWIFT) is a federally funded grant program that provides a free, nine-hour abstinence approach to sexual health education to our students as well as positive adult role mentors.
- Mobile Dentist and Wayne County Health Depart provides Dental, Hearing and Vision Screenings and Services.
- Parent Donations for Positive Behavior Incentives.
- Parent Committee helps to carry out the initiatives set forth in our Parent Development Plan as well as aid in fund raising efforts for additional school initiatives.
- Other Service Learning Programs such as Michigan Green School, River Rouge Environmental Project and Dearborn City Beautiful Project support the of State and Local Community initiatives.

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF

- All staff are currently highly qualified for their current position.
- Title I Part A supplement interventions services and training initiatives
- Title IIA supplement training initiatives
- General Fund to support salaries

4. STRATEGIES TO ATTRACT HIGHLY QUALIFIED STAFF TO HIGH NEEDS SCHOOL

- General Fund to support salaries, supplies and other basic classroom needs
- Title IIA supplement training initiatives

Single Building District Improvement Plan

West Village Academy

- Title I Part A New Teacher trainings and professional development
- Title I Part A for Mentor teacher training and stipends
- Title I part A and Title IIA for District Professional Development
- Title I for Classroom support for field trips and supplies

5. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

- Title IIA supplement training initiatives
- Title I Part A New Teacher trainings and professional development
- Title I Part A for Mentor teacher training and stipends
- Title I part A and Title IIA for District Professional Development

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

- Title I Part A for parent development sessions
- General Fund for Parent/Teacher Conferences
- Parent Involvement Committee
- Title I Part A for Open House, Title I Parent Meetings
- Title I Part A for Science, Math, Reading, History and International Nights
- Sylvan Learning Centers Intensive Math and Reading Development Sessions
- Parent Committee helps to carry out the initiatives set forth in our Parent Development Plan as well as aid in fund raising efforts for additional school initiatives.

7. PRESCHOOL TRANSITION STRATEGIES

- General Fund for invitations, visitation and training days
- General Fund for Kindergarten Round-Up
- General Fund for Kindergarten screening
- 31a & Title I for Kindergarten Summer Boot Camp

8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

- General Fund for Grade Level Meetings, Staff Meetings
- Title I for Shared Leadership Team Meetings and Trainings
- Title IIA for Shared Leadership Team Trainings
- 31A
- Grade Level Mtgs.
- Staff Meetings
- Data use training
- Sylvan Learning Centers Intensive Math and Reading Development Sessions

9. TIMELY & ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

- General Fund to support salaries, supplies and other basic classroom needs
- Title I Part A supplement interventions services and training initiatives
- Title IIA supplement training initiatives
- Section 31A At-Risk supplement interventions services
- State Special Education Fund and IDEA supplement interventions services and for Resource Rom Students
- Sylvan Learning Centers Intensive Math and Reading Development Sessions

- Sylvan Learning Centers Intensive Math and Reading Development Sessions

10. COORDINATION OF SERVICES has been identified above.

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.

ENGLISH LANGUAGE ARTS Services

- ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced)
- ~Grade Span: K-8 One on one and/or small group Title I ELA instruction with Reading Specialist
- ~Grade Span: K-8 One on one and/or small group Title I ELA instruction with Paraprofessional
- ~Grade Span: 6-8 Small group Title I classroom Reading instruction
- ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences
- ~Grade Span: K-8 After school Tutorials/Extended Day for Reading
- ~Grade Span: K-8 Summer school Tutorials/Extended Day for Reading
- ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience
- ~Grade Span: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs
- ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments.

MATHEMATICS

- ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced)
- ~Grade Span: K-8 One on one and/or small group Title I Math instruction with Math Specialist
- ~Grade Span: K-8 One on one and/or small group Title I Math instruction with Paraprofessional
- ~Grade Span: 6-8 Small group Title I classroom Math instruction
- ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to support Math Instruction
- ~Grade Span: K-8 After school Tutorials/Extended Day for Math
- ~Grade Span: K-8 Summer school Tutorials/Extended Day for Math
- ~Grade Span: 1-7 Social Work or Homeless Support Services to enhance the educational experience
- ~Grade Span: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs
- ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments.

SCIENCE

- ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced)
- ~Grade Span: K-8 Small group Science instruction.
- ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to build background knowledge
- ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience
- ~Grade Span: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs
- ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments.

SOCIAL STUDIES

- ~Grade Span: K-8 In class differentiation for all students (at risk, average and advanced)
- ~Grade Span: K-8 Small group Social Studies instruction

Single Building District Improvement Plan

West Village Academy

- ~Grade Span: K-8 Hands-On strategies and Field Trip Experiences to build background knowledge
- ~Grade Span: K-8 Social Work or Homeless Support Services to enhance the educational experience
- ~Grade Span: K-8 Use of Smart Board to visual aids, technology software, iPads and Computer Labs
- ~Grade Span: K-8 (if needed) 504 Plans for students who are struggling for otherwise health impairments.

Additional services and programs are available for Grades K-8:

- 21st Century After-School Program site, providing extended day instructional support and enrichment activities throughout the year.
- Building Healthy Schools Community Grant provides equipment and resources to support the Michigan Model for Health
- Think Detroit PAL and HYPE Athletics Youth Programs Sports partnership that provides opportunities for student to participate in after school organized sports, exercise programs and mentoring.
- Dearborn Police and Fire Department provides Safety, Anti-Bullying and Violence Prevention Programs
- Nutritional Programs provides students with Free/Reduced Breakfast and Lunch and Dinner
- YMCA Sexual wellness information for teens (SWIFT) is a federally funded grant program that provides a free, nine-hour abstinence approach to sexual health education to our students as well as positive adult role mentors.
- Mobile Dentist and Wayne County Health Depart provides Dental, Hearing and Vision Screenings and Services.
- Fifth/Third Bank Young Bankers Club provides financial literacy programs to our students. Grade level to be determined.
- Other Service Learning Programs such as Michigan Green School, River Rouge Environmental Project and Dearborn City Beautiful Project support the of State and Local Community initiatives.

Evaluation:

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

In the Spring, parents and staff and parents surveys are given to begin the goal revision process. The Academy grade level teams 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.

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 utilizes MEAP, Performance Series, DRA Results, Intervention Teacher and Paraprofessional Reports as well as surveys to determine its effectiveness. Results of the effectiveness is determined by the measurable objective identified the year prior. For example, West Village Academy students will increase the number of K - 8th grade students scoring proficient by 10% as measured by the MEAP, Performance Series Test at each grade level; with a focus of closing the achievement gap by 10% between the Special Education and Non-Special Education 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.

The academy utilizes MEAP, Performance Series, DRA, WRAT Test Results, Intervention Teacher and Paraprofessional Reports as well as surveys to determine its effectiveness. Results of the effectiveness of closing the achievement gap of these students are determined by the measurable objective identified the year prior. For example, West Village Academy students will closing the achievement gap by 10% between the Special Education and Non-Special Education students.

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

The School Improvement Plan is a document that is constantly reviewed during regularly scheduled School Improvement meetings. The plan is also monitored by content areas teams called Shared Leadership teams. These teams are responsible for monitoring their assigned ELA, Math, Science or Social Studies Goals and Activities of the Plan. The team meets of once a month or as needed. Data and feedback from all teams are reviewed annually to determine the effectiveness of the plan. New goals are created for continuous improvement.

2014-2015 West Village Academy

DRAFT

Overview

Plan Name

2014-2015 West Village Academy

Plan Description

2014-2015 Goals, Objectives, Strategies & Activities

DRAFT

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 Mathematics	Objectives: 1 Strategies: 4 Activities: 16	Academic	\$460894
2	All students will demonstrate proficiency in Reading.	Objectives: 1 Strategies: 4 Activities: 17	Academic	\$250
3	All students will demonstrate proficiency in Science.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$3250
4	All students will demonstrate proficiency in Social Studies.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$4553
5	All students will demonstrate proficiency in Writing.	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$5390

Goal 1: All students will demonstrate proficiency in Mathematics

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency of grade level standards in Mathematics by 05/30/2014 as measured by MEAP and Performance Series Test; with a focus of decreasing the gap between students with and without learning disabilities..

Strategy 1:

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

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.

Single Building District Improvement Plan

West Village Academy

CITATION:

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

SUMMARY:

DISCOVERY TECHNOLOGY COMMUNICATIONS Inc., that is designed to enhance lesson plans in a variety of subjects for students in grades K-12. In a recent evaluation of united streaming Boster, Meyer, Roberto, and Inge (2002) reported that this application produced gains in 3rd grade science, 3rd grade social studies, and 8th grade social studies examination scores, with no differences found between experimental and control groups in 8th grade science. This research proved that video content engages students, improves teacher performance, and changes student-teacher interaction in ways that facilitate student achievement, strong reasons exist to expect the unitedstreaming application to enhance educational performance. CITATION:

Boster, F.J., Meyer, G.S., Roberto, A.J., & Inge, C.C. (2002). A report on the effect of the unitedstreaming application on educational performance. Technical Report.

SUMMARY:

This web page discusses new discoveries about how the human brain processes information reinforce some of our long-held assumptions about learning. Educators commonly use field trips as a way to solidify learning. New research and understanding of how the human brain processes information supports this practice and provides an understanding of why field trips are so important to learning.

CITATION:

Contributed by Philip Shepherd. Field Trips: A Critical Element in Learning. http://www.ket.org/artstoolkit/general/trips/critical_element.htm

Tier:

Activity - Small Group Instruction with Title I and Section 31a Specialists	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			09/09/2013	06/13/2014	\$179377	Section 31a, Section 31a, Title I Part A, Title I Part A, Title I Part A, Title I Part A	Instructional Staff, Intervention Teachers and Curriculum Coordinator

Activity - Small Group Instruction with Title I and Section 31a Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I and Section 31a Paraprofessionals will provide small group math instruction for students at-risk of not meeting the state and local targets.	Academic Support Program			09/09/2013	06/13/2014	\$126162	Title I Part A, Section 31a	Instructional Staff, Paraprofessionals and Curriculum Coordinator

Single Building District Improvement Plan

West Village Academy

Activity - Class Economy Financial Literacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third through Eighth grade students will engage in a study of economics by utilizing a class banking systems in order to learn about economic principles in a real-world setting	Academic Support Program			09/30/2013	06/13/2014	\$0	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, Study Island, Reading Eggs software and electronics to increase math proficiency for the students with disabilities, at-risk, average and gifted students.	Technology			09/09/2013	06/13/2014	\$2538	Title I Part A, Special Education	Instructional and Support Staff
Activity - Increase Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin to incorporate the Frayer Vocabulary Models to improve comprehension. Teachers will also include at least one math content vocabulary word on each vocabulary test given.	Direct Instruction			09/09/2013	06/13/2014	\$0	No Funding Required	All Instructional Staff and Curriculum Coordinator
Activity - Professional Development to improve math proficiency.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development to improve math proficiency.	Professional Learning			08/26/2013	05/30/2014	\$25348	Title I Part A, Title II Part A, Title I Part A, Title II Part A, Title I Part A, Title II Part A	Curriculum Coordinator
Activity - New Teacher Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

West Village Academy

New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Title I Part A, Title II Part A	Curriculum Coordinator and New Instructional Staff
--	-----------------------	--	--	------------	------------	-----	---------------------------------	--

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.

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:

Activity - Parent Development: Math Night	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			10/22/2013	10/22/2013	\$0	Title I Part A	Math 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
Parent Development support and sessions to help them assist their students at home.	Parent Involvement			11/18/2013	04/18/2014	\$3002	Title I Part A, Title I Part A	Math Committee, Curriculum Coordinator and Parent Committee Chairperson

Single Building District Improvement Plan

West Village Academy

Strategy 3:

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.

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:

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.	Tutoring			09/16/2013	05/30/2014	\$56892	Section 31a, Section 31a, Section 31a, 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)	Other			09/09/2013	06/13/2014	\$600	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 be trained on effective data analysis and progress monitoring. Math Curriculum/Shared Leadership Team will meet to discuss progress of math 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.	Monitor			09/30/2013	06/13/2014	\$10000	Title I Part A	Instructional Staff, Curriculum Coordinator, Title I Coordinator

Single Building District Improvement Plan

West Village Academy

Activity - Summer School/Extended Year Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended year programming and instruction for students furthest from the State targets.	Tutoring			06/23/2014	08/08/2014	\$26047	Title I Part A, Title I Part A	Curriculum Coordinator and 21st Century Learning Communities Grant Program Director

Activity - Extended Math 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 math 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 math intervention classes.	Academic Support Program			09/09/2013	06/13/2014	\$0	No Funding Required	Instructional Staff, Intervention Teacher, Paraprofessionals and Curriculum Coordinator

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 academic requirements and behavior/attendance/health policies and/or expectations in order to improve academic achievement.

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:

Activity - Classroom Management Professional Development via PD360	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

West Village Academy

The instructional staff will be responsible for viewing classroom management videos via PD360 on the topic classroom management. The assigned staff will be required to provide feedback and action steps to support their learning.	Professional Learning			08/26/2013	04/30/2014	\$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			09/09/2013	06/13/2014	\$30928	Section 31a, Special Education	Social Worker and Dean of Students

Goal 2: All students will demonstrate proficiency in Reading.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency of grade level standards in English Language Arts by 05/30/2014 as measured by MEAP and Performance Series Test; 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 best practices for reading instruction 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.

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:

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.

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.

SUMMARY:

DISCOVERY TECHNOLOGY COMMUNICATIONS Inc., that is designed to enhance lesson plans in a variety of subjects for students in grades K-12. In a recent evaluation of united streaming Boster, Meyer, Roberto, and Inge (2002) reported that this application produced gains in 3rd grade science, 3rd grade social studies, and 8th grade social studies examination scores, with no differences found between experimental and control groups in 8th grade science. This research proved that video content engages students, improves teacher performance, and changes student-teacher interaction in ways that facilitate student achievement, strong reasons exist to expect the unitedstreaming application to enhance educational performance. CITATION:

Boster, F.J., Meyer, G.S., Roberto, A.J., & Inge, C.C. (2002). A report on the effect of the unitedstreaming application on educational performance. Technical Report.

SUMMARY:

This web page discusses new discoveries about how the human brain processes information reinforce some of our long-held assumptions about learning. Educators commonly use field trips as a way to solidify learning. New research and understanding of how the human brain processes information supports this practice and provides an understanding of why field trips are so important to learning.

CITATION:

Contributed by Philip Shepherd. Field Trips: A Critical Element in Learning. http://www.ket.org/artstoolkit/general/trips/critical_element.htm

Tier:

Activity - Small Group Instruction with Title I and Section 31a Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

West Village Academy

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 reading centers for all students at each grade level.	Academic Support Program			09/09/2013	06/13/2014	\$0	Title I Part A, Section 31a	Instructional Staff, Intervention Teachers and Support Staff
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
Paraprofessionals will provide small group Reading instruction for students at-risk of not meeting the state and local targets. Additionally, the instructional staff will utilize reading centers for all students at each grade level.	Academic Support Program			09/09/2013	06/13/2014	\$0	Section 31a, Title I Part A	Instructional Staff, Intervention Teachers and Support Staff
Activity - Incorporate Technology to Increase Reading Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate technology, study island software and electronics to increase reading proficiency for the at-risk, average and gifted students.	Technology			09/09/2013	06/13/2014	\$0	Title I Part A	All Instructional Staff & Curriculum Coordinator
Activity - Increase Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin to incorporate the Frayer Vocabulary Models to improve reading comprehension. Teachers will also include at least one Reading content vocabulary word on each vocabulary test given.	Direct Instruction			09/09/2013	06/13/2014	\$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			08/26/2013	05/30/2014	\$0	Title II Part A, Title I Part A	Curriculum Coordinator

Single Building District Improvement Plan

West Village Academy

Activity - Field Trip Admissions & Transportation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students will be provided an opportunity for extended hands-on learning at Wayne State University Career Exploration and Research/Debate training.	Field Trip			11/11/2013	11/11/2013	\$250	Title I Part A	Middle School ELA Teacher and Curriculum Coordinator

Activity - New Teacher Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Title I Part A, Title II Part A	Curriculum Coordinator and New Instructional Staff

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.

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:

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.	Tutoring			09/16/2013	05/30/2014	\$0	Section 31a	Instructional Staff and Curriculum Coordinator

Single Building District Improvement Plan

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			09/09/2013	06/13/2014	\$0	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 be trained on effective data analysis and progress monitoring. Reading Curriculum/Shared Leadership Team will meet to discuss progress of reading 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.	Monitor			09/30/2013	06/13/2014	\$0	Title I Part A	Instructional Staff, Curriculum Coordinator, Title I Coordinator
Activity - Summer School/Extended Year Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will provide Summer School/Extended Year Reading instruction in order to help prevent summer academic loss.	Tutoring			06/23/2014	08/08/2014	\$0	Title I Part A	Curriculum Coordinator and 21st Century Learning Communities Grant Program Director
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			09/09/2013	06/13/2014	\$0	No Funding Required	Instructional Staff, Intervention Teacher, Paraprofessionals and Curriculum Coordinator
Activity - DRA Reading Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

West Village Academy

Classroom teachers will assess students reading ability via DRA and complete writing continuums once per quarter.	Monitor			09/09/2013	06/06/2014	\$0	General Fund, Title I Part A	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.

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:

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			08/26/2013	04/30/2014	\$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			09/09/2013	06/13/2014	\$0	Section 31a, 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.

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

Single Building District Improvement Plan

West Village Academy

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:

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			10/22/2013	10/22/2013	\$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			11/18/2013	04/18/2014	\$0	Title I Part A	English Language Arts Committee, Curriculum Coordinator and Parent Committee Chairperson

Goal 3: All students will demonstrate proficiency in Science.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in grade level standards in Science by 05/30/2014 as measured by MEAP and Performance Series Test; 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.

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.

SUMMARY:

DISCOVERY TECHNOLOGY COMMUNICATIONS Inc., that is designed to enhance lesson plans in a variety of subjects for students in grades K-12. In a recent evaluation of united streaming Boster, Meyer, Roberto, and Inge (2002) reported that this application produced gains in 3rd grade science, 3rd grade social studies, and 8th grade social studies examination scores, with no differences found between experimental and control groups in 8th grade science. This research proved that video content engages students, improves teacher performance, and changes student-teacher interaction in ways that facilitate student achievement, strong reasons exist to expect the unitedstreaming application to enhance educational performance. CITATION:

Single Building District Improvement Plan

West Village Academy

Boster, F.J., Meyer, G.S., Roberto, A.J., & Inge, C.C. (2002). A report on the effect of the unitedstreaming application on educational performance. Technical Report.

SUMMARY:

This web page discusses new discoveries about how the human brain processes information reinforce some of our long-held assumptions about learning. Educators commonly use field trips as a way to solidify learning. New research and understanding of how the human brain processes information supports this practice and provides an understanding of why field trips are so important to learning.

CITATION:

Contributed by Philip Shepherd. Field Trips: A Critical Element in Learning. http://www.ket.org/artstoolkit/general/trips/critical_element.htm

Tier:

Activity - Incorporate Technology to Increase Science Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate technology, study island software and electronics to increase Science proficiency for the at-risk, average and gifted students	Technology			09/09/2013	06/13/2014	\$0	Title I Part A	Instructional

Activity - Increase Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin to incorporate the Frayer Vocabulary Models to improve understanding of Science concepts. Teachers will also include at least one Science content vocabulary word on each vocabulary test given.	Direct Instruction			09/09/2013	06/13/2014	\$0	General Fund	All Instructional Staff and Curriculum Coordinator

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			08/26/2013	05/30/2014	\$0	Title II Part A, Title I Part A	Curriculum Coordinator

Activity - New Teacher Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Title I Part A, Title II Part A	Curriculum Coordinator and New Instructional Staff

Single Building District Improvement Plan

West Village Academy

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.

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:

Activity - Field Trip Admissions & 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 at the Imagination Station Science Center. Kindergarten students will be provided an opportunity for extended hands-on learning at the Detroit Zoological Park.	Field Trip			11/04/2013	06/06/2014	\$3250	Title I Part A, Title I Part A	All 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			09/16/2013	06/13/2014	\$0	Title I Part A	Science 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)	Other			09/09/2013	06/13/2014	\$0	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

Single Building District Improvement Plan

West Village Academy

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.	Monitor			09/30/2013	06/13/2014	\$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.

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:

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			08/26/2013	04/30/2014	\$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			06/09/2013	06/13/2014	\$0	Special Education, Section 31a	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

Single Building District Improvement Plan

West Village Academy

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.

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:

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. Parents will also have an opportunity to purchase supplemental supplies to aid in home instruction.	Parent Involvement			10/22/2013	10/22/2013	\$0	Title I Part A	Science 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			11/18/2013	04/18/2014	\$0	Title I Part A	Science Committee, Curriculum Coordinator and Parent Committee Chairperson

Goal 4: All students will demonstrate proficiency in Social Studies.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in grade level standards in Social Studies by 05/30/2014 as measured by MEAP and Local Study Island Assessment; with a focus of decreasing the gap between students with and without learning disabilities. .

Strategy 1:

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

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.

SUMMARY:

Single Building District Improvement Plan

West Village Academy

DISCOVERY TECHNOLOGY COMMUNICATIONS Inc., that is designed to enhance lesson plans in a variety of subjects for students in grades K-12. In a recent evaluation of united streaming Boster, Meyer, Roberto, and Inge (2002) reported that this application produced gains in 3rd grade science, 3rd grade social studies, and 8th grade social studies examination scores, with no differences found between experimental and control groups in 8th grade science. This research proved that video content engages students, improves teacher performance, and changes student-teacher interaction in ways that facilitate student achievement, strong reasons exist to expect the unitedstreaming application to enhance educational performance. CITATION:

Boster, F.J., Meyer, G.S., Roberto, A.J., & Inge, C.C. (2002). A report on the effect of the unitedstreaming application on educational performance. Technical Report.

SUMMARY:

This web page discusses new discoveries about how the human brain processes information reinforce some of our long-held assumptions about learning. Educators commonly use field trips as a way to solidify learning. New research and understanding of how the human brain processes information supports this practice and provides an understanding of why field trips are so important to learning.

CITATION:

Contributed by Philip Shepherd. Field Trips: A Critical Element in Learning. http://www.ket.org/artstoolkit/general/trips/critical_element.htm

Tier:

Activity - Incorporate Technology to Increase Social Studies Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate technology, study island software and electronics to increase Social Studies proficiency for the at-risk, average and gifted students.	Technology			09/09/2013	06/13/2014	\$0	Title I Part A	Instructional and Support Staff
Activity - Increase Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin to incorporate the Frayer Vocabulary Models to improve understanding of Social Studies concepts. Teachers will also include at least one Social Studies content vocabulary word on each vocabulary test given.	Direct Instruction			09/09/2013	06/13/2014	\$0	No Funding Required	All Instructional Staff and Curriculum Coordinator
Activity - Professional Development to improve Social Studies proficiency.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

West Village Academy

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			08/26/2013	04/30/2014	\$925	Title II Part A, Title II Part A, Title II Part A, Title II Part A	Curriculum Coordinator
---	-----------------------	--	--	------------	------------	-------	--	------------------------

Activity - Class Economy Financial Literacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Class Economy Financial Literacy Program</p> <p>Type Academic Support Program</p> <p>Description</p> <p>Third through Eighth grade students will engage in a study of economics by utilizing a class banking systems in order to learn about economic principles in a real-world setting.</p>	Academic Support Program			09/09/2013	06/13/2014	\$0	Other	Third through Eighth Grade Instructional Staff

Activity - New Teacher Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Title II Part A, Title I Part A	Curriculum Coordinator and New Instructional Staff

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.

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:

Single Building District Improvement Plan

West Village Academy

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

Tier:

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			09/23/2013	06/06/2014	\$3628	Title I Part A, Title I Part A, Title I Part A	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)	Other			09/09/2013	06/13/2014	\$0	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 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.	Monitor			09/30/2013	06/13/2014	\$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

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.	Tutoring			06/23/2014	08/08/2014	\$0	Title I Part A	Curriculum Coordinator and 21st Century Learning Communities Grant Program Director
---	----------	--	--	------------	------------	-----	----------------	---

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.

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:

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			09/09/2013	06/13/2014	\$0	Special Education, Section 31a	Social Worker

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			08/26/2013	06/13/2014	\$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.

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.

Single Building District Improvement Plan

West Village Academy

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

Tier:

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 & 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. Parents will also have an opportunity to purchase supplemental supplies to aid in home instruction. 2/27/14 & 5/22/14	Parent Involvement			02/27/2014	05/22/2014	\$0	Title I Part A	Curriculum Coordinator, Social Studies Curriculum Team, Parent Committee Chairperson and 21st Century Learning Communities Grant Program Coordinator

Goal 5: All students will demonstrate proficiency in Writing.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in grade level standards in English Language Arts by 05/30/2014 as measured by MEAP 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.

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*.

SUMMARY:

DISCOVERY TECHNOLOGY COMMUNICATIONS Inc., that is designed to enhance lesson plans in a variety of subjects for students in grades K-12. In a recent evaluation of united streaming Boster, Meyer, Roberto, and Inge (2002) reported that this application produced gains in 3rd grade science, 3rd grade social studies, and 8th grade social studies examination scores, with no differences found between experimental and control groups in 8th grade science. This research proved that video content engages students, improves teacher performance, and changes student-teacher interaction in ways that facilitate student achievement, strong reasons exist to expect the unitedstreaming application to enhance educational performance. CITATION:

Boster, F.J., Meyer, G.S., Roberto, A.J., & Inge, C.C. (2002). *A report on the effect of the unitedstreaming application on educational performance*. Technical Report.

SUMMARY:

This web page discusses new discoveries about how the human brain processes information reinforce some of our long-held assumptions about learning. Educators commonly use field trips as a way to solidify learning. New research and understanding of how the human brain processes information supports this practice and provides an understanding of why field trips are so important to learning.

CITATION:

Contributed by Philip Shepherd. *Field Trips: A Critical Element in Learning*. http://www.ket.org/artstoolkit/general/trips/critical_element.htm

Single Building District Improvement Plan

West Village Academy

Tier:

Activity - Small Group Instruction w/ Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals and Intervention Teachers provide small group Reading instruction for students at-risk of not meeting the state and local targets. Additionally, the instructional staff will utilize Writing centers and Writing Conferences for all students at each grade level.	Academic Support Program			09/09/2013	06/13/2014	\$0	Title I Part A, Section 31a	Instructional Staff, Intervention Teachers and Support Staff
Activity - Incorporate Technology to Increase Writing Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate technology and electronics to increase writing proficiency for the at- risk, average and gifted students.	Academic Support Program			09/09/2013	06/13/2014	\$0	Title I Part A	Instructional and Support Staff
Activity - Increase Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin to incorporate the Frayer Vocabulary Models to improve understanding of Writing/Grammar concepts. Teachers will also include at least one Writing content vocabulary word on each vocabulary test given.	Direct Instruction			09/09/2013	06/13/2014	\$0	No Funding Required	All Instructional Staff and Curriculum Coordinator
Activity - Professional Development to Improve Writing Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development activities to Improve Writing Proficiency	Professional Learning			08/26/2013	04/30/2014	\$5390	Title I Part A, Title I Part A, Title II Part A	Curriculum Coordinator
Activity - New Teacher Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

West Village Academy

New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Title II Part A, Title I Part A	Curriculum Coordinator and New Instructional Staff
--	-----------------------	--	--	------------	------------	-----	---------------------------------	--

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.

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:

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			09/09/2013	06/13/2014	\$0	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 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.	Monitor			09/30/2013	06/13/2014	\$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

Single Building District Improvement Plan

West Village Academy

Classroom teachers will document writing conferencing and complete writing continuums once per quarter.	Monitor			09/23/2013	05/30/2014	\$0	General Fund	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.

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:

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			08/26/2013	04/30/2014	\$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			09/09/2013	06/13/2014	\$0	Section 31a, Special Education	Social Worker

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.

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.

Single Building District Improvement Plan

West Village Academy

Tier:

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			11/18/2013	04/18/2014	\$0	Title I Part A	Curriculum Coordinator and Parent Committee Chairperson

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Math Instruction Time (2-3 times per week)	As evidenced in teacher's lesson plans, teachers will institute two math 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 math intervention classes.	Academic Support Program			09/09/2013	06/13/2014	\$0	Instructional Staff, Intervention Teacher, Paraprofessionals and Curriculum Coordinator
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			09/09/2013	06/13/2014	\$0	Instructional Staff, Intervention Teacher, Paraprofessionals and Curriculum Coordinator
Increase Vocabulary Development	Teachers will begin to incorporate the Frayer Vocabulary Models to improve comprehension. Teachers will also include at least one math content vocabulary word on each vocabulary test given.	Direct Instruction			09/09/2013	06/13/2014	\$0	All Instructional Staff and Curriculum Coordinator
Increase Vocabulary Development	Teachers will begin to incorporate the Frayer Vocabulary Models to improve understanding of Writing/Grammar concepts. Teachers will also include at least one Writing content vocabulary word on each vocabulary test given.	Direct Instruction			09/09/2013	06/13/2014	\$0	All Instructional Staff and Curriculum Coordinator
Increase Vocabulary Development	Teachers will begin to incorporate the Frayer Vocabulary Models to improve understanding of Social Studies concepts. Teachers will also include at least one Social Studies content vocabulary word on each vocabulary test given.	Direct Instruction			09/09/2013	06/13/2014	\$0	All Instructional Staff and Curriculum Coordinator

Other

Single Building District Improvement Plan

West Village Academy

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Economy Financial Literacy Program	<p>Class Economy Financial Literacy Program</p> <p>Type Academic Support Program</p> <p>Description</p> <p>Third through Eighth grade students will engage in a study of economics by utilizing a class banking systems in order to learn about economic principles in a real-world setting.</p>	Academic Support Program			09/09/2013	06/13/2014	\$0	Third through Eighth Grade Instructional Staff
Class Economy Financial Literacy Program	<p>Third through Eighth grade students will engage in a study of economics by utilizing a class banking systems in order to learn about economic principles in a real-world setting</p>	Academic Support Program			09/30/2013	06/13/2014	\$0	Third through Eighth Grade Instructional Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Vocabulary Development	Teachers will begin to incorporate the Frayer Vocabulary Models to improve understanding of Science concepts. Teachers will also include at least one Science content vocabulary word on each vocabulary test given.	Direct Instruction			09/09/2013	06/13/2014	\$0	All Instructional Staff and Curriculum Coordinator
Writing Conferences Student/Teacher	Classroom teachers will document writing conferencing and complete writing continuums once per quarter.	Monitor			09/23/2013	05/30/2014	\$0	Instructional Staff and Curriculum Coordinator
Increase Vocabulary Development	Teachers will begin to incorporate the Frayer Vocabulary Models to improve reading comprehension. Teachers will also include at least one Reading content vocabulary word on each vocabulary test given.	Direct Instruction			09/09/2013	06/13/2014	\$0	All Instructional Staff and Curriculum Coordinator
DRA Reading Progress Monitoring	Classroom teachers will assess students reading ability via DRA and complete writing continuums once per quarter.	Monitor			09/09/2013	06/06/2014	\$0	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
Small Group Instruction with Title I and Section 31a Specialists	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			09/09/2013	06/13/2014	\$85000	Instructional Staff, Intervention Teachers and Curriculum Coordinator
New Teacher Academy	New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies, -Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator and New Instructional Staff
Extended Time for Science Lab Sessions	Teachers of Science will provide additional time for hands-on Science instruction through the addition of labs to increase students' engagement and knowledge.	Academic Support Program			09/16/2013	06/13/2014	\$0	Science Instructional Staff and Curriculum Coordinator
Homeless Student Support (Transportation and Supplies)	The Academy will provide support to homeless families. (transportation and supplies)	Other			09/09/2013	06/13/2014	\$0	Homeless Liaison
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			09/09/2013	06/13/2014	\$0	Instructional Staff, Intervention Teachers and Support Staff
Parent Development: Math Night	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			10/22/2013	10/22/2013	\$0	Math Committee, Curriculum Coordinator and Parent Committee Chairperson

Single Building District Improvement Plan

West Village Academy

New Teacher Academy	New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator and New Instructional Staff
Incorporate technology to increase math proficiency	Incorporate technology, Study Island, Reading Eggs software and electronics to increase math proficiency for the students with disabilities, at-risk, average and gifted students.	Technology			09/09/2013	06/13/2014	\$1998	Instructional and Support Staff
Summer School/Extended Year for Social Studies Instruction	The Academy will provide Summer School/Extended Year Cross-Curricular Social Studies instruction in order to help prevent summer academic loss.	Tutoring			06/23/2014	08/08/2014	\$0	Curriculum Coordinator and 21st Century Learning Communities Grant 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.	Monitor			09/30/2013	06/13/2014	\$0	Instructional Staff, Curriculum Coordinator, Title I Coordinator
Progress Monitoring and Overall Program Oversight	West Village Academy staff will use progress monitoring instructional strategies in the classroom weekly to meet the needs of all students. Core teachers and administrators will meet and 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.	Monitor			09/30/2013	06/13/2014	\$0	Instructional Staff, Curriculum Coordinator, Title I Coordinator

Single Building District Improvement Plan

West Village Academy

Summer School/Extended Year Instruction	Provide extended year programming and instruction for students furthest from the State targets.	Tutoring			06/23/2014	08/08/2014	\$2047	Curriculum Coordinator and 21st Century Learning Communities Grant Program Director
Professional Development to improve math proficiency.	Professional Development to improve math proficiency.	Professional Learning			08/26/2013	05/30/2014	\$500	Curriculum Coordinator
Homeless Student Support (Transportation and Supplies)	The Academy will provide support to homeless families. (transportation and supplies)	Other			09/09/2013	06/13/2014	\$0	Homeless Liaison
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			09/23/2013	06/06/2014	\$750	Instructional Staff and Curriculum Coordinator
Parent Development Sessions	Parent Development support and sessions to help them assist their students at home.	Parent Involvement			11/18/2013	04/18/2014	\$1122	Math Committee, Curriculum Coordinator and Parent Committee Chairperson
Professional Development to Improve Writing Proficiency	Professional Development activities to Improve Writing Proficiency	Professional Learning			08/26/2013	04/30/2014	\$3390	Curriculum Coordinator

Single Building District Improvement Plan

West Village Academy

Small Group Instruction with Title I and Section 31a Paraprofessional	Paraprofessionals will provide small group Reading instruction for students at-risk of not meeting the state and local targets. Additionally, the instructional staff will utilize reading centers for all students at each grade level.	Academic Support Program			09/09/2013	06/13/2014	\$0	Instructional Staff, Intervention Teachers and Support Staff
Parent Development Sessions	West Village Academy will host parent meetings to help parents better understand their role in School Wide Title I requirements. Provide parents training on strategies to use while educating their students. Parents will also be provided with training on "How to help my child's teacher improve student achievement?" Parents will be provided training on "How to help my child with homework?" The Academy will provide needed supplies, dinner and child care for applicable meetings.	Parent Involvement			11/18/2013	04/18/2014	\$0	English Language Arts Committee, Curriculum Coordinator and Parent Committee Chairperson
Field Trip Admissions & Transportation	150 students will be provided an opportunity for extended hands-on learning at Green Field Village. 1st Grade students will be provided an opportunity for extended hands-on learning at Amish Farm. 8th Grade students will be provided an opportunity for extended hands-on learning and career exploration at Michigan State University. 3rd-8th grade students will be provided an opportunity for extended hands-on learning at Detroit Historical Museum. 7th grade students will be provided an opportunity for extended hands-on learning at Arab American Museum. 6th Grade students will be provided an opportunity for extended hands-on learning at Holocaust Museum.	Field Trip			09/23/2013	06/06/2014	\$2500	Instructional Staff and Curriculum Coordinator
Parent Development: Science Night	Parents will be invited to a Science Night where parents will be provided strategies and activities to use to help their child learn at home through hands-on games and presentations. Parents will also have an opportunity to purchase supplemental supplies to aid in home instruction.	Parent Involvement			10/22/2013	10/22/2013	\$0	Science Committee, Curriculum Coordinator and Parent Committee Chairperson

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 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.	Monitor			09/30/2013	06/13/2014	\$0	Instructional Staff, Curriculum Coordinator, Title I Coordinator
Progress Monitoring and Overall Program Oversight	West Village Academy staff will use progress monitoring instructional strategies in the classroom weekly to meet the needs of all students. Core teachers and administrators will meet and be trained on effective data analysis and progress monitoring. Math Curriculum/Shared Leadership Team will meet to discuss progress of math 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.	Monitor			09/30/2013	06/13/2014	\$10000	Instructional Staff, Curriculum Coordinator, Title I Coordinator
Incorporate Technology to Increase Social Studies Proficiency	Incorporate technology, study island software and electronics to increase Social Studies proficiency for the at-risk, average and gifted students.	Technology			09/09/2013	06/13/2014	\$0	Instructional and Support Staff
Homeless Student Support (Transportation and Supplies)	The Academy will provide support to homeless families. (transportation and supplies)	Other			09/09/2013	06/13/2014	\$600	Homeless Liaison
Incorporate Technology to Increase Reading Proficiency	Incorporate technology, study island software and electronics to increase reading proficiency for the at-risk, average and gifted students.	Technology			09/09/2013	06/13/2014	\$0	All Instructional Staff & Curriculum Coordinator
Small Group Instruction with Title I and Section 31a Specialists	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 reading centers for all students at each grade level.	Academic Support Program			09/09/2013	06/13/2014	\$0	Instructional Staff, Intervention Teachers and Support Staff
Professional Development to improve Reading proficiency.	Professional Development Activities to improve Reading proficiency.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator

Single Building District Improvement Plan

West Village Academy

Professional Development to Improve Writing Proficiency	Professional Development activities to Improve Writing Proficiency	Professional Learning			08/26/2013	04/30/2014	\$2000	Curriculum Coordinator
Incorporate Technology to Increase Science Proficiency	Incorporate technology, study island software and electronics to increase Science proficiency for the at-risk, average and gifted students	Technology			09/09/2013	06/13/2014	\$0	Instructional
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			09/23/2013	06/06/2014	\$378	Instructional Staff and Curriculum Coordinator
Field Trip Admissions & Transportation	8th grade students will be provided an opportunity for extended hands-on learning at Wayne State University Career Exploration and Research/Debate training.	Field Trip			11/11/2013	11/11/2013	\$250	Middle School ELA Teacher and Curriculum Coordinator
Small Group Instruction with Title I and Section 31a Specialists	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			09/09/2013	06/13/2014	\$900	Instructional Staff, Intervention Teachers and Curriculum Coordinator
Field Trip Admissions & Transportation	K-8 grade students will be provided an opportunity for extended hands-on learning at the Imagination Station Science Center. Kindergarten students will be provided an opportunity for extended hands-on learning at the Detroit Zoological Park.	Field Trip			11/04/2013	06/06/2014	\$3000	All Instructional Staff
Field Trip Admissions & Transportation	K-8 grade students will be provided an opportunity for extended hands-on learning at the Imagination Station Science Center. Kindergarten students will be provided an opportunity for extended hands-on learning at the Detroit Zoological Park.	Field Trip			11/04/2013	06/06/2014	\$250	All Instructional Staff

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			11/18/2013	04/18/2014	\$0	Science Committee, Curriculum Coordinator and Parent Committee Chairperson
Professional Development to Improve Science Proficiency.	Professional Development to improve Science proficiency.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator
Small Group Instruction with Title I and Section 31a Specialists	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			09/09/2013	06/13/2014	\$900	Instructional Staff, Intervention Teachers and Curriculum Coordinator
Parent Development: Reading Night	Parents will be invited to a Reading Night where academy staff will present reading strategies for parents to use to help their child learn at home through hands-on games and presentations. Parents will also have an opportunity to purchase supplemental supplies to aid in home instruction.	Parent Involvement			10/22/2013	10/22/2013	\$0	English Language Arts Committee, Curriculum Coordinator and Parent Committee Chairperson
Homeless Student Support (Transportation and Supplies)	The Academy will provide support to homeless families. (transportation and supplies)	Other			09/09/2013	06/13/2014	\$0	Homeless Liaison
Summer School/Extended Year Instruction	The Academy will provide Summer School/Extended Year Reading instruction in order to help prevent summer academic loss.	Tutoring			06/23/2014	08/08/2014	\$0	Curriculum Coordinator and 21st Century Learning Communities Grant Program Director

Single Building District Improvement Plan

West Village Academy

New Teacher Academy	New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator and New Instructional Staff
Small Group Instruction with Title I and Section 31a Specialists	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			09/09/2013	06/13/2014	\$39000	Instructional Staff, Intervention Teachers and Curriculum Coordinator
Summer School/Extended Year Instruction	Provide extended year programming and instruction for students furthest from the State targets.	Tutoring			06/23/2014	08/08/2014	\$24000	Curriculum Coordinator and 21st Century Learning Communities Grant Program Director
Parent Development Sessions	Parent Development support and sessions to help them assist their students at home.	Parent Involvement			11/18/2013	04/18/2014	\$1880	Math Committee, Curriculum Coordinator and Parent Committee Chairperson
New Teacher Academy	New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator and New Instructional Staff
Incorporate Technology to Increase Writing Proficiency	Incorporate technology and electronics to increase writing proficiency for the at- risk, average and gifted students.	Academic Support Program			09/09/2013	06/13/2014	\$0	Instructional and Support Staff

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			11/18/2013	04/18/2014	\$0	Curriculum Coordinator and Parent Committee Chairperson
New Teacher Academy	New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator and New Instructional Staff
Homeless Student Support (Transportation and Supplies)	The Academy will provide support to homeless families. (transportation and supplies)	Other			09/09/2013	06/13/2014	\$0	Homeless Liaison
DRA Reading Progress Monitoring	Classroom teachers will assess students reading ability via DRA and complete writing continuums once per quarter.	Monitor			09/09/2013	06/06/2014	\$0	Instructional Staff and Curriculum Coordinator
Professional Development to improve math proficiency.	Professional Development to improve math proficiency.	Professional Learning			08/26/2013	05/30/2014	\$575	Curriculum Coordinator
Professional Development to improve math proficiency.	Professional Development to improve math proficiency.	Professional Learning			08/26/2013	05/30/2014	\$3000	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			09/09/2013	06/13/2014	\$85162	Instructional Staff, Paraprofessionals and 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 be trained on effective data analysis and progress monitoring. Reading Curriculum/Shared Leadership Team will meet to discuss progress of reading 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.	Monitor			09/30/2013	06/13/2014	\$0	Instructional Staff, Curriculum Coordinator, Title I Coordinator
Professional Development to improve math proficiency.	Professional Development to improve math proficiency.	Professional Learning			08/26/2013	05/30/2014	\$575	Curriculum Coordinator
History & Culture family Nights	Parents will be invited to a History & 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. Parents will also have an opportunity to purchase supplemental supplies to aid in home instruction. 2/27/14 & 5/22/14	Parent Involvement			02/27/2014	05/22/2014	\$0	Curriculum Coordinator, Social Studies Curriculum Team, Parent Committee Chairperson and 21st Century Learning Communities Grant Program Coordinator

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	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			09/09/2013	06/13/2014	\$35000	Instructional Staff, Intervention Teachers and Curriculum Coordinator

Single Building District Improvement Plan

West Village Academy

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.	Tutoring			09/16/2013	05/30/2014	\$4582	Instructional Staff and Curriculum Coordinator
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.	Tutoring			09/16/2013	05/30/2014	\$0	Instructional Staff and Curriculum Coordinator
Extended Day Intervention for Mathematics	After School, assigned staff will serve as a teacher for a small group of students in the core academic areas. Staff will be responsible for providing academic support and guidance for students i.e. tutorials, organization skills, study skills, time management, management of academic performance.	Tutoring			09/16/2013	05/30/2014	\$5610	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			06/09/2013	06/13/2014	\$0	Social Worker
Small Group Instruction with Title I and Section 31a Specialists	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 reading centers for all students at each grade level.	Academic Support Program			09/09/2013	06/13/2014	\$0	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			09/09/2013	06/13/2014	\$15464	Social Worker and Dean of Students
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			09/09/2013	06/13/2014	\$0	Social Worker

Single Building District Improvement Plan

West Village Academy

Small Group Instruction with Title I and Section 31a Specialists	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			09/09/2013	06/13/2014	\$18577	Instructional Staff, Intervention Teachers and Curriculum Coordinator
Extended Day Intervention for Mathematics	After School, assigned staff will serve as a teacher for a small group of students in the core academic areas. Staff will be responsible for providing academic support and guidance for students i.e. tutorials, organization skills, study skills, time management, management of academic performance.	Tutoring			09/16/2013	05/30/2014	\$35000	Instructional Staff and Curriculum Coordinator
Small Group Instruction with Title I and Section 31a Paraprofessional	Paraprofessionals will provide small group Reading instruction for students at-risk of not meeting the state and local targets. Additionally, the instructional staff will utilize reading centers for all students at each grade level.	Academic Support Program			09/09/2013	06/13/2014	\$0	Instructional Staff, Intervention Teachers and Support Staff
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			09/09/2013	06/13/2014	\$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.	Tutoring			09/16/2013	05/30/2014	\$11700	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			09/09/2013	06/13/2014	\$41000	Instructional Staff, Paraprofessionals 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			09/09/2013	06/13/2014	\$0	Social Worker

Single Building District Improvement Plan

West Village Academy

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			09/09/2013	06/13/2014	\$0	Social Worker
------------------------------------	---	----------------------------	--	--	------------	------------	-----	---------------

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			09/09/2013	06/13/2014	\$15464	Social Worker and Dean of Students
Incorporate technology to increase math proficiency	Incorporate technology, Study Island, Reading Eggs software and electronics to increase math proficiency for the students with disabilities, at-risk, average and gifted students.	Technology			09/09/2013	06/13/2014	\$540	Instructional 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			09/09/2013	06/13/2014	\$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			09/09/2013	06/13/2014	\$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			06/09/2013	06/13/2014	\$0	Social Worker

Single Building District Improvement Plan

West Village Academy

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			09/09/2013	06/13/2014	\$0	Social Worker
------------------------------------	---	----------------------------	--	--	------------	------------	-----	---------------

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
New Teacher Academy	New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies, -Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator and New Instructional Staff
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			08/26/2013	04/30/2014	\$350	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			08/26/2013	04/30/2014	\$0	Curriculum Coordinator
Professional Development to improve Social Studies proficiency.	Professional Development opportunities made available to staff to improve Social Studies proficiency. Stipends are also provided to teachers attending sessions after work hours.	Professional Learning			08/26/2013	04/30/2014	\$200	Curriculum Coordinator
New Teacher Academy	New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies, -Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator and New Instructional Staff
Professional Development to improve Reading proficiency.	Professional Development Activities to improve Reading proficiency.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator

Single Building District Improvement Plan

West Village Academy

Classroom Management Professional Development via PD360	The instructional staff will be responsible for viewing classroom management videos via PD360 on the topic classroom management. The assigned staff will be required to provide feedback and action steps to support their learning.	Professional Learning			08/26/2013	04/30/2014	\$0	Curriculum Coordinator
Professional Development to improve math proficiency.	Professional Development to improve math proficiency.	Professional Learning			08/26/2013	05/30/2014	\$7000	Curriculum Coordinator
Professional Development to Improve Science Proficiency.	Professional Development to improve Science proficiency.	Professional Learning			08/26/2013	05/30/2014	\$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			08/26/2013	04/30/2014	\$0	Curriculum Coordinator
New Teacher Academy	New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator and New Instructional Staff
New Teacher Academy	New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator and New Instructional Staff
New Teacher Academy	New Teacher Academy has been created to provide professional development experiences that will enhance the professional growth of new teachers to the Academy. Teachers will meet once per month to learn about topics such as Classroom Management, Best Practices/Instructional Strategies,-Curriculum Development, Professionalism, Technology, Grading/Assessing as well as Small Group Instruction.	Professional Learning			08/26/2013	05/30/2014	\$0	Curriculum Coordinator and New Instructional Staff
Professional Development to improve math proficiency.	Professional Development to improve math proficiency.	Professional Learning			08/26/2013	05/30/2014	\$6200	Curriculum Coordinator

Single Building District Improvement Plan

West Village Academy

Professional Development to improve math proficiency.	Professional Development to improve math proficiency.	Professional Learning			08/26/2013	05/30/2014	\$2918	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			08/26/2013	06/13/2014	\$0	Curriculum Coordinator
Professional Development to improve Social Studies proficiency.	Professional Development opportunities made available to staff to improve Social Studies proficiency. Stipends are also provided to teachers attending sessions after work hours.	Professional Learning			08/26/2013	04/30/2014	\$100	Curriculum Coordinator
Professional Development to Improve Writing Proficiency	Professional Development activities to Improve Writing Proficiency	Professional Learning			08/26/2013	04/30/2014	\$0	Curriculum Coordinator
Professional Development to improve math proficiency.	Professional Development to improve math proficiency.	Professional Learning			08/26/2013	05/30/2014	\$500	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			08/26/2013	04/30/2014	\$175	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			08/26/2013	04/30/2014	\$0	Curriculum Coordinator
Professional Development to improve math proficiency.	Professional Development to improve math proficiency.	Professional Learning			08/26/2013	05/30/2014	\$3880	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			08/26/2013	04/30/2014	\$100	Curriculum Coordinator
Professional Development to improve math proficiency.	Professional Development to improve math proficiency.	Professional Learning			08/26/2013	05/30/2014	\$200	Curriculum Coordinator