

# **GSTEMA SIP 2016-17**

Genesee STEM Academy

Genesee STEM Academy

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## **Overview**

### **Plan Name**

GSTEMA SIP 2016-17

### **Plan Description**

School Improvement Plan for 2016-17

## 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	Our goal at Genesee STEM Academy is to have all students at each grade level demonstrating proficiency or above in reading..	Objectives: 1 Strategies: 6 Activities: 17	Academic	\$131523
2	Our goal at Genesee STEM Academy is to have all students at each grade level demonstrating proficiency or above in Math.	Objectives: 1 Strategies: 7 Activities: 10	Academic	\$5700
3	Our goal at Genesee STEM Academy is to have all students at each grade level demonstrating proficiency or above in science.	Objectives: 1 Strategies: 6 Activities: 10	Academic	\$2100
4	Our goal at Genesee STEM Academy is to have parents involved in all aspects of school initiatives to improve student academic and social progress aligned to our school mission and vision.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$10690
5	All students at Genesee Stem Academy will learn how to make responsible choices during structured and unstructured times of school.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$107200

## Goal 1: Our goal at Genesee STEM Academy is to have all students at each grade level demonstrating proficiency or above in reading..

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of 10% in Reading by 06/21/2017 as measured by teacher assessments, DRA(K-6), MAP (K-8), and M-STEP (3-8)..

### Strategy 1:

ELA Instruction - The primary grades K-2 will provide a balance literacy program daily consisting of whole and small group reading, writing, and social studies instruction during the 120 minute ELA/Social Studies block 3rd-6th 90 minute block. This strategy will allow students to bolster their ELA and Social Studies aptitude through the incorporation of various learning styles, and independent and small group instruction within 5 different learning centers: read to self, read to partner, writing, listening center and working with words. The Daily 5 program will be integrated within the McGraw-Hill reading curriculum. Based on teacher surveys we need professional development with integrating Guided Reading group instruction to focus more on the identified MAP goal areas requiring remediation for our Tier 2 and Tier 3 students.

### Category:

Research Cited: National Institute for Literacy and Barbara M. Taylor. Nell K. Duke.2014; Peterson and Taylor. 2012

Tier: Tier 1

Activity - Daily 5 Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based on review of student performance data and reading instruction delivered we determined the Daily 5 reading approach would benefit all students and therefore will be implemented building wide. Students will receive small group direct instruction from the teacher and paraprofessional to meet their goals to increase their level of reading proficiency. We will need additional level readers for our daily 5 program implementation,	Direct Instruction	Tier 3	Implement	08/12/2015	06/21/2017	\$0	No Funding Required	Principal Monitor Instruction and provide PD Teachers and Paraprofessionals Implementation including assessments Daily 5 Reading program is for students at all levels K-6
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Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is a computerized academic program designed to reinforce and monitor student progress on reading, math, and science common core content standards. It is a supplemental program providing students with extra support at school or home. The program provides immediate feedback to students, teachers, and parents regarding student progress.  Our program has started and we require no additional funding for the 205/16 school year.	Academic Support Program	Tier 3	Implement	08/12/2015	06/21/2017	\$0	No Funding Required	Teachers Paraprofessionals Principal (monitor)

Activity - Reading Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will be assigned by the principal and guided by the teacher to provide supplemental reading support to our Tier 3 students. They will work with the students individually and small group for at least fifteen minutes daily on specific areas identified by teacher assessments. The paraprofessional will monitor and chart the students progress daily sharing target goals with the student and their progress. The teacher and paraprofessional will collaborate daily reviewing student progress and evaluating next level of instruction required.	Academic Support Program	Tier 3	Implement	08/15/2016	06/22/2017	\$107190	Section 31a, Title I Part A	Superintendent Principal Teachers Paraprofessionals Grant Facilitator

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**GSTEMA SIP 2016-17**

Genesee STEM Academy

After School Program providing students who are not meeting grade level standards an opportunity to extend their learning time with project base learning experiences and or tutoring to improve their reading proficiency. Our After School Program will be offered as an entire year program with students entering and exiting based on their academic needs. Teachers will facilitate most of the after school programs. The funds will pay for teacher stipends and STEM Coordinator for After School programs.	Academic Support Program	Tier 3	Implement	09/19/2016	05/18/2017	\$11083	Title I Part A	Parent Coordinator STEM Coordinator Teachers Principal Grant Compliance Officer Superintendent
<b>Activity - Reading Student Incentive</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Based on student individual DRA and MAP reading performance goals and achievement students will be rewarded for their accomplishments towards reaching their reading goals with certificates, books, medals, etc.	Academic Support Program	Tier 3	Implement	09/19/2016	06/21/2017	\$1000	Title I Part A	Teachers Principal Administrative Assistant
<b>Activity - Supplemental Supplies for After School Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Supplemental supplies will be provided to enrich content based projects and activities; such as Legos, leveled readers, folders, academic games, etc.	Academic Support Program	Tier 3	Implement	09/19/2016	05/18/2017	\$300	Title I Part A	Grant Facilitator Teachers Principal
<b>Activity - Instructional Supplies</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Instructional supplies provided to differentiate instruction to meet the needs of our children in all content areas. Materials such as; leveled readers, ELA, Math, Science, and Social Studies games, paper, pencils, presentation boards, folders, etc.	Academic Support Program	Tier 3	Implement	08/15/2016	06/21/2017	\$500	Title I Part A	Grant Facilitator Principal Teachers
<b>Activity - Universal Streaming</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Universal Streaming will be a supplemental resource available for all staff to use across curriculum especially with Social Studies to improve students academic performance in all core areas. Professional development is necessary for successful implementation.	Academic Support Program	Tier 3	Getting Ready	08/23/2016	08/23/2016	\$400	Title II Part A	Teachers Support Staff Principal

**Strategy 2:**

Assessments Data Analysis - The instructional staff will conduct ongoing assessment data analysis of five data points: DRA, Curriculum, Study Island or Education City, Teacher Authentic, NWEA MAP, and M-STEP. As such, DRA, Teacher Authentic and MAP will be conducted and analyzed by administration and grade level teams each trimester. Curriculum assessments will be administered and assessed at the end of each unit by the grade level team. Study Island or Education City will be administered and assessed at an individual and ongoing basis. Grade level teams have been assigned shared planning time a minimum of 1 hour per week to review data. Teachers will learn how to use the data for planning lessons to meet the needs of individual students based on their performance. In addition, each trimester teachers will meet with the administrators to analyze and discuss plans based on the data to improve class and individual student performance in the goal areas.

Category: Learning Support Systems

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008).

The Art and Science of Teaching A Comprehensive Framework for Effective Instruction by Robert J. Marzano: Publisher: ASCD, July 2, 2007

Tier: Tier 3

Activity - Professional Development in Assessments Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue learning how to read, interpret, and utilize data to guide their instruction to improve student academic performance. They will learn how to write educational plans with student to develop strategies to reach their academic goals in all content areas with ELA and Math as the primary focus K-6. We will have embedded PD through out the year conducted by the principal and Special Education Director. In addition, to web PD for Study Island, and MAP. Staff will learn how to read and interpret M-Step data to improve instruction and student performance. Teachers will be released by grade level to meet with principal each trimester to analyze student performance data and set goal with strategies to improve student performance.	Professional Learning	Tier 3	Evaluate	08/01/2016	06/23/2017	\$3600	Title II Part A	Superintendent Principal Teachers Paraprofessionals

Activity - School Improvement Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Superintendent, Principal, and teacher will attend the MDE School Improvement Conference to learn strategies to continue school and student improvement.	Academic Support Program	Tier 3	Implement	11/21/2016	11/22/2016	\$1750	Title II Part A	Superintendent Principal Teacher

**Strategy 3:**

RTI Reading Support - Teachers will implement Response to Intervention (RTI) for all students to improve their academic performance. Diagnostic instruments will be used to determine RTI groupings and appropriate instructional strategies to reach all student groups. Within Tier 1, all students receive high quality instruction from



highly qualified teachers. Additionally, Tier 1 students receive small group interventions 3 times a week (15-20 minutes) from the classroom instructor to enhance skills based on MAP and classroom assessment data. Students will be administered benchmark tests and those who do not make adequate progress are moved to Tier 2. Tier 2 students receive small group interventions 4 times a week (15-20 minutes) from the teacher on the specific skills the students need assistance with based on MAP and classroom data. Tier 3 meets daily with the teacher (15-20 minutes) and paraprofessional (10-15 minutes) to receive additional reading and writing interventions. During these times, the small group works on foundational skills, language and writing, literature and informational text, and vocabulary use and functions, word recognition, word study, and fluency, comprehension and metacognition, appropriate to their level based on MAP and classroom data.

Category: Learning Support Systems

Research Cited: Responsiveness to Intervention: A Blueprint for Practitioners, Policymakers, and Parents in Teaching Exceptional Children. Fuchs, Douglas, Lynn S. Fuchs. (2001) P

Understanding Responsiveness to Intervention in Learning Disabilities Determination. Mellard, Daryl and the National Research Center on Learning Disabilities.

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Tier: Tier 3

Activity - RTI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be engaged in our embedded Professional Development through out the year to read, interpret, and design differentiated instruction to meet the needs of our Tier 3 students for academic progress.	Professional Learning	Tier 3	Implement	08/01/2016	06/23/2017	\$0	No Funding Required	Trained RTI Staff for delivery of PD Teachers and paraprofessionals implementation Principal monitoring

Activity - RTI Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Special Ed Resource teacher will provide staff with researched based strategies to implement with Tier 3 level students with intensive reading support to improve their level of proficiency. In addition, model effective reading strategies with teachers and paraprofessionals to implement with students. Work collaboratively with parents to teach strategies to support their child's academic growth. The RTI strategies will be utilized with all students to promote academic growth.	Academic Support Program	Tier 3	Getting Ready	08/01/2016	06/23/2017	\$0	No Funding Required	Special Ed Resource Teacher Teachers Paraprofessionals Principal

**Strategy 4:**

Technology Integration - Teachers will integrate technology to create customized assignments and tests that are differentiated according to each student's achievement

levels. The technology integration will provide students with immediate feedback, tutorial lessons, and mastery ribbons for their performance. Students will be empowered to challenge their learning and monitor their progress with the teacher. Our reading program is a McGraw Hill Connect-Ed a web based curriculum where students are engaged in technology daily. Study Island aligned to the common core standards and MAP and Education City are examples of activities teachers will utilize to integrate technology through the curriculum. Continued professional development is necessary to enhance teachers' use of technology applications to improve student academic reading performance.

Category:

Research Cited: Technology Integration Research Review: Additional Tools and Programs

Technology tools also have value beyond teaching the core curriculum. Here are our recommendations for research-proven tech tools that can enable more comprehensive assessment and better collaborative discussions. We also explore the best resources for teaching digital literacy in the classroom.

By Vanessa Vega

FEBRUARY 5, 2013

EDUTOPIA JULY 25, 2014 ISSUE

Tier: Tier 3

Activity - Technology Integration Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new staff will be engaged in embedded professional development through out the year learning ways to integrate technology into their curriculum to differentiate instruction improving student academic performance in all content areas. Teachers will learn strategies, implement, and evaluate success based on student engagement and performance. Adjustments and or further needed PD will based on their evaluation, Select staff will attend the MACUL conference and share their knowledge with all staff. We began this process last year and will continue with our learning technology goals. The cost of \$1620 is included under Math Technology Integration.	Professional Learning	Tier 3	Implement	08/01/2016	06/23/2017	\$0	Title II Part A	Teachers as trainers All staff implementation Principal monitoring

**Strategy 5:**

Project Base Learning - Project Base Learning (PBL) will be implemented across all grade levels and curriculum. The objective of PBL is for students to apply their knowledge of content through a hands-on activity aligned to the content standards. PBL provides the relevance and rigor to our STEM curriculum and school vision. Students are assigned or select a project based on the expected content outcomes, using the backwards design model for planning projects. Teachers are receiving embedded professional development on how to design projects to meet the content expectations and student needs. The projects will be used as a formative and/or summative assessment to determine the level of students understanding core content. Projects will be aligned to the common core standards.

Category:

Research Cited: Researchers have identified four key components that are critical to teaching successfully with PBL (Barron & Darling-Hammond, 2008; Ertmer & Simons, 2005; Mergendoller & Thomas, 2005; Hung, 2008). All of these play a role in the curriculum-design process.

Project-based learning hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems. According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), project-based learning essentially involves the following:

- students learning knowledge to tackle realistic problems as they would be solved in the real world
- increased student control over his or her learning
- teachers serving as coaches and facilitators of inquiry and reflection
- students (usually, but not always) working in pairs or groups

Tier: Tier 3

Activity - Project Base Learning Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their embedded PBL professional development to learn how to design, implement, and evaluate student projects aligned to the content standards expected at every grade level across curriculum.	Professional Learning	Tier 3	Implement	08/01/2016	06/23/2017	\$0	No Funding Required	Teachers Principal

Activity - Project Base Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in project base learning activities to demonstrate their understanding of reading common core content standards. Students will be evaluated based on teacher designed rubrics aligned to the common core standards. Funding for supplies has already be placed in instructional school supplies activity,	Academic Support Program	Tier 3	Implement	08/01/2016	06/23/2017	\$0	No Funding Required	Teachers Paraprofessionals Principal

**Strategy 6:**

Curriculum Alignment - Staff will review and analyze student performance data with curriculum to determine if our curriculum is aligned and if any modification are necessary to improve student academic performance. Teachers will evaluate pacing guides and curriculum mapping to assess if any modifications are necessary. Teachers will learn how to design STEM units aligned to the curriculum across all content areas.

Category:

Research Cited: Jacobs, H .H. (2004). Getting results with curriculum mapping.

Alexandria, VA: Association for Supervision and Curriculum

Development.

Curriculum Alignment Research Based Strategies for Increasing Student Achievement.. David A. Squires Corwin Press, 2009

Tier: Tier 3

Activity - Curriculum Alignment Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be engaged in embedded professional development to learn how to evaluate our curriculum for alignment to the content standards for each grade level based on student performance data. Their professional development will be ongoing through out the year. Teachers will be engaged in professional development to learn how to design integrated STEM units aligned to the curriculum content standards with vertical and horizontal alignment.	Curriculum Development	Tier 3	Implement	08/01/2016	06/23/2017	\$0	Title II Part A	Principal Superintendent Teachers and paraprofessionals
<b>Activity - STEM Certification</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will be engaged with STEM.org professional development to become STEM certified and the school STEM Accredited. We will have 2 days professional develop for certification and accreditation and 2 days training on specific STEM modules for grades K-5; Aerospace, Medical, and Technology. We will continue developing and working on our individual and school plan throughout the year for completion. Teachers we receive a stipend for their individual certification accomplishment of \$300.00 if done by the first year or \$150.00 when completed by the second year. Teachers have two years to complete certification.	Curriculum Development	Tier 1	Getting Ready	08/03/2016	08/11/2016	\$5700	Title II Part A	Superintendent Principal Teachers Grant Compliance Officer

## **Goal 2: Our goal at Genesee STEM Academy is to have all students at each grade level demonstrating proficiency or above in Math.**

### **Measurable Objective 1:**

100% of All Students will demonstrate a proficiency with 10% increase in Mathematics by 06/21/2017 as measured by curriculum assessments, formative and summative teacher assessments, projects, MAP (K-8) and M-STEP (3-8) assessments..

### **Strategy 1:**

Math Intervention Strategies - Staff will learn math strategies to implement with students who are performing below proficiency level in math as identified by teacher assessments, MAP, and state assessments. Staff will provide small and individual group math instruction to improve student performance by at least 10% as measured on the assessments administered by 2016. Students and parents will be informed of their strengths and weakness and plans for improvement.

Teachers will visit each other's classroom to observe instructional strategies implemented to improve/enhance students math proficiency and integration of math through the content areas.

Category:

Research Cited: [PDF]

Marzano's Nine Instructional Strategies for Effective Teaching

[www.ntuaft.com/...Based%20Instructional%20Strategies/marzanos%209...](http://www.ntuaft.com/...Based%20Instructional%20Strategies/marzanos%209...)

Marzano's Nine Instructional Strategies for Effective Teaching and Learning. Researchers at Mid-continent Research for Education and Learning (McREL) have ...  
Robert J. Marzano - Goodreads

[www.goodreads.com/author/show/55148.Robert\\_J\\_Marzano](http://www.goodreads.com/author/show/55148.Robert_J_Marzano)

Goodreads

Rating: 3.8 - 2,472 votes

Robert J. Marzano is the author of Classroom Instruction That Works (3.87 avg

Tier: Tier 3

Activity - Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will be engaged in a series of PD workshops to learn strategies to improve student math proficiency. Teachers will continue implementing strategies learned from 2015/16 and enhance their tool kit with strategies from the Kagan cooperative learning model that will be implemented this year. Based on our assessment data we need to improve student voice in the classroom through collaborative discussions. If funding permits we will have Dr. Gould return to monitor our progress of implementation and provide additional coaching where necessary.	Professional Learning	Tier 3	Implement	08/01/2016	06/23/2017	\$2600	Title II Part A	Principal Special Education Director Jonathon Gould SVSU Professor Teachers Paraprofessionals Superintendent

Activity - Edmentum Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use Edmentum Study Island as resource to improve and enhance students' mastery of common core standards in reading, and math. The computerized program is aligned to the NWEA MAP assessments and state common core standards. Study Island will also be used as a resource for students who are out due to illness, suspension, or inclement weather/no school days. The program empowers students to work towards their educational goals set by the teacher and student learning plan. Our goal is to see at least a 20% improvement of student ELA performance with the use of Study Island as a supplemental program. Students at all Tier levels will use Study Island during their center time. It will also be used with our After School Tutoring program. Study Island has a tutorial program to assist students and parents with the content. No funding required for this year.	Academic Support Program	Tier 3	Implement	08/15/2016	06/21/2017	\$0	No Funding Required	Teachers Paraprofessionals Principal monitor

Activity - Pearson Math Curriculum PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We are adopting a new math curriculum with Pearson enVisionmath. Staff will require professional development to effectively implement the curriculum.	Academic Support Program	Tier 1	Getting Ready	08/16/2016	08/16/2016	\$400	Title II Part A	Teachers Principal

**Strategy 2:**

Project Base Learning - Project Base Learning (PBL) will be implemented across all grade levels and curriculum. The objective of PBL is for students to apply their knowledge of content through a hands-on activity aligned to the content standards. PBL provides the relevance and rigor to our STEM curriculum and school vision. Students are assigned or select a project based on the expected content outcomes, using the backwards design model for planning projects. Teachers are receiving embedded professional development on how to design projects to meet the content expectations and student needs.

**Category:**

Research Cited: Researchers have identified four key components that are critical to teaching successfully with PBL (Barron & Darling-Hammond, 2008; Ertmer & Simons, 2005; Mergendoller & Thomas, 2005; Hung, 2008). All of these play a role in the curriculum-design process. Project-based learning hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems. According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), project-based learning essentially involves the following: • students learning knowledge to tackle realistic problems as they would be solved in the real world • increased student control over his or her learning • teachers serving as coaches and facilitators of inquiry and reflection • students (usually, but not always) working in pairs or groups

Tier: Tier 3

Activity - Professional Development in Project Base Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their embedded PBL professional development to learn how to design, implement, and evaluate student projects aligned to the content standards expected at every grade level across curriculum. Funding designated under Reading activity.	Professional Learning	Tier 3	Implement	08/03/2016	06/23/2017	\$0	No Funding Required	Teachers Principal Superintendent STEM.org

**Strategy 3:**

Response to Intervention Professional Development - Teachers will implement Response to Intervention (RTI) for all students to improve their academic performance. Diagnostic instruments will be used to determine RTI groupings and appropriate instructional strategies to reach all student groups. Within Tier 1, all students receive high quality instruction from highly qualified teachers. Additionally, Tier 1 students receive small group interventions 3 times a week (15-20 minutes) from the classroom instructor to enhance skills based on MAP and classroom assessment data. Students will be administered benchmark tests and those who do not make adequate progress are moved to Tier 2. Tier 2 students receive small group interventions 4 times a week (15-20 minutes) from the teacher on the specific skills the students need assistance with based on MAP and classroom data. Tier 3 meets daily with the teacher (15-20 minutes) and paraprofessional (10-15 minutes) to receive additional math interventions. During these times, the small group works on number and operations, algebra, measurement, geometry, data and probability, operations and algebraic thinking appropriate to their level based on MAP and classroom data.

**Category:**

Research Cited: Responsiveness to Intervention: A Blueprint for Practitioners, Policymakers, and Parents in Teaching Exceptional Children. Fuchs, Douglas, Lynn S. Fuchs. (2001) P Understanding Responsiveness to Intervention in Learning Disabilities Determination. Mellard, Daryl and the National Research Center on Learning Disabilities. :

Tier: Tier 3

Activity - RTI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be engaged in our embedded Professional Development throughout the year to read, interpret, and design differentiated instruction to meet the needs of our Tier 3 students for academic progress.	Professional Learning	Tier 3	Implement	08/08/2016	06/23/2017	\$0	No Funding Required	Special Education Resource Teacher Teachers  Paraprofessionals Principal
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**Strategy 4:**

Assessment Data Analysis - The instructional staff will conduct ongoing assessment data analysis of five data points: DRA, Curriculum, Study Island or Education City, Teacher Authentic, and NWEA MAP. As such, DRA, Teacher Authentic and MAP will be conducted and analyzed by administration and grade level teams each trimester. Curriculum assessments will be administered and assessed at the end of each unit by the grade level team. Study Island or Education City will be administered and assessed at an individual and ongoing basis. Grade level teams have been assigned shared planning time a minimum of 1 hour per week to review data. Teachers will learn how to use the data for planning lessons to meet the needs of individual students based on their performance. In addition, each trimester teachers will meet with the administrators to analyze and discuss plans based on the data to improve class and individual student performance in the goal areas.

Category:

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). The Art and Science of Teaching A Comprehensive Framework for Effective Instruction by Robert J. Marzano: Publisher:

ASCD, July 2, 2007

Tier: Tier 3

Activity - Assessment Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue learning how to read, interpret, and utilize data to guide their instruction to improve student academic performance. They will learn how to write educational plans with student to develop strategies to reach their academic goals in all content areas with ELA and Math as the primary focus K-6. We will have embedded PD throughout the year conducted by the principal. Teachers will meet by grade level each trimester to review and analyze student performance data, set goals and strategies to improve student performance. The cost of substitute teachers has been included under the ELA activity of 3600.	Professional Learning	Tier 3	Implement	10/17/2016	05/25/2017	\$0	No Funding Required	Superintendent Principal Teachers

**Strategy 5:**

After School Program - Currently we offer a targeted After School Program for students identified in the Tier 3 level based on teacher assessments and MAP scores. The program offers STEM project based activities to provide remediation in differentiated instruction method. Our goal as a School Wide Title One program will be to offer extended learning opportunities to all students for remediation or enrichment. The program will be offered 3 days each week for 1 hour and 45 minutes. All



students will be eligible to participate as course offerings will be designed for enrichment and remediation. The tutoring classes will remain for our targeted low performing students. The enrichment classes offered will be an extension of our STEM focus curriculum such as; robotics, coding, agriculture, foreign language, entrepreneur projects, and STEMNETICS

Category: Learning Support Systems

Research Cited: Aronson, J., Zimmerman, J., & Carlos, L. (1999). Improving Student Achievement by Extending School: Is It Just a Matter of Time? Retrieved June 18, 2008, from [www.WestEd.org](http://www.WestEd.org): Afterschool Alliance :: Afterschool Alliance Research [www.afterschoolalliance.org/research.cfm](http://www.afterschoolalliance.org/research.cfm) Examining the impact of afterschool STEM programs (July 2014) Keeping Kids Safe and Supported in the Hours After

Tier: Tier 3

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our After School Program offers students who are not meeting standards an opportunity to extend their time after school with project base learning experiences centered on content standards aligned to the state and our curriculum. The students are invited to participate and select an offering of their interest to meet their educational plan goals. We have After School Program running for 6 weeks, 3 days a week for each trimester. Due to the extended day we provide after school snacks. Funding has been included in our After School Reading Activity and After School Supplies Activity.	Academic Support Program	Tier 3	Implement	09/19/2016	05/18/2017	\$0	No Funding Required	Teachers Principal Parent Involvement Coordinator

**Strategy 6:**

Curriculum Alignment Professional Development - Staff will review and analyze student performance data with curriculum to determine if our curriculum is aligned and if any modifications are necessary to improve student academic performance. Teachers will be engaged in professional development to learn how to determine if our curriculum is aligned based on student assessment data. Teachers will also learn how to design across curriculum STEM units aligned to the content common core standards.

Category:

Research Cited: Jacobs, H .H. (2004). Getting results with curriculum mapping. Alexandria, VA: Association for Supervision and Curriculum Development. Curriculum Alignment Research Based Strategies for Increasing Student Achievement.. David A. Squires Corwin Press, 2009

Tier: Tier 3

Activity - • Curriculum Alignment Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be engaged in embedded professional development to learn how to evaluate our curriculum for alignment to the content standards for each grade level based on student performance data. Their professional development will be ongoing through out the year.	Professional Learning	Tier 3	Implement	08/03/2016	06/23/2017	\$0	No Funding Required	Principal Teachers Paraprofessionals

Activity - SVSU Leadership Workshop Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership team consisting of superintendent, principal, and teacher will attend 8 Leadership workshops focused on improving school and student performance, provided by Saginaw Valley State University (SVSU) our authorizer. Substitute teachers are required.	Professional Learning	Tier 1	Implement	08/22/2016	04/14/2017	\$1080	Title II Part A	Superintendent Principal Teacher

**Strategy 7:**

Technology Integration Professional Development - Teachers will continue to learn strategies to integrate technology through the curriculum to improve student academic performance in all content areas. Teachers will have a series of professional development centered on technology integration throughout the year to implement in their classrooms. Some teachers will attend the MACUL conference and become trainers for staff who are unable to attend. The principal and peers will monitor technology integration. Samples of student work will also be an indicator of success with our technology integration. New staff members will be engaged in professional development to learn how to integrate curriculum through technology.

Category:

Research Cited: Technology Integration Research Review: Additional Tools and Programs Technology tools also have value beyond teaching the core curriculum. Here are our recommendations for research-proven tech tools that can enable more comprehensive assessment and better collaborative discussions. We also explore the best resources for teaching digital literacy in the classroom. By Vanessa Vega FEBRUARY 5, 2013 EDUTOPIA JULY 25, 2014 ISSUE

Tier: Tier 3

Activity - • Technology Integration Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be engaged in embedded professional development throughout the year learning ways to integrate technology into their curriculum to differentiate instruction improving student academic performance in all content areas. Teachers will learn strategies, implement, and evaluate success based on student engagement and performance. Adjustments and or further needed PD will be based on their evaluation. We started this process last year and will continue with our learning technology goals. New teachers will receive training at their orientation session and through out the year, MACUL conference fee of 1620 for two teachers March 15-17.	Professional Learning	Tier 3	Implement	07/30/2015	12/11/2015	\$1620	Title II Part A	New Teachers Facilitator MACUL teachers Principal

**Goal 3: Our goal at Genesee STEM Academy is to have all students at each grade level demonstrating proficiency or above in science.**

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency in science as demonstrated by their application of scientific knowledge and process. in Science by 06/21/2017 as measured by the curriculum assessments, teacher assessments, projects (K-7), MAP (3-8) and M-STEP , as evidence of achieving our goal..

**Strategy 1:**

Science Proficiency - Students grades 3rd through 8th will be engaged in Lego Robotics as part of their science/engineering curriculum. Students will learn and implement the engineering designing principals as they work collaboratively with the Lego Robotics program. They will be assisted by their classroom teacher, science/engineering teacher, and paraprofessional. Students have a double dose of science weekly with our science/engineering teacher to engage in hands-on learning instruction to improve and enhance their scientific and engineering knowledge and skills. Teachers will be engaged in a STEM Certification Professional Development program with STEM.org to enhance our STEM curriculum and student science performance.

In addition, students who would like to explore deeper into Lego Robotics will have an opportunity to participate in our After School Lego Robotics program.

Category: Learning Support Systems

Research Cited: IMEJ Article - Using LEGO Robotics in a Project-Based ...

[imej.wfu.edu/articles/2004/1/02/ Using LEGO Robotics in a Project-Based Learning Environment](http://imej.wfu.edu/articles/2004/1/02/Using_LEGO_Robotics_in_a_Project-Based_Learning_Environment)

Mike Carbonaro, University of Alberta

Marion Rex, University of Alberta

Joan Chambers, University of Alberta...

LEGO Robotics - Applying STEM in the Classroom - Texas ...

[www.depts.ttu.edu/tstem/curriculum/robotics/](http://www.depts.ttu.edu/tstem/curriculum/robotics/) Texas Tech University

Center for the Integration of STEM Education and Research • Junction Outdoor School ... LEGO Robotics - Applying STEM in the Classroom. Robotics Launch ...

Tier: Tier 3

Activity - Lego Robotics Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Pete from Kettering University will provide our staff with Lego Robotic professional development to implement with our students starting at 3rd grade. Staff will receive a stipend for their Saturday PD participation. The activity is paid out of our last year school plan,	Professional Learning	Tier 3	Implement	08/22/2015	08/22/2015	\$0	No Funding Required	Teachers Science/Engineering Teacher Paraprofessionals Principal

Activity - After School Lego Robotics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who would like to explore deeper into Lego Robotics will have an opportunity to participate in our After School Lego Robotics program. Students who are having difficulty mastering science/engineering concepts will be encouraged to participate. Students will meet at least twice a week and prepare for Lego Robotics competition. Funds are included in reading After School stipend for teachers.	Academic Support Program	Tier 3	Implement	09/19/2016	05/18/2017	\$0	Title I Part A	After School Staff Principal Parent Coordinator
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Activity - Classroom Lego Robotics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students grades 3rd through 8th will be engaged in Lego Robotics as part of their science/engineering curriculum. Students will learn and implement the engineering designing principals as they work collaboratively with the Lego Robotics program. They will be assisted by their classroom teacher, science/engineering teacher, and paraprofessional. Students have a double dose of science weekly with our science/engineering teacher to engage in hands-on learning instruction to improve and enhance their scientific and engineering knowledge and skills.	Academic Support Program	Tier 3	Implement	10/17/2016	05/18/2017	\$0	No Funding Required	Science/Engineering Teacher Classroom Teachers Paraprofessionals Principal

Activity - Engineering in Elementary (EIE)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engineering in Elementary program allows project based activities to supplement student knowledge of engineering and scientific inquiry. Students will have a double dose of engineering and science concept instruction in their individual classrooms and the Science/Engineering Zone (class). Currently it's implemented in the Science/Engineering Zone only.	Academic Support Program	Tier 2	Implement	08/15/2016	06/19/2017	\$2000	General Fund	Science/Engineering Teacher Teachers, Paraprofessionals, Principal

**Strategy 2:**

Project Base Learning - Project Base Learning (PBL) will be implemented across all grade levels and curriculum. The objective of PBL is for students to apply their knowledge of content through a hands-on activity aligned to the content standards. PBL provides the relevance and rigor to our STEM curriculum and school vision. Students are assigned or select a project based on the expected content outcomes, using the backwards design model for planning projects. Teachers are receiving embedded professional development on how to design projects to meet the content expectations and student needs.

Category:

Research Cited: Researchers have identified four key components that are critical to teaching successfully with PBL (Barron & Darling-Hammond, 2008; Ertmer & Simons, 2005; Mergendoller & Thomas, 2005; Hung, 2008). All of these play a role in the curriculum-design process. Project-based learning hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems. According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), project-based learning essentially involves the following: • students learning knowledge to tackle realistic problems as they would be solved in the real world • increased student control over his or her learning • teachers serving as coaches and facilitators of inquiry and reflection • students (usually, but not always)

working in pairs or groups

Tier: Tier 3

Activity - PBL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their embedded PBL professional development to learn how to design, implement, and evaluate student projects aligned to the content standards expected at every grade level across curriculum. STEM Certification will be aligned to our PBL educational program. Funding already included	Professional Learning	Tier 3	Implement	08/03/2016	06/23/2017	\$0	No Funding Required	Teachers Principal Superintendent

Activity - STEM Scopes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM Scopes is a supplemental science curriculum to improve student science performance through project based learning. The curriculum is aligned to our 5E instructional model and Next Generation Science Standards (NGSS). Based on our end of year PD survey teachers need additional professional development to implement the curriculum effectively.	Academic Support Program	Tier 3	Implement	08/11/2016	08/11/2016	\$100	Title II Part A	Teachers Principal Superintendent

**Strategy 3:**

RTI - Teachers will implement Response to Intervention (RTI) for all students to improve their academic performance. Diagnostic instruments will be used to determine RTI groupings and appropriate instructional strategies to reach all student groups. Within Tier 1, all students receive high quality instruction from highly qualified teachers. Additionally, Tier 1 students receive small group interventions 3 times a week (15-20 minutes) from the classroom instructor to enhance skills based on MAP and classroom assessment data. Students will be administered benchmark tests and those who do not make adequate progress are moved to Tier 2. Tier 2 students receive small group interventions 4 times a week (15-20 minutes) from the teacher on the specific skills the students need assistance with based on MAP and classroom data. Tier 3 meets daily with the teacher (15-20 minutes) and paraprofessional (10-15 minutes) to receive additional math interventions. During these times, the small group works on number and operations, algebra, measurement, geometry, data and probability, operations and algebraic thinking appropriate to their level based on MAP and classroom data.

Category:

Research Cited: Responsiveness to Intervention: A Blueprint for Practitioners, Policymakers, and Parents in Teaching Exceptional Children. Fuchs, Douglas, Lynn S. Fuchs. (2001) P Understanding Responsiveness to Intervention in Learning Disabilities Determination. Mellard, Daryl and the National Research Center on Learning Disabilities. :

Tier: Tier 3

Activity - • RTI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be engaged in our embedded Professional Development throughout the year to read, interpret, and design differentiated instruction to meet the needs of our Tier 3 students for academic progress.	Professional Learning	Tier 3	Implement	08/01/2016	06/23/2017	\$0	No Funding Required	Special Education Resource Teacher Teachers  Paraprofessionals Principal
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**Strategy 4:**

After School Program - Students will be engaged in extended learning time after school to support their academic growth. Our After School Programs are an extension of our STEM focus with project base learning filled with rigor and relevance. Students will have an opportunity to expand and/or enhance their content knowledge through various programs offered. The After School Program meets 3 days a week for 1.45 minutes. Students' participation and growth will be monitored through attendance, level of engagement, and evaluation of project completion. Surveys will also be used as a perception measure for evaluating effectiveness of the course offerings. We have an extended school calendar of 190 student days. After school programs provides an opportunity to extend the learning day in a beneficial manner.

Category:

Research Cited: Aronson, J., Zimmerman, J., & Carlos, L. (1999). Improving Student Achievement by Extending School: Is It Just a Matter of Time? Retrieved June 18, 2008, from [www.WestEd.org](http://www.WestEd.org): Afterschool Alliance :: Afterschool Alliance Research [www.afterschoolalliance.org/research.cfm](http://www.afterschoolalliance.org/research.cfm) Examining the impact of afterschool STEM programs (July 2014) Keeping Kids Safe and Supported in the Hours After School (May 2014) Taking a Deeper Dive into ... Aronson, J., Zimmerman, J., & Carlos, L. (1999). Improving Student Achievement by Extending School: Is It Just a Matter of Time? Retrieved June 18, 2008, from [www.WestEd.org](http://www.WestEd.org):

Tier: Tier 3

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our After School Program offers students who are not meeting standards an opportunity to extend their time after school with project base learning experiences centered on content standards aligned to the state and our curriculum. The students are invited to participate and select an offering of their interest to meet their educational plan goals. We have After School Program running for 6 weeks, 3 days a week for each trimester. Due to the extended day we provide after school snacks. Funding has been designated under our Reading After School activity.	Academic Support Program	Tier 3	Implement	09/19/2016	05/18/2017	\$0	No Funding Required	Teachers Principal Parent Involvement Coordinator

**Strategy 5:**

Curriculum Alignment Professional Development -

Teachers will continue learning how to read, interpret, and utilize data to guide their instruction to improve student academic performance. They will learn how to write educational plans with student to develop strategies to reach their academic goals in all content areas with ELA and Math as the primary focus K-6. We will have embedded PD throughout the year conducted by the principal. Teachers will meet by grade level each trimester to review and analyze student performance data, set

goals and strategies to improve student performance.

Category:

Research Cited: Jacobs, H .H. (2004). Getting results with curriculum mapping. Alexandria, VA: Association for Supervision and Curriculum Development. Curriculum Alignment Research Based Strategies for Increasing Student Achievement.. David A. Squires Corwin Press, 2009

Tier: Tier 3

Activity - • Curriculum Alignment Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be engaged in embedded professional development to learn how to evaluate our curriculum for alignment to the content standards for each grade level based on student performance data. Their professional development will be ongoing through out the year. With a start date of September 9th and continue through our school improvement evaluation process. Teachers will develop integrated STEM units aligned to content areas.	Curriculum Development	Tier 3	Evaluate	08/01/2016	06/23/2017	\$0	No Funding Required	Teachers Paraprofessionals Principal Superintendent

**Strategy 6:**

Supplemental Support Services - Paraprofessionals will be assigned to work with children who are identified on the Title 1 and At-Risk list using required criteria. They will work with students to help them understand the content as a supplemental resource to their learning plan. They will be used to assist students with the four content areas.

Paraprofessionals will participate in our staff professional development to learn strategies to support student academic growth.

Category:

Research Cited: Special Strategies for Educating Disadvantaged Children. Sam Stringfield et al. Washington, D.C.: US Department of Education, 1997  
CSRQ Center Report on Elementary School Comprehensive School Reform Models. Comprehensive School Reform Quality Center. Washington, D.C. : American Institutes for Research, 2006.

Teaching All Children to Read. M.A. Wallach & L. Wallach. Chicago: University of Chicago Press, 1976

Tier: Tier 3

Activity - Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Paraprofessionals will be assigned to work with children who are identified on the Title 1 and At-Risk list using required criteria. They will work with students to help them understand the content as a supplemental resource to their learning plan. They will be used to assist students with the four content areas.</p> <p>Paraprofessionals will participate in our staff professional development to learn strategies to support student academic growth.</p> <p>Teachers and paraprofessionals will work collaboratively. Teachers will provide guidance to the paraprofessional and support. Our program is inclusive, students aren't pulled out for supplemental assistance. Funding has been included under reading.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/22/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers Paraprofessionals Principal Superintendent</p>
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**Goal 4: Our goal at Genesee STEM Academy is to have parents involved in all aspects of school initiatives to improve student academic and social progress aligned to our school mission and vision.**

**Measurable Objective 1:**

demonstrate a behavior of increased parent engagement with planning, developing, implementing, and evaluating programs to support students academic and social emotional growth. by 06/21/2017 as measured by parent surveys, sign-in attendance sheets, evaluation feedback forms, student academic performance, discipline, and attendance data, programs implemented to support student academic and social emotional growth..

**Strategy 1:**

Parent Involvement - Staff will work collaboratively with parents to increase parent involvement in school decision making strategies and programs to improve student academic and emotional growth. Through the use of parent surveys we will arrange meeting times most desirable for parent participation. In addition, workshops will be offered based on survey data to meet the needs of our parents. We will also utilize social media as a means of improving communication.

We will conduct various surveys to determine parent ideas for workshops to support their child's academic and social growth. We will utilize our various sources of data such as; all content academic performance data, attendance, and discipline data, and perception data surveys to design programs to support parents and students.

Category:

Research Cited: Parental involvement and students' academic achievement: A meta-analysis X Fan, M Clan-Educational psychology review, 2001-Springer

The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A review of literature C. Desforges A. Abouchaar, G. Britani - 2003

Tier: Tier 3



Activity - Parent Involvement Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Coordinator will work towards improving our parent involvement through providing parent workshops, based on parent surveys and needs assessment data to support student growth. Provide resources to parents to support our collaborative efforts between school and home to support our families. Administer surveys through out the year to monitor our progress and address parent needs and concerns. Attend community meetings to maintain a connection with all stakeholders and research resources available to offer our parents. Provide monthly opportunities for parents to engage in our school improvement process. Organize events to recognize parents for their achievements.	Parent Involvement	Tier 3	Implement	08/15/2016	06/21/2017	\$9140	Title I Part A	Parent Coordinator Grant Facilitator Teachers Principal Superintendent
Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide parent workshops based on survey data results indicating need for data analysis of MAP, M-Step, DRA, all content area strategies to improve their child's academic performance, technology skills to utilize various applications, strategies for anger management, and personal career building skills; such as resumes and interview techniques. Workshops might require providing child care and transportation. Evening workshops will have light refreshments served. Funding will be required for facilitator fees for some of the workshops and supplies.	Parent Involvement	Tier 3	Implement	09/20/2016	06/20/2017	\$1550	Title I Part A	Parent Involvement Coordinator Grant Facilitator Principal PBIS/PPSC Coordinator
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be engaged in monthly meetings to review, analyze, and evaluate our school improvement plan. Based on their evaluation recommendations will be made for continual improvement.	Academic Support Program	Tier 3	Implement	09/20/2016	06/20/2017	\$0	No Funding Required	Principal Superintendent Parent Involvement Coordinator PBIS/PPSC Coordinator Teachers

**Goal 5: All students at Genesee Stem Academy will learn how to make responsible choices during structured and unstructured times of school.**

**Measurable Objective 1:**

A 20% decrease of All Students will demonstrate a behavior where students make responsible choices, reducing the amount of office referrals for disruptive unacceptable behavior. in Practical Living by 06/21/2017 as measured by the number of office referrals during structured and unstructured times at school..

**Strategy 1:**

Creating a Positive School Climate - We will implement a Positive Behavior Intervention System (PBIS)/Promoting Positive School Culture (PPSC) working collaboratively with the Genesee Intermediate School District consortium to support students, parents, and teachers with strategies to improve behavior choices which interfere with their learning and the classroom/school environment. Students, parents, and staff will work collaboratively developing academic, behavior, and attendance goals and plans based on student performance in these areas to show growth.

All staff will receive training from the PBIS/PPSC team to implement a school wide behavior system. Staff will meet once a month to monitor our progress and learn strategies for full implementation. We will continue to utilize our Conscious Discipline materials to support our initiative.

Our PBIS/PPSC will work with students who experiencing difficulty making responsible choices to learn strategies to improve their social behavior. Behavior plans will be devised and implemented with the student, coordinator, teacher, and parent(s). The plan will be shared with all the stakeholders to support the students desired change. When appropriate small group sessions, and classroom sessions will be facilitated to address the needs of students who are having challenges making good choices to keep our school safe.

Academic and attendance for individual students at risk based on these data points will be closely monitored by the PBIS/PPSC coordinator. They will work collaboratively with Pupil Accounting and Parent Involvement Coordinator to support parents and students towards improving performance.

Category:

Research Cited: Section 28.350 Standards for the LBS II/Behavior ...[www.ilga.gov/.../023000280003500R.html](http://www.ilga.gov/.../023000280003500R.html) Illinois General Assembly

a) Foundations – The competent behavior intervention specialist ... A) positive theoretical approaches and landmark research on behavior; ... E) identifies positive behavioral supports needed to facilitate integration of a learner with disabilities ...

Tier: Tier 3

Activity - Postive Behavior Intervention System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

<p>The PBIS/PPSC coordinator will receive training as part of our involvement with the Genesee Intermediate School District consortium to train our staff to implement the Positive Behavior Intervention System. Staff, students, and parents will be trained by the established PBIS/PPSC team.</p> <p>The PBIS/PPSC will meet with individual, small groups, and whole classes depending on the needs of our students to teach strategies for making responsible choices. Behavior plans will be part of the team effort to reduce the amount of office referrals for unacceptable behavior occurring during structured and unstructured times at school. The PBIS coordinator will work collaboratively with all stakeholders to monitor students progress and modify according to the needs of each individual student. The effectiveness of the strategies will be evaluated by the amount of office referrals, attendance, and academic performance for individual students and building wide. The PBIS coordinator will work with students identified from Title 1 and At-Risk list based on student discipline, attendance, and academic performance data. She will work with small and whole class when necessary to meet the needs of Title 1 students to resolve conflicts.</p> <p>Monthly logs will be maintained for monitoring our progress of implementation and effectiveness of strategies.</p> <p>We need to purchase PBIS/PPSC software for a cost of 31A \$800.00. Training is provided through the GISD grant we need to provide funds for substitute teachers. Coordinator 31A 53300 Training started last year and will continue 2016-17.</p>	Behavioral Support Program	Tier 3	Implement	08/08/2016	06/23/2017	\$55450	Title II Part A, Section 31a	PBIS/PPSC Coordinator Parent Involvement Coordinator Teachers Support Staff Superintendent Principal
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Activity - Conscious Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>We began our implementation of Conscious Discipline to facilitate a safe learning environment for all staff and students. Teachers will learn strategies to implement for improving the classroom learning atmosphere and empowering students with making responsible choices. We need to continue with our book study and other supplemental materials to enhance our knowledge and success with creating a safe learning environment for all students. Teachers will be engaged in implementing various strategies and reporting on the results. Some strategies were implemented by some teachers. The administrative team will monitor implementation more closely this year and provide timely feedback to staff regarding observations. We need to purchase books for new staff members.</p> <p>Students identified on the Title 1 and At-Risk list will receive incentives for improved behavior choices. We will continue implementation 2016-17</p>	Behavioral Support Program	Tier 3	Implement	08/15/2016	06/21/2017	\$100	Title II Part A	All Staff

Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive incentives for improving their academic, attendance, and behavior performance monthly, end of marking period and trimester. Incentives will consist of certificates, ribbons, educational games, post cards to parents, etc.	Behavioral Support Program	Tier 3	Implement	08/15/2016	06/21/2017	\$1000	Section 31a	All Staff
Activity - Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school social worker will meet with students and parents to facilitate their emotional growth and support parents with challenging situations which might occur. The social worker will work collaboratively with the Special Ed team, teachers, PBIS/PPSC Coordinator, Parent Involvement Coordinator and Assistant Principal, and parents to improve student academic and behavior performance.	Behavioral Support Program	Tier 3	Implement	08/15/2016	06/21/2017	\$50000	Title I Part A	Social Worker Teachers Principal Special Education Director Superintendent
Activity - Harry Wong Effective Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in a book study and professional development utilizing Harry Wong's Effective Teacher book to increase their tool kit of strategies which reduce loss of instructional time and improve classroom management.	Behavioral Support Program	Tier 3	Getting Ready	08/01/2016	06/23/2017	\$650	Title II Part A	Teachers Paraprofessionals Principal Superintendent Support Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Postive Behavior Intervention System	<p>The PBIS/PPSC coordinator will receive training as part of our involvement with the Genesee Intermediate School District consortium to train our staff to implement the Positive Behavior Intervention System. Staff, students, and parents will be trained by the established PBIS/PPSC team.</p> <p>The PBIS/PPSC will meet with individual, small groups, and whole classes depending on the needs of our students to teach strategies for making responsible choices. Behavior plans will be part of the team effort to reduce the amount of office referrals for unacceptable behavior occurring during structured and unstructured times at school. The PBIS coordinator will work collaboratively with all stakeholders to monitor students progress and modify according to the needs of each individual student. The effectiveness of the strategies will be evaluated by the amount of office referrals, attendance, and academic performance for individual students and building wide. The PBIS coordinator will work with students identified from Title 1 and At-Risk list based on student discipline, attendance, and academic performance data. She will work with small and whole class when necessary to meet the needs of Title 1 students to resolve conflicts.</p> <p>Monthly logs will be maintained for monitoring our progress of implementation and effectiveness of strategies.</p> <p>We need to purchase PBIS/PPSC software for a cost of 31A \$800.00. Training is provided through the GSD grant we need to provide funds for substitute teachers. Coordinator 31A 53300 Training started last year and will continue 2016-17.</p>	Behavioral Support Program	Tier 3	Implement	08/08/2016	06/23/2017	\$54100	PBIS/PPSC Coordinator Parent Involvement Coordinator Teachers Support Staff Superintendent Principal

Reading Support	Paraprofessionals will be assigned by the principal and guided by the teacher to provide supplemental reading support to our Tier 3 students. They will work with the students individually and small group for at least fifteen minutes daily on specific areas identified by teacher assessments. The paraprofessional will monitor and chart the students progress daily sharing target goals with the student and their progress. The teacher and paraprofessional will collaborate daily reviewing student progress and evaluating next level of instruction required.	Academic Support Program	Tier 3	Implement	08/15/2016	06/22/2017	\$21390	Superintendent Principal Teachers Paraprofessionals Grant Facilitator
Student Incentives	Students will receive incentives for improving their academic, attendance, and behavior performance monthly, end of marking period and trimester. Incentives will consist of certificates, ribbons, educational games, post cards to parents, etc.	Behavioral Support Program	Tier 3	Implement	08/15/2016	06/21/2017	\$1000	All Staff

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Engineering in Elementary (EIE)	Engineering in Elementary program allows project based activities to supplement student knowledge of engineering and scientific inquiry. Students will have a double dose of engineering and science concept instruction in their individual classrooms and the Science/Engineering Zone (class). Currently it's implemented in the Science/Engineering Zone only.	Academic Support Program	Tier 2	Implement	08/15/2016	06/19/2017	\$2000	Science/Engineering Teacher Teachers, Paraprofessionals, Principal

**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Lego Robotics	Students who would like to explore deeper into Lego Robotics will have an opportunity to participate in our After School Lego Robotics program. Students who are having difficulty mastering science/engineering concepts will be encouraged to participate. Students will meet at least twice a week and prepare for Lego Robotics competition. Funds are included in reading After School stipend for teachers.	Academic Support Program	Tier 3	Implement	09/19/2016	05/18/2017	\$0	After School Staff Principal Parent Coordinator

Reading Student Incentive	Based on student individual DRA and MAP reading performance goals and achievement students will be rewarded for their accomplishments towards reaching their reading goals with certificates, books, medals, etc.	Academic Support Program	Tier 3	Implement	09/19/2016	06/21/2017	\$1000	Teachers Principal Administrative Assistant
After School Program	After School Program providing students who are not meeting grade level standards an opportunity to extend their learning time with project base learning experiences and or tutoring to improve their reading proficiency. Our After School Program will be offered as an entire year program with students entering and exiting based on their academic needs. Teachers will facilitate most of the after school programs. The funds will pay for teacher stipends and STEM Coordinator for After School programs.	Academic Support Program	Tier 3	Implement	09/19/2016	05/18/2017	\$11083	Parent Coordinator STEM Coordinator Teachers Principal Grant Compliance Officer Superintendent
Instructional Supplies	Instructional supplies provided to differentiate instruction to meet the needs of our children in all content areas. Materials such as; leveled readers, ELA, Math, Science, and Social Studies games, paper, pencils, presentation boards, folders, etc.	Academic Support Program	Tier 3	Implement	08/15/2016	06/21/2017	\$500	Grant Facilitator Principal Teachers
Support Services	A school social worker will meet with students and parents to facilitate their emotional growth and support parents with challenging situations which might occur. The social worker will work collaboratively with the Special Ed team, teachers, PBIS/PPSC Coordinator, Parent Involvement Coordinator and Assistant Principal, and parents to improve student academic and behavior performance.	Behavioral Support Program	Tier 3	Implement	08/15/2016	06/21/2017	\$50000	Social Worker Teachers Principal Special Education Director Superintendent
Supplemental Supplies for After School Program	Supplemental supplies will be provided to enrich content based projects and activities; such as Legos, leveled readers, folders, academic games, etc.	Academic Support Program	Tier 3	Implement	09/19/2016	05/18/2017	\$300	Grant Facilitator Teachers Principal
Reading Support	Paraprofessionals will be assigned by the principal and guided by the teacher to provide supplemental reading support to our Tier 3 students. They will work with the students individually and small group for at least fifteen minutes daily on specific areas identified by teacher assessments. The paraprofessional will monitor and chart the students progress daily sharing target goals with the student and their progress. The teacher and paraprofessional will collaborate daily reviewing student progress and evaluating next level of instruction required.	Academic Support Program	Tier 3	Implement	08/15/2016	06/22/2017	\$85800	Superintendent Principal Teachers Paraprofessionals Grant Facilitator

Parent Workshops	We will provide parent workshops based on survey data results indicating need for data analysis of MAP, M-Step, DRA, all content area strategies to improve their child's academic performance, technology skills to utilize various applications, strategies for anger management, and personal career building skills; such as resumes and interview techniques. Workshops might require providing child care and transportation. Evening workshops will have light refreshments served. Funding will be required for facilitator fees for some of the workshops and supplies.	Parent Involvement	Tier 3	Implement	09/20/2016	06/20/2017	\$1550	Parent Involvement Coordinator Grant Facilitator Principal PBIS/PPSC Coordinator
Parent Involvement Coordinator	Parent Coordinator will work towards improving our parent involvement through providing parent workshops, based on parent surveys and needs assessment data to support student growth. Provide resources to parents to support our collaborative efforts between school and home to support our families. Administer surveys throughout the year to monitor our progress and address parent needs and concerns. Attend community meetings to maintain a connection with all stakeholders and research resources available to offer our parents. Provide monthly opportunities for parents to engage in our school improvement process. Organize events to recognize parents for their achievements.	Parent Involvement	Tier 3	Implement	08/15/2016	06/21/2017	\$9140	Parent Coordinator Grant Facilitator Teachers Principal Superintendent

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Conscious Discipline</p>	<p>We began our implementation of Conscious Discipline to facilitate a safe learning environment for all staff and students. Teachers will learn strategies to implement for improving the classroom learning atmosphere and empowering students with making responsible choices. We need to continue with our book study and other supplemental materials to enhance our knowledge and success with creating a safe learning environment for all students. Teachers will be engaged in implementing various strategies and reporting on the results. Some strategies were implemented by some teachers. The administrative team will monitor implementation more closely this year and provide timely feedback to staff regarding observations. We need to purchase books for new staff members.</p> <p>Students identified on the Title 1 and At-Risk list will receive incentives for improved behavior choices. We will continue implementation 2016-17</p>	<p>Behavioral Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/21/2017</p>	<p>\$100</p>	<p>All Staff</p>
<p>Math Professional Development</p>	<p>Teachers and paraprofessionals will be engaged in a series of PD workshops to learn strategies to improve student math proficiency. Teachers will continue implementing strategies learned from 2015/16 and enhance their tool kit with strategies from the Kagan cooperative learning model that will be implemented this year. Based on our assessment data we need to improve student voice in the classroom through collaborative discussions. If funding permits we will have Dr. Gould return to monitor our progress of implementation and provide additional coaching where necessary.</p>	<p>Professional Learning</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/01/2016</p>	<p>06/23/2017</p>	<p>\$2600</p>	<p>Principal Special Education Director Jonathon Gould SVSU Professor Teachers Paraprofessionals Superintendent</p>

<p>Postive Behavior Intervention System</p>	<p>The PBIS/PPSC coordinator will receive training as part of our involvement with the Genesee Intermediate School District consortium to train our staff to implement the Positive Behavior Intervention System. Staff, students, and parents will be trained by the established PBIS/PPSC team.</p> <p>The PBIS/PPSC will meet with individual, small groups, and whole classes depending on the needs of our students to teach strategies for making responsible choices. Behavior plans will be part of the team effort to reduce the amount of office referrals for unacceptable behavior occurring during structured and unstructured times at school. The PBIS coordinator will work collaboratively with all stakeholders to monitor students progress and modify according to the needs of each individual student. The effectiveness of the strategies will be evaluated by the amount of office referrals, attendance, and academic performance for individual students and building wide. The PBIS coordinator will work with students identified from Title 1 and At-Risk list based on student discipline, attendance, and academic performance data. She will work with small and whole class when necessary to meet the needs of Title 1 students to resolve conflicts.</p> <p>Monthly logs will be maintained for monitoring our progress of implementation and effectiveness of strategies.</p> <p>We need to purchase PBIS/PPSC software for a cost of 31A \$800.00. Training is provided through the GISD grant we need to provide funds for substitute teachers. Coordinator 31A 53300 Training started last year and will continue 2016-17.</p>	<p>Behavioral Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/08/2016</p>	<p>06/23/2017</p>	<p>\$1350</p>	<p>PBIS/PPSC Coordinator Parent Involvement Coordinator Teachers Support Staff Superintendent Principal</p>
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Professional Development in Assessments Data Analysis	Teachers will continue learning how to read, interpret, and utilize data to guide their instruction to improve student academic performance. They will learn how to write educational plans with student to develop strategies to reach their academic goals in all content areas with ELA and Math as the primary focus K-6. We will have embedded PD through out the year conducted by the principal and Special Education Director. In addition, to web PD for Study Island, and MAP. Staff will learn how to read and interpret M-Step data to improve instruction and student performance. Teachers will be released by grade level to meet with principal each trimester to analyze student performance data and set goal with strategies to improve student performance.	Professional Learning	Tier 3	Evaluate	08/01/2016	06/23/2017	\$3600	Superintendent Principal Teachers Paraprofessionals
Harry Wong Effective Teacher	Teachers will engage in a book study and professional development utilizing Harry Wong's Effective Teacher book to increase their tool kit of strategies which reduce loss of instructional time and improve classroom management.	Behavioral Support Program	Tier 3	Getting Ready	08/01/2016	06/23/2017	\$650	Teachers Paraprofessionals Principal Superintendent Support Staff
Pearson Math Curriculum PD	We are adopting a new math curriculum with Pearson enVisionmath. Staff will require professional development to effectively implement the curriculum.	Academic Support Program	Tier 1	Getting Ready	08/16/2016	08/16/2016	\$400	Teachers Principal
STEM Scopes	STEM Scopes is a supplemental science curriculum to improve student science performance through project based learning. The curriculum is aligned to our 5E instructional model and Next Generation Science Standards (NGSS). Based on our end of year PD survey teachers need additional professional development to implement the curriculum effectively.	Academic Support Program	Tier 3	Implement	08/11/2016	08/11/2016	\$100	Teachers Principal Superintendent
Curriculum Alignment Professional Development	Teachers will be engaged in embedded professional development to learn how to evaluate our curriculum for alignment to the content standards for each grade level based on student performance data. Their professional development will be ongoing through out the year. Teachers will be engaged in professional development to learn how to design integrated STEM units aligned to the curriculum content standards with vertical and horizontal alignment.	Curriculum Development	Tier 3	Implement	08/01/2016	06/23/2017	\$0	Principal Superintendent Teachers and paraprofessionals

Universal Streaming	Universal Streaming will be a supplemental resource available for all staff to use across curriculum especially with Social Studies to improve students academic performance in all core areas. Professional development is necessary for successful implementation.	Academic Support Program	Tier 3	Getting Ready	08/23/2016	08/23/2016	\$400	Teachers Support Staff Principal
Technology Integration Professional Development	All new staff will be engaged in embedded professional development through out the year learning ways to integrate technology into their curriculum to differentiate instruction improving student academic performance in all content areas. Teachers will learn strategies, implement, and evaluate success based on student engagement and performance. Adjustments and or further needed PD will based on their evaluation, Select staff will attend the MACUL conference and share their knowledge with all staff. We began this process last year and will continue with our learning technology goals. The cost of \$1620 is included under Math Technology Integration.	Professional Learning	Tier 3	Implement	08/01/2016	06/23/2017	\$0	Teachers as trainers All staff implementation Principal monitoring
• Technology Integration Professional Development	All staff will be engaged in embedded professional development throughout the year learning ways to integrate technology into their curriculum to differentiate instruction improving student academic performance in all content areas. Teachers will learn strategies, implement, and evaluate success based on student engagement and performance. Adjustments and or further needed PD will based on their evaluation. We started this process last year and will continue with our learning technology goals. New teachers will receive training at their orientation session and through out the year, MACUL conference fee of 1620 for two teachers March 15-17.	Professional Learning	Tier 3	Implement	07/30/2015	12/11/2015	\$1620	New Teachers Facilitator MACUL teachers Principal
STEM Cetification	Staff will be engaged with STEM.org professional development to become STEM certified and the school STEM Accredited. We will have 2 days professional develop for certification and accreditation and 2 days training on specific STEM modules for grades K-5; Aerospace, Medical, and Technology. We will continue developing and working on our individual and school plan throughout the year for completion. Teachers we receive a stipend for their individual certification accomplishment of \$300.00 if done by the first year or \$150.00 when completed by the second year. Teachers have two years to complete certification.	Curriculum Development	Tier 1	Getting Ready	08/03/2016	08/11/2016	\$5700	Superintendent Principal Teachers Grant Compliance Officer

SVSU Leadership Workshop Series	The Leadership team consisting of superintendent, principal, and teacher will attend 8 Leadership workshops focused on improving school and student performance, provided by Saginaw Valley State University (SVSU) our authorizer. Substitute teachers are required.	Professional Learning	Tier 1	Implement	08/22/2016	04/14/2017	\$1080	Superintendent Principal Teacher
School Improvement Conference	Superintendent, Principal, and teacher will attend the MDE School Improvement Conference to learn strategies to continue school and student improvement.	Academic Support Program	Tier 3	Implement	11/21/2016	11/22/2016	\$1750	Superintendent Principal Teacher

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Professional Development	Teachers will be engaged in our embedded Professional Development through out the year to read, interpret, and design differentiated instruction to meet the needs of our Tier 3 students for academic progress.	Professional Learning	Tier 3	Implement	08/01/2016	06/23/2017	\$0	Trained RTI Staff for delivery of PD Teachers and paraprofessionals implementation Principal monitoring
Lego Robotics Professional Development	Dr. Pete from Kettering University will provide our staff with Lego Robotic professional development to implement with our students starting at 3rd grade. Staff will receive a stipend for their Saturday PD participation. The activity is paid out of our last year school plan,	Professional Learning	Tier 3	Implement	08/22/2015	08/22/2015	\$0	Teachers Science/Engineering Teacher Paraprofessionals Principal
RTI Support	The Special Ed Resource teacher will provide staff with researched based strategies to implement with Tier 3 level students with intensive reading support to improve their level of proficiency. In addition, model effective reading strategies with teachers and paraprofessionals to implement with students. Work collaboratively with parents to teach strategies to support their child's academic growth. The RTI strategies will be utilized with all students to promote academic growth.	Academic Support Program	Tier 3	Getting Ready	08/01/2016	06/23/2017	\$0	Special Ed Resource Teacher Teachers Paraprofessionals Principal

Assessment Data Analysis	Teachers will continue learning how to read, interpret, and utilize data to guide their instruction to improve student academic performance. They will learn how to write educational plans with student to develop strategies to reach their academic goals in all content areas with ELA and Math as the primary focus K-6. We will have embedded PD throughout the year conducted by the principal. Teachers will meet by grade level each trimester to review and analyze student performance data, set goals and strategies to improve student performance. The cost of substitute teachers has been included under the ELA activity of 3600.	Professional Learning	Tier 3	Implement	10/17/2016	05/25/2017	\$0	Superintendent Principal Teachers
Edmentum Study Island	We will use Edmentum Study Island as resource to improve and enhance students' mastery of common core standards in reading, and math. The computerized program is aligned to the NWEA MAP assessments and state common core standards. Study Island will also be used as a resource for students who are out due to illness, suspension, or inclement weather/no school days. The program empowers students to work towards their educational goals set by the teacher and student learning plan. Our goal is to see at least a 20% improvement of student ELA performance with the use of Study Island as a supplemental program. Students at all Tier levels will use Study Island during their center time. It will also be used with our After School Tutoring program. Study Island has a tutorial program to assist students and parents with the content. No funding required for this year.	Academic Support Program	Tier 3	Implement	08/15/2016	06/21/2017	\$0	Teachers Paraprofessionals Principal monitor
RTI Professional Development	Teachers will be engaged in our embedded Professional Development throughout the year to read, interpret, and design differentiated instruction to meet the needs of our Tier 3 students for academic progress.	Professional Learning	Tier 3	Implement	08/08/2016	06/23/2017	\$0	Special Education Resource Teacher Teachers  Paraprofessionals Principal
• Curriculum Alignment Professional Development	Teachers will be engaged in embedded professional development to learn how to evaluate our curriculum for alignment to the content standards for each grade level based on student performance data. Their professional development will be ongoing through out the year.	Professional Learning	Tier 3	Implement	08/03/2016	06/23/2017	\$0	Principal Teachers Paraprofessionals

Study Island	Study Island is a computerized academic program designed to reinforce and monitor student progress on reading, math, and science common core content standards. It is a supplemental program providing students with extra support at school or home. The program provides immediate feedback to students, teachers, and parents regarding student progress.  Our program has started and we require no additional funding for the 205/16 school year.	Academic Support Program	Tier 3	Implement	08/12/2015	06/21/2017	\$0	Teachers Paraprofessionals Principal (monitor)
Project Base Learning	Students will be engaged in project base learning activities to demonstrate their understanding of reading common core content standards. Students will be evaluated based on teacher designed rubrics aligned to the common core standards. Funding for supplies has already be placed in instructional school supplies activity,	Academic Support Program	Tier 3	Implement	08/01/2016	06/23/2017	\$0	Teachers Paraprofessionals Principal
Professional Development in Project Base Learning	Teachers will continue their embedded PBL professional development to learn how to design, implement, and evaluate student projects aligned to the content standards expected at every grade level across curriculum. Funding designated under Reading activity.	Professional Learning	Tier 3	Implement	08/03/2016	06/23/2017	\$0	Teachers Principal Superintendent STEM.org
Parent Involvement	Parents will be engaged in monthly meetings to review, analyze, and evaluate our school improvement plan. Based on their evaluation recommendations will be made for continual improvement.	Academic Support Program	Tier 3	Implement	09/20/2016	06/20/2017	\$0	Principal Superintendent Parent Involvement Coordinator PBIS/PPSC Coordinator Teachers
• RTI Professional Development	Teachers will be engaged in our embedded Professional Development throughout the year to read, interpret, and design differentiated instruction to meet the needs of our Tier 3 students for academic progress.	Professional Learning	Tier 3	Implement	08/01/2016	06/23/2017	\$0	Special Education Resource Teacher Teachers  Paraprofessionals Principal
Project Base Learning Professional Development	Teachers will continue their embedded PBL professional development to learn how to design, implement, and evaluate student projects aligned to the content standards expected at every grade level across curriculum.	Professional Learning	Tier 3	Implement	08/01/2016	06/23/2017	\$0	Teachers Principal

After School Program	Our After School Program offers students who are not meeting standards an opportunity to extend their time after school with project base learning experiences centered on content standards aligned to the state and our curriculum. The students are invited to participate and select an offering of their interest to meet their educational plan goals. We have After School Program running for 6 weeks, 3 days a week for each trimester. Due to the extended day we provide after school snacks. Funding has been included in our After School Reading Activity and After School Supplies Activity.	Academic Support Program	Tier 3	Implement	09/19/2016	05/18/2017	\$0	Teachers Principal Parent Involvement Coordinator
After School Program	Our After School Program offers students who are not meeting standards an opportunity to extend their time after school with project base learning experiences centered on content standards aligned to the state and our curriculum. The students are invited to participate and select an offering of their interest to meet their educational plan goals. We have After School Program running for 6 weeks, 3 days a week for each trimester. Due to the extended day we provide after school snacks. Funding has been designated under our Reading After School activity.	Academic Support Program	Tier 3	Implement	09/19/2016	05/18/2017	\$0	Teachers Principal Parent Involvement Coordinator
• Curriculum Alignment Professional Development	Teachers will be engaged in embedded professional development to learn how to evaluate our curriculum for alignment to the content standards for each grade level based on student performance data. Their professional development will be ongoing through out the year. With a start date of September 9th and continue through our school improvement evaluation process. Teachers will develop integrated STEM units aligned to content areas.	Curriculum Development	Tier 3	Evaluate	08/01/2016	06/23/2017	\$0	Teachers Paraprofessionals Principal Superintendent



<p>Daily 5 Reading Program</p>	<p>Based on review of student performance data and reading instruction delivered we determined the Daily 5 reading approach would benefit all students and therefore will be implemented building wide. Students will receive small group direct instruction from the teacher and paraprofessional to meet their goals to increase their level of reading proficiency. We will need additional level readers for our daily 5 program implementation,</p>	<p>Direct Instruction</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/12/2015</p>	<p>06/21/2017</p>	<p>\$0</p>	<p>Principal Monitor Instruction and provide PD Teachers and Paraprofessionals Implementation including assessments Daily 5 Reading program is for students at all levels K-6</p>
<p>Classroom Lego Robotics</p>	<p>Students grades 3rd through 8th will be engaged in Lego Robotics as part of their science/engineering curriculum. Students will learn and implement the engineering designing principals as they work collaboratively with the Lego Robotics program. They will be assisted by their classroom teacher, science/engineering teacher, and paraprofessional. Students have a double dose of science weekly with our science/engineering teacher to engage in hands-on learning instruction to improve and enhance their scientific and engineering knowledge and skills.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>10/17/2016</p>	<p>05/18/2017</p>	<p>\$0</p>	<p>Science/Engineering Teacher Classroom Teachers Paraprofessionals Principal</p>
<p>Paraprofessional Support</p>	<p>Paraprofessionals will be assigned to work with children who are identified on the Title 1 and At-Risk list using required criteria. They will work with students to help them understand the content as a supplemental resource to their learning plan. They will be used to assist students with the four content areas.</p> <p>Paraprofessionals will participate in our staff professional development to learn strategies to support student academic growth. Teachers and paraprofessionals will work collaboratively. Teachers will provide guidance to the paraprofessional and support. Our program is inclusive, students aren't pulled out for supplemental assistance. Funding has been included under reading.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/15/2016</p>	<p>06/22/2017</p>	<p>\$0</p>	<p>Teachers Paraprofessionals Principal Superintendent</p>

PBL	Teachers will continue their embedded PBL professional development to learn how to design, implement, and evaluate student projects aligned to the content standards expected at every grade level across curriculum. STEM Certification will be aligned to our PBL educational program. Funding already included	Professional Learning	Tier 3	Implement	08/03/2016	06/23/2017	\$0	Teachers Principal Superintendent
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