



Single Building District Improvement Plan

International Academy of Saginaw

International Academy of Saginaw

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	IASaginaw will complete the full Schoolwide planning process for 2017-18	

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

All staff and faculty are given the opportunity to participate. Some choose to volunteer on the Schoolwide Planning Team, while others participate through their department meetings. Updates, data gathering and information is shared through staff meetings, professional development, parent meetings, advisory meetings, emails, newsletters, etc. Meetings are varied as to day and time to give everyone an option of attending. Schoolwide improvement roles are by referral from the administration team. In some cases, stakeholders volunteer to assist on projects.

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

Academic Quality Controller
Special Education Teachers
General Education Teachers
Intervention (MTSS) Teachers
Director
Office Manager
Parent
Grants Coordinator

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

Annually, stakeholders are sought to sit on the School Improvement Team. Stakeholders are members of the school community and include: parents, students, support staff, board members, and building and management company representatives. All improvement plans are presented to the Board of Directors for review, discussion and approval. In addition, ongoing communication and updates are provided to all of our stakeholders via emails, meeting announcements and/or public meetings. All parents are invited to participate on the Title I Parent Advisory team and to attend the annual Title I meeting where print versions of the final plan are made available.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

International Academy of Saginaw's School Improvement Team completed the CNA with involvement of key stakeholders including teachers, specialists, and the Director. Guided School Improvement Meetings scheduled through the SISD were held monthly. We were assisted by specialists at the SISD to work through each component of the CNA and School Improvement process.

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

Math: The team considered that the percentage of students scoring proficient on the state assessment in math in grades three through eight is 30% for third, 29% for fourth, 17% for fifth, 3% for sixth, 8% for seventh and 10% for eighth. Further analysis of NWEA MAP math scores showed we found the following percentages at or above proficiency: second grade at 39%, third grade 26%, fourth grade at 33%, fifth grade at 20%, sixth grade at 10%, seventh grade at 8%, and eighth grade at 14%

Reading: The team considered that the percentage of students scoring proficient on the state assessment in reading in grades three through eight is 40% for third, 33% for fourth, 38% for fifth, 22% for sixth, 19% for seventh and 35 % for eighth. Further analysis of NWEA MAP Reading showed the following percentages at or above proficiency: second grade at 34%, third grade 48%, fourth grade at 40%, fifth grade at 56%, sixth grade at 24%, seventh grade at 26%, and eighth grade at 48%

Science: The team considered that the percentage of students scoring proficient on the state assessment in science in grades four and eight is 5% for fourth and 12% for seventh.

Social Studies: The team considered that the percentage of students scoring proficient on the state assessment in social studies in fifth grade is 17% and eighth grade was 0%

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

All four areas (English Language Arts, math, science, and social studies) are priority goals. Movement toward closing the achievement gap between the school and the state is declining in many grades. The lowest achieving students who are not proficient in core subjects are receiving an appropriate intervention through MTSS staffing.

The school improvement team reviewed M-Step, NWEA MAP, and local assessment data. The school process rubrics are completed annually. Based on the Score Card, the academy has shown at least 70%, but less than 85% possible points on the state accountability system from year to year.

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

The school wide improvement goals are intended for all students to be successful and to demonstrate academic growth from year to year. Tier one instruction includes an aligned curriculum and supports for all instructional staff and the following strategies for all students: differentiated instruction, thinking maps, conscious discipline, accelerated reader, concrete math instruction, and integration of technology. Students who are not responding at the tier one level of instruction are evaluated for additional services and support as a part of the MTSS process.

Component 2: Schoolwide Reform Strategies

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

1. Extended Learning Opportunities
2. Teacher professional development
3. Parent Involvement
4. Differentiated Instruction
5. Thinking Maps
6. Conscious Discipline
7. Concrete Math Instruction
8. Accelerated Reader
9. Integration of Technology into Classroom Instruction
10. Teacher Collaboration
11. Study Island
12. Matti Math
13. Guided Reading

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

International Academy of Saginaw is using a Multi-Tiered System of Support program to close achievement gaps of all students.

Tier 1 interventions being emphasized during the school year include: Differentiated Instruction, hands-on math manipulatives, Conscious Discipline, Accelerated Reading, small group tutorials, guided reading, Study Island, Read Naturally

Tier 2/3 interventions include targeted small group instruction (push-in and/or pull-out) based on MAP gaps and local assessment data, Read Naturally, math manipulatives, after school tutoring, and balanced literacy

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

All of the schoolwide reform strategies are research-based and align with the CNA process as follows:

Differentiated Instruction: teachers are learning to applying vary their instructional delivery based on the needs of their students.

Hands-on math manipulatives: teachers are learning how to apply concrete instruction delivery methods using hands on tools.

Conscious Discipline: teachers are learning how to manage their emotional intelligence as well as their student's by applying the four key components: 7 skills of discipline, the school family, 7 powers of conscious adults, and the brain state model.

Accelerated Reading: students are provided daily opportunities to read and build their fluency and comprehension

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Study Island; students are provided weekly opportunities to read and build their fluency and strengthen their understanding of mathematical concepts.

Small group tutorials: the lowest achieving students are provided targeted support in core subjects during the school day, after school, and in the summer.

Thinking Maps: Used to help students and teachers organize course content using 8 visual patterns.

Integration of Technology into Classroom Instruction: teachers are learning to use online tools and other methods to reinforce lessons, provide extra practice.

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

Extended Learning Opportunities

Differentiated Instruction

Student Support and Classroom Management Strategies

Teaching Strategies for Ongoing Support and Improvement

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

Local Assessments

Classroom Observations

Progress Monitoring

Differentiated Instruction

Weekly Evaluations

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

59% retention rate of all classroom teachers during the 2016-2017 school year.

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

100% of teachers and paraprofessionals at the International Academy of Saginaw are highly qualified under the NCLB requirements. As of the 2016-2017 academic year, 22 teachers are fully certified by the state of Michigan and highly qualified in their teaching assignment.

1 teacher has earned a master's degree. Teachers continue to participate in professional development training to ensure they remain up to-date on the latest teaching techniques and maintain their highly qualified status. Classroom teacher years of experience is as follows: 6(27%) 0-3 years; 10(45%) 4-6 total years in the classroom; and 7(32%) 6+ total years in the classroom.

1 Academic Quality Controller with 9 years classroom instruction experience and 2 years serving as an instructional leader.

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

Recruitment of highly qualified staff begins at www.SABISCareers.com, a website which attracts applicants from around the world. Additional job fairs at local universities and referrals from school staff and stakeholders have attracted additional highly qualified teachers to our staff. Continuing education opportunities and exclusive pay has helped to retain staff. MEP Services.

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

Same strategy for both school and district given that IAS is a single-building public school academy. Recruitment of highly qualified staff begins at www.SABISCareers.com, a website which attracts applicants from around the world. Additional job fairs at local universities and referrals from school staff and stakeholders have attracted additional highly qualified teachers to our staff. Continuing education opportunities and exclusive pay has helped to retain staff.

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

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Significant administrative support is given

Component 5: High Quality and Ongoing Professional Development

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

During the 2016-17 academic year, teachers return in August for a 2 week seminar to prepare the school to open after labor day. Teachers are trained on state standards, classroom management, team building, Title I school wide strategies etc. Scheduled staff PD days were held in August, November, February, and April.

Training held in 2016-17 included:

Classroom Management strategies

PBIS training

Guided Reading

Understanding Assessment Data

Understanding New Assessments

MAPSA Conference

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

The academic year begins with 9 days for new teachers and staff and 7 days for returning teachers. 3 additional days are included on the calendar throughout the academic year. Some instructional staff may participate in additional sessions held at the local ISD. Additional time is scheduled for monthly school improvement meetings and weekly grade level meetings. Also, formal and informal teacher classroom observations are held to monitor teacher instruction and provide ongoing instruction support. Beginning teachers who have been teaching 3 years or less or assigned an experienced teacher for ongoing training and support. Implementation of the schoolwide strategies is led by the school improvement team. Ongoing training is held during the schedule PD days, after school, and summer months.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	Basic Professional develop has been scheduled for august workshops and for professional develop days throughout the year. Specific conferences and events have yet to be planned.	

Component 6: Strategies to Increase Parental Involvement

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

IAS encourages parents to be active participants on the school improvement team and to take an interest in their child's education and their child's school community. Parents are kept well-informed of the academic and non-academic program of their school through conferences, interim reports, report cards, SABIS®Parent, Class DOJO, phone and written communications. The IAS Director meets with each incoming student and family prior to the start of school. Parents are required to sign a contract outlining specific academic and behavior requirements for new students. In the fall, parents participated in a Title I parent advisory meeting to review the school improvement plan and the parent involvement action plan.

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

Parent Connection officers and members as well as school faculty are reestablishing their efforts to work together on a monthly basis to support student achievement by planning and implementing projects and events to support learning in the school community. Also, a title I parent advisory team has been in early development with assistance from Parent Connection to provide ongoing support with family nights and other relevant portions of the plan.

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

Annually, the parent involvement section of the schoolwide plan will be reviewed and revised during the school improvement monthly meeting. A parent Title I advisory meeting will be held at least twice per year in morning and evening for parents to provide feedback on the plan's effectiveness. Parents contribute to the program evaluation by completing surveys on Title I programs and services. The surveys provide immediate feedback on program quality and/ or continuation of specific activities from year to year. A formal Title I meeting is held in the fall to review and discuss Title I services and student academic progress.

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

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

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1) To ensure that parents are informed about academic standards and assessments, International Academy of Saginaw will provide the following:

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- Parent Conferences (Fall Term and Spring, additional conferences available upon request)
- Local assessment information shared with parents at conferences/with report cards/IEP
- Students receiving interventions will be progress monitored on a 6 week basis depending on student need. Information will be shared with parents when appropriate.
- Parent Web - Provides information on grades, attendance and behavior infractions
- Kindergarten Readiness: Staff share Kindergarten expectations and provide all parents with examples of at home activities to help their child reach their highest potential.

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

International Academy of Saginaw offers training and materials to parents through the following events and activities:

- Kindergarten Orientation
- Transition Night for key grades
- Meet Your Teacher Night
- Family Nights including Family Math Night, Family Literacy Night, Family Science Fair Night, etc.
- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed
- School newsletters/Classroom newsletters
- School Website/Parent Web - provides parents with materials and resources to help their child achieve success.

Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

- International Academy of Saginaw values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.

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

International Academy of Saginaw will work to coordinate programs to ensure success for all:

- Transition to Kindergarten: activities to educate preschool parents, day care centers and community stakeholders on Kindergarten expectations
- Parent Connection

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

To ensure that all parents are informed in a timely and user-friendly manner, International Academy of Saginaw will provide:

- Weekly Take Home Folders (K-5)
- School Newsletter/Classroom Newsletters written in a language parents can understand when requested

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

International Academy of Saginaw will make every effort to support our parents and make sure their needs are met:

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

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Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2nd language:

1118 (f)

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International Academy of Saginaw School will provide:

- Flexible meeting times
- Handicapped Accessible Facilities
- Home Visits
- Phone Conferences

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

The parent involvement components of the school-wide program will be evaluated using perception surveys that are distributed at each activity. Also, additional feedback is gathered during the annual Title I meeting to discuss perception survey results and to allow parents an opportunity to share their impressions of the data and to plan the activities for the following academic year.

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

Events scheduled are generally surveyed by parents to determine their interests for that family event, so that teachers can tailor their activities to parent needs. Recommendations coming from surveys and parent groups are taken to the School Improvement team and events are added and/or modified accordingly.

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

The Title I parent compact was developed from a template provided by the Michigan Department of Education. During the annual Title I meeting the compact was reviewed with parents for feedback and revisions using tools from the national Title I conference.

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

Teachers distribute the compact during Meet Your Teacher Night as a part of the agenda and communication with parents for clear expectations on each everyone's role in helping students thrive in school.

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

The Title I compact is included in the student handbook which is annually distributed to all families.

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Title I compact

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

Student assessment results may be translated to an understandable language with support from the management company, the Saginaw ISD, and local resources.

Component 7: Preschool Transition Strategies

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

The Academy is recruiting new students from various preschools in the nearby vicinity. The recruitment process consists of IAS staff presenting materials and information regarding the Academy at the various preschools. Flyers and marketing documents are distributed to pre-school centers in and around Saginaw, Bridgeport, and Buena Vista. Numerous Open Houses, including Kindergarten Round-up are held from January to June to provide the opportunity for preschool parents and students to learn about the kindergarten program at the International Academy. The Open Houses allow parents to meet the kindergarten staff, take a tour of the building and learn about the kindergarten curriculum while viewing the books used during the year. The Academy is continually seeking to create stronger ties with preschools by providing necessary training for incoming parents and area preschool teachers on the academic skills students are expected to have learned prior to entry into kindergarten. This relationship will ensure that incoming students will have the basic skills needed to make a smooth transition from preschool into kindergarten.

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

Not Applicable

Component 8: Teacher Participation in Making Assessment Decisions

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

All instructional staff attend weekly grade level meetings. The purpose of the grade level meetings is to check that all is going according to the schoolwide plan, to discuss teaching methods and to tackle the problems that individual teachers may face. Weekly meetings are guided by a SABIS Checklist/Agenda provided to attain optimal results during the meeting time. Points for discussion include: a) curriculum and pacing charts, b) teaching methods, c) student issues, d) student diaries and homework, d) discipline issues, e) exam data and f) value added to student performance. The SABIS Educational System relies heavily on frequent and ongoing assessments of student knowledge to quickly identify any gaps in their educational foundation. Teachers are the first line of assessment for the Academy. Instructional staff meet weekly with the Academic Quality Controller to analyze the data derived from multiple sources and plan instruction based on the data. In addition, teachers can also make recommendations for academic support for students in their classes. Instructional staff are a part of the School Improvement Team (SIT). The SIT is responsible for assessing the various programs at the Academy and working together to formulate necessary changes to the programs to ensure maximum student academic achievement. The assessment system integrated into the International Academy of Saginaw will be used in conjunction with teacher, student and parental feedback to determine the success of the schoolwide program. A complete review of the academic program will be conducted annually as curriculum and pacing charts are continually updated to ensure compliance with state academic standards. This annual review will highlight any issues with the programs including poor academic performance, ineffective programs, and/or gaps in the educational opportunities. The Academy will use this annual review to revise the schoolwide program as needed to address any problems or concerns associated with the program. The Director will work with the School Improvement Team as well as other stakeholders to make the necessary changes to the program.

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

Teachers review and analyze students results on a weekly basis with the Academic Quality Coordinator, weekly grade level meetings, and students individual results on AMS Exams and Periodic Tests.

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

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

SABIS ACADEMIC MONITORING SYSTEM® (SABIS AMS®)

SABIS® has developed a patented testing program that assesses students for gaps in learning. The program incorporates weekly testing in the form of SABIS Academic Monitoring System® (SABIS AMS®) tests and Periodic Exams. Final examinations are given at the end of each term. The multiple choice SABIS AMS® tests are computerized tests to determine whether students are learning the essential and important concepts being taught. Administration and teachers receive a highly detailed, sophisticated, computerized report of students' AMS results, which determines whether students are ready to move on to new materials, teachers need to re-teach certain concepts, or whether some students need to attend academic support sessions.

Periodic Exams follow the same basic format as the SABIS AMS®; however, they are more comprehensive in that they cover material that has been taught over a longer time frame. They include short answer, open response, and essay questions. Periodic Exams are given in all academic subjects and are more comprehensive than SABIS AMS® exams.

They differ from SABIS AMS® in both content and form. Periodic exams cover material taught over an extended period of time (usually 2-4 weeks) and test depth of knowledge and critical thinking. The format is more traditional in that they require writing and synthesizing in sustained and extended periods of focus and concentration.

END-OF-TERM EXAMS

At the end of the term, students take comprehensive exams that cover the material taught over the term. The end-of-term exams count for 40%-50% of the term grade. These exams are similar to the periodic exams in format; they include multiple-choice, fill-in-the-blank, short answer, and essay questions. They differ in that they are longer and cover more material.

END-OF-YEAR EXAMS (FINALS)

End-of-Year Exams are given at the end of the school year and cover material taught throughout the year. End-of-Year Exams account for 50% of the final grade for the year.

STANDARDIZED TESTING

NWEA MAP is administered three times a year to all students, the STAR Reading Test is administered 2 times per year to students in grades 1-up and the state mandated assessment.

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

SABIS ACADEMIC MONITORING SYSTEM

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The SABIS curriculum relies on the proprietary SABIS Academic Monitoring System™ (SABIS AMS) in third grade and above to detect learning 'gaps' as soon as they form. The SABIS AMS consists of weekly system-wide, computer-scored tests in English and mathematics. SABIS AMS tests are closely aligned with the SABIS curriculum and are intended to measure the mastery of material taught in the previous week.

When SABIS AMS tests identify learning 'gaps,' an intensive tutoring program is implemented immediately through the use of SLO™ peer tutors (individuals or groups) or through re-teaching the concept. The SABIS AMS allows teachers to identify the strengths and weaknesses of their students per concept and acts as a self-assessment tool to gauge and adjust their own effectiveness in the classroom.

All teachers attend weekly meetings with the Academic Quality Controller to review the data from weekly AMS and Periodic Exams. Analysis of the data from these weekly exams provide the team with concrete evidence as to which students require additional academic support. Students who need additional assistance receive several opportunities for additional instruction through the programs implemented including but not limited to: Differentiated Instruction at the classroom level, Ace the Common Core review, lunch time tutoring, peer-tutoring, after school academic support, Summer School, academic clubs and assignment to the MTSS teacher for additional academic support.

The MTSS teacher uses a multi-tiered structure to organize the use of data in instructional decisions. Based on SABIS's extensive research and years of experience with using data in the classroom, which closely align with the research on essential elements of Multi-Tiered System of Support:

Evidence-based instruction for all students in all tiers. Differentiated instruction at all tiers with personalized goal-setting that allows intervention to be delivered immediately (instead of "waiting to fail"). Sufficient academic engaged time, increasing with level of intervention. Time for practice of key skills, personalized and with feedback to student and teacher. Frequent assessments Real-time use of data to make decisions for instruction and interventions (data-driven decision-making). Best use of technology: using computers for efficient assessment, data access, and documentation integrated across all tiers.

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

Differentiated instruction requires the teacher to adapt and be flexible based on the diversity of the classroom and how students learn best. Our instructors and paraprofessionals are trained in differential instruction and updated regularly. The instruction can take the form of technology integration, hands-on activities, stations and centers, small group instruction, use of overheads, smartboards and videos, peer coaching and instruction, use of manipulatives, etc. Lesson plans, walk-through visits and evaluations are used to insure it is taking place.

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

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

Per Pupil funding, federal grants, and state 31A funds will be used to support the initiatives in the Schoolwide Improvement Plan and to yield greater success across the board. These funds will be strategically used in order to maximize the execution of our initiatives. Additional services provided by the local ISD and community partners are widely published in our monthly parent newsletter, flyers, on our school website, auto dialer calling system, and during school events. Ongoing planning, monitoring, implementation, and evaluation of the schoolwide program is managed by the school improvement team and MDE Field Services Consultants through the On Site Review process and school improvement reporting process.

Local Resources Programs, Grants:

no local funding.

State Resources, Programs, Grants:

State Foundation Allowance pays for, but not limited to some administrative staff, school staff, instructional staff salaries, all operational and building costs, books, supplies, special education costs above and beyond IDEA, student activities etc.

Section 31a At-risks - behavior specialists, after school tutoring, teachers for small group instruction of lowest achieving students

Federal Resources, Programs, Grants:

Title I, Part A: highly qualified teachers and paraprofessionals, professional development, summer school, computer-based learning, family nights

Title II, part A: professional development, recruitment of highly qualified teachers

IDEA: Special Education paraprofessionals

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

1. Comprehensive Needs Assessment: General funds, Title IA, 31A
2. School-Wide Reform Strategies: General funds, Title IA, 31a,
3. Highly Qualified Staff: General funds, Title IA, Title IIA, IDEA
4. Attract and Retain Highly Qualified Staff: General funds, Title IIA, Title IA
5. Professional Development: General funds, Title IA, Title IIA
6. Parental Involvement: General funds, Title IA
7. Preschool Transition: not applicable. K-12 Single Building Public School Academy.
8. Assessment Decisions: General funds
9. Timely & Additional Assistance: Title IA, 31A, IDEA
10. Coordination & Integration of Federal, State, & Local Resources: School-Wide status allows IASaginaw to utilize all funds

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

International Academy of Saginaw provides a variety of services to students and families through state and federal grants, community agencies, and the local Saginaw Intermediate School District including homeless, homebound/hospitalized services, and English as a Second Language. Available services are widely published in our monthly parent newsletter, flyers, on our school website, auto dialer calling system, and during school events. Under new leadership, the school is currently expanding the types of available services to include bully prevention, health and nutrition services. Ongoing planning, monitoring, implementation, and evaluation of the schoolwide program is managed by the school improvement team and MDE Field Services Consultants through the On Site review and schoolwide improvement reporting process.

Evaluation:

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

The school improvement team will apply MDE's program evaluation tool to monitor and evaluate the implementation and outcomes of the schoolwide improvement plan. The five questions are as follows: What is the response to the program, do teachers have the knowledge & skills to implement the program, do teachers have the opportunity to implement the program, is the program implemented as intended, and what is the impact on students? In order to have quality responses to each of the questions data will be gathered from a variety of sources including student assessment data, teacher observations, perception data, and interviews. Data will be collected and compiled into the state template for careful analysis and review.

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

The Academy applies the MTSS/ Response to Intervention school-wide model to track, monitor, and analyze overall student achievement data. There is an intervention team for each grade span. Meetings are held on a weekly basis to monitor student progress and provide ongoing instructional support to teachers. Weekly review of students and strategies provides ongoing feedback to instructional staff whether or not the interventions applied in the school-wide plan are making an impact on the lowest achieving students and to determine the next steps to take to provide instructional and behavioral support. Also, the school improvement team supports this process by using Michigan School Data website. Additional support and training is provided by SaginawISD.

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

The Academy applies the MTSS/RTI process school-wide model to track, monitor, and analyze overall student achievement data. There is an intervention team for each grade span. Meetings are held on a weekly basis to monitor student progress and provide ongoing instructional support to teachers. Weekly review of students and strategies provides ongoing feedback to instructional staff and parents whether or the not the interventions applied in the school-wide plan are making an impact on the lowest achieving students and to determine the next steps to take to provide instructional and behavioral support.

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

The school improvement team meets collectively on a monthly basis during the academic year. The team reviews student assessment data, teacher observations, plans and coordinates teacher training, and updates/ revises schoolwide strategies, as needed. Information gathered at Parent Connection and Title I Parent Advisory meetings is also incorporated into the monitoring and evaluation process.

IASaginaw - Revised Title I Schoolwide Plan (OCT 2017)

Overview

Plan Name

IASaginaw - Revised Title I Schoolwide Plan (OCT 2017)

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Math	Objectives: 2 Strategies: 4 Activities: 11	Academic	\$0
2	All students will be proficient in Writing	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	All students will be proficient in Science	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
4	All students will be proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	All students will be proficient readers.	Objectives: 2 Strategies: 4 Activities: 12	Academic	\$0

Goal 1: All students will be proficient in Math

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by at least one percentage point in Mathematics by 06/30/2017 as measured by Measures of Academic Progress (MAP).

Strategy 1:

Math Differentiated Instruction - All teachers will use differentiated instruction for all students in order to improve scores on math assessments by meeting individual needs of students.

Category: Mathematics

Research Cited: Minnott, Mark, The Role of Reflection in Differentiated Instructional Process, College Quarterly, v12, n1, Winter 2009

Walker-Dalhouse, Doris; Risko, Victoria J., Crossing Boundaries and Initiating Conversations about RTI; Understanding and Applying Differentiated Classroom Instruction?, Reading Teacher, v63, n1, pg. 84-87, September 2009

Wormeli, R. (2007). Differentiation from planning to practice, grades 6-12. Portland, ME: Stenhouse Publishers.

Hollas, B. (2005). Differentiating instruction in a whole-group setting: Taking the first steps into differentiation. Petersborough, NH: Crystal Springs Books.

Cox, Susan G. (2008). Differentiated Instruction in the Elementary classroom. The Education Digest. Volume 73. No. 9. 52-54. Prakken Publications, Inc.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development to learn how to differentiate classroom instruction by participating in a book study and various workshops offered by Saginaw ISD.	Professional Learning	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Title II Part A	Director, Academic Quality Controller
Activity - Matti Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Annual Matti math license to help students understand math using "manipulatives"- virtual objects that help illustrate mathematical relationships and applications.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	08/31/2019	\$0	Title I Part A	Academic Quality Controller
Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A family math night will be held to provide parents with strategies and materials to learn how to support math learning at home.	Parent Involvement	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Title I Part A	School Director, Title I Teachers
Activity - Mark McLeod - Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will participate in training to learn how to manage classroom instruction and to nurture student relationships. The session, Classroom Management, Effective Instruction, and Student Motivation - The Keys to Raising Student Achievement will be held at UM-Flint before school begins and a follow up session will be held mid-year.	Professional Learning	Tier 1	Implement	08/29/2017	08/31/2018	\$0	Title II Part A	Director, Grants Coordinator
Activity - Robert Marzano - Focused Teacher Evaluation Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Full day workshop for all teachers. The training focuses on an overview of the Marzano Focused Teacher Evaluation Model which includes a comprehensive, robust, and research-based description of teacher effectiveness that measures the impact of teachers using observation protocols, classroom artifacts, student work, and professional growth plans. It introduces the 23 high-leverage teacher elements to measure effectiveness and guide a teacher from standards-based planning through selection and implementation of research-based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.	Professional Learning	Tier 1	Implement	10/04/2017	08/31/2018	\$0	Title II Part A, Title IV Part A	Academic Quality Controller, Director
Activity - Integrating Technology into Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Notebooks and other needed devices will be purchased to support students who are not proficient in core subject areas. Notebooks will be used for online instructional tools including Lexia Learning, Study Island, Accelerated Reader and other strategies included in the schoolwide plan to improve student academic achievement.	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	08/31/2019	\$0	Title I Schoolwide, Title IV Part A	Academic Quality Controller, Title I teachers

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Strategy 2:

Conscious Discipline - Math - Teachers and staff will integrate classroom management with social-emotional learning techniques within the context of core subject area instruction to all students using Becky Bailey's 7 Skills of Discipline, The School Family, 7 Powers of Conscious Adults, and the Brain State Model to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children.

Category: Mathematics

Research Cited: Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2005). Training teachers in classroom management: evidence of positive effects on the behavior of difficult children. *Strate Journal*. 14(1) p. 36-43.

Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2009). On improving school climate: Reducing reliance on rewards and punishment. *International Journal of Whole Schooling*, 5(1).

Bailey, B. The Theoretical and Scientific Basis for Conscious Discipline. www.lovingguidance.com

Zastrow, K. & Simonis, P. Enhanced Teaching and Learning with Conscious Discipline.

www.lovingguidance.com

Tier: Tier 1

Activity - Conscious Discipline Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 6-part training series will be held at Saginaw ISD for all instructional staff to learn how to implement conscious discipline in the classroom. Sessions will be held throughout the academic year. The November session will include in class observations by the Conscious Discipline trainer. All homeroom teachers will receive a teacher manual and a conscious discipline toolkit. Ongoing support and teacher training will continue beyond the initial workshops.	Behavioral Support Program	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Title I Part A	Director

Strategy 3:

Hands On Math Manipulatives - Teachers will use concrete methods in order to improve the math proficiency of all students.

Category: Mathematics

Research Cited: Hudson, Pamela. Miller, Susan. Using Evidence-Based Practices to Build Mathematics Competence Related to Conceptual, Procedural, and Declarative Knowledge. *Learning Disabilities Research and Practice*. Volume 22, Issue 1, February 2007.

Douville, Patricia. Pugalee, David. Investigating the Relationship between Mental Imaging and Mathematical Problem Solving. *The Mathematics Education into the 21st Century Project*. September, 2003.

Clements, Douglas. Stephan, Michelle. *Measurement in Pre-K through Grade 2 Mathematics*. Engaging

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Young Children in Mathematics. 2004.

Reinke, Kathryn. Area and Perimeter: Preservice Teachers' Confusion. School Science and Mathematics. Volume 97, Issue 2, February, 1997.

Moyer, Patricia S. (2001) ?Are We Having Fun Yet? How Teachers Use Manipulatives To Teach Mathematics?. Educational Studies In Mathematics. Volume 47. No 2. 175-197. Springer.

Ball, Deborah Loewenberg. (1992). Magical Hopes; Manipulatives and the Reform of Math Education.? American Educator. Summer. 14-47. AFT.

Tier: Tier 1

Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use manipulatives to supplement classroom instruction	Materials, Direct Instruction	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Title I Part A	Academic Quality Controller

Measurable Objective 2:

100% of Bottom 30% students will increase student growth by 5 percentage points in Mathematics by 08/31/2017 as measured by Measures of Academic Progress (MAP).

Strategy 1:

Small Group Math Instruction - Teachers will provide individual and small group support to non-proficient students in order to increase the amount of practice with basic facts, to build the foundation of math skills and to increase mathematical computation fluency.

Category: Mathematics

Research Cited: Marzano, R.J., Pickering, D., & Pollock, J. E. (2001). Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano identified 9 high yield strategies to use in the classroom. We will be specifically focusing on two strategies; homework & practice, as well as, nonlinguistic representations. The practice is going over the math facts for fluency and nonlinguistic representations for building math facts with manipulatives.

Poncy, B.C. (2010) Evaluation of Techniques to Promote Generalization with Basic Math Fact Skills. Journal of Behavioral Education 16(1).

Tier: Tier 2

Activity - Summer School Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide summer school support to students for 4-6 weeks during the summer months for students who are not proficient in math.	Academic Support Program	Tier 2	Implement	07/01/2017	08/31/2019	\$0	Title I Part A, Section 31a	Academic Quality Controller
Activity - College Students - Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified college students will provide individual and small group math instruction to help non-proficient to develop essential concepts in math.	Academic Support Program	Tier 2	Implement	07/01/2017	08/31/2019	\$0	Title I Part A	Academic Quality Controller
Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island annual license and professional development for teachers to support students who are not proficient in ELA and math.	Academic Support Program	Tier 2	Implement	07/01/2017	08/31/2018	\$0	Title IV Part A	MTSS Coordinator, Academic Quality Controller

Goal 2: All students will be proficient in Writing

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in grades K-8 in Writing by 06/30/2017 as measured by local assessments.

Strategy 1:

Differentiated Instruction - Writing - All teachers will use differentiated instruction for all students in order to improve scores on writing assessments by meeting individual needs of students.

Category: English/Language Arts

Research Cited: Minnott, Mark, The Role of Reflection in Differentiated Instructional Process?, College Quarterly, v12, n1, Winter 2009

Walker-Dalhouse, Doris; Risko, Victoria J., Crossing Boundaries and Initiating Conversations about RTI;

Understanding and Applying Differentiated Classroom Instruction, Reading Teacher, v63, n1, pg. 84-87, September 2009

Wormeli, R. (2007). Differentiation from planning to practice, grades 6-12. Portland, ME: Stenhouse

Publishers.

Hollas, B. (2005). Differentiating instruction in a whole-group setting: Taking the first steps into differentiation. Petersborough, NH: Crystal Springs Books.

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Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development to learn how to differentiate writing instruction by attending workshops at Saginaw ISD and through a teacher-led book study.	Professional Learning	Tier 1	Implement	07/01/2017	08/31/2018	\$0	Title II Part A	Director, Academy Quality Controller
Activity - Small Group Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will provide small group support to students during the school day, after school and summer to improve student writing skills.	Academic Support Program	Tier 1	Implement	07/01/2017	08/31/2018	\$0	Title I Part A	Academic Quality Controller

Goal 3: All students will be proficient in Science

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by at least one percentage point in Science by 06/30/2017 as measured by local assessments.

Strategy 1:

Differentiated Classroom Instruction - All teachers will use differentiated instruction for all students in order to improve scores on science assessments by meeting individual needs of students.

Category: Science

Research Cited: Minnott, Mark, The Role of Reflection in Differentiated Instructional Process, College Quarterly, v12, n1, Winter 2009

Walker-Dalhouse, Doris; Risko, Victoria J., "Crossing Boundaries and Initiating Conversations about RTI: Understanding and Applying Differentiated Classroom Instruction", Reading Teacher, v63, n1, pg. 84-87, September 2009

Wormeli, R. (2007). Differentiation from planning to practice, grades 6-12. Portland, ME: Stenhouse Publishers.

Hollas, B. (2005). Differentiating instruction in a whole-group setting: Taking the first steps into

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differentiation. Petersborough, NH: Crystal Springs Books.

Cox, Susan G. (2008) Differentiated Instruction in the Elementary classroom. The Education Digest.

Volume 73. No. 9. 52-54. Prakken Publications, Inc.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development at the Saginaw ISD and through a teacher led book study.	Professional Learning	Tier 1	Implement	07/01/2017	08/31/2019	\$0	Title II Part A	Director, Academic Quality Controller

Activity - Michigan Science Teachers Association Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select instruction staff will attend the annual science teachers conference to learn strategies to improve student achievement. Teachers will share strategies and resources with all science teachers.	Professional Learning	Tier 1	Implement	02/01/2018	03/31/2018	\$0	Title II Part A	School Director

Strategy 2:

Parent Involvement - Science - Family nights will be held to provide parents with strategies to support science learning at home.

Category: Science

Research Cited: insert here

Tier: Tier 1

Activity - Science Fair Parent Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will hold workshops for parents and students to demonstrate how to prepare a science fair project using the scientific method. Science fair kits will be distributed to participating families.	Community Engagement	Tier 1	Implement	09/01/2016	08/01/2019	\$0	Title I Part A	Academic Quality Controller, Director

Goal 4: All students will be proficient in Social Studies

Measurable Objective 1:

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5% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth on an annual basis in Social Studies by 06/30/2017 as measured by local assessments.

Strategy 1:

Social Studies Differentiated Instruction - All teachers and staff will differentiate classroom instruction for all students in order to improve student achievement in social studies.

Category: Social Studies

Research Cited: Minnott, Mark, The Role of Reflection in Differentiated Instructional Process, College Quarterly, v12, n1, Winter 2009

Walker-Dalhouse, Doris; Risko, Victoria J., Crossing Boundaries and Initiating Conversations about RTI; Understanding and Applying Differentiated Classroom Instruction?, Reading Teacher, v63, n1, pg. 84-87, September 2009

Wormeli, R. (2007). Differentiation from planning to practice, grades 6-12. Portland, ME: Stenhouse Publishers.

Hollas, B. (2005). Differentiating instruction in a whole-group setting: Taking the first steps into differentiation. Petersborough, NH: Crystal Springs Books.

Cox, Susan G. (2008). Differentiated Instruction in the Elementary classroom. The Education Digest. Volume 73. No. 9. 52-54. Prakken Publications, Inc.

Tier: Tier 1

Activity - Differentiated Instruction Teacher PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies to differentiate instruction in social studies	Professional Learning	Tier 1	Implement	07/01/2017	08/31/2019	\$0	Title II Part A	Academic Quality Controller
Activity - Field Trip to State Capitol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a field study day to the MI state capitol and historical museum to learn about Michigan history	Field Trip	Tier 1	Implement	07/01/2017	08/31/2019	\$0	Title I Part A	Academic Quality Controller, School Director

Goal 5: All students will be proficient readers.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by at least one percentage point in English Language Arts by 06/30/2017 as measured by Measures of Academic Progress (MAP).

Strategy 1:

Accelerated Reader - insert here

Category: English/Language Arts

Research Cited: insert here

Tier: Tier 1

Activity - Leveled Literature Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled literature books to support the Accelerated Reader program.	Supplemental Materials	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Title I Part A	Academic Quality Controller

Activity - Renaissance Learning License	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual license for Accelerated Reader and STAR assessment testing to determine student reading levels.	Technology	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Title I Part A	AR Coordinator

Strategy 2:

Conscious Discipline - Reading - Teachers and staff will integrate classroom management with social-emotional learning techniques within the context of core subject area instruction to all students using Becky Bailey's 7 Skills of Discipline, The School Family, 7 Powers of Conscious Adults, and the Brain State Model to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children.

Category: English/Language Arts

Research Cited: Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2005). Training teachers in classroom management: evidence of positive effects on the behavior of difficult children. *Strate Journal*. 14(1) p. 36-43.

Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2009). On improving school climate: Reducing reliance on rewards and punishment. *International Journal of Whole Schooling*, 5(1).

Bailey, B. *The Theoretical and Scientific Basis for Conscious Discipline*. www.lovingguidance.com

Zastrow, K. & Simonis, P. *Enhanced Teaching and Learning with Conscious Discipline*.

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www.lovingguidance.com

Tier: Tier 1

Activity - Conscious Discipline Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 6-part training series will be held at Saginaw ISD for all instructional staff to learn how to implement conscious discipline in the classroom. Sessions will be held throughout the academic year. The November session will include in class observations by the Conscious Discipline trainer. All homeroom teachers will receive a teacher manual and a conscious discipline toolkit. Ongoing support and training will continue beyond the initial training.	Behavioral Support Program	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Title I Part A	Academic Quality Controller, Student Management Coordinator

Measurable Objective 2:

100% of Bottom 30% students will increase student growth by at least 5 percentage points in English Language Arts by 06/30/2017 as measured by Measures of Academic Progress (MAP).

Strategy 1:

Read Naturally - insert here

Category: English/Language Arts

Research Cited: insert here

Tier: Tier 2

Activity - Read Naturally License	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual Read Naturally license for Read Naturally LIVE	Academic Support Program	Tier 2	Implement	09/01/2016	08/31/2019	\$0	Title I Part A	Academic Quality Controller

Strategy 2:

Extended Learning Opportunities - Reading - insert here

Category: English/Language Arts

Research Cited: insert here

Tier: Tier 2

Activity - Developmental Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades K-3 will be assessment to monitor their reading progress	Academic Support Program	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Title I Part A	Academic Quality Controller
Activity - Family Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A family literacy night will be held to provide parents with strategies and materials to learn how to support reading at home.	Parent Involvement	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Title I Part A	School Director
Activity - Michigan Reading Association	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select instructional staff will attend the MRA annual conference to learn strategies for teaching math to share with all staff.	Professional Learning	Tier 1		02/01/2018	03/30/2018	\$0	Title II Part A	Title I Teachers
Activity - CCSS Exemplar Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scholastic CCSS Exemplar Texts: leveled literature books for students in grades K-8 to practice reading at the independent reading level. Kits for ELA, Math, Science and Social Studies will be added to teacher classroom reading sets to improve academic achievement in reading.	Supplemental Materials	Tier 1	Implement	07/01/2017	08/31/2018	\$0	Title I Part A	Academic Quality Controller, Title I Coordinator
Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island annual license and professional development for teacher to support students who are not proficient in ELA and math.	Academic Support Program	Tier 2	Implement	07/01/2017	08/31/2018	\$0	Title IV Part A	MTSS Coordinator, Academic Quality Controller
Activity - Mark McLeod - Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will participate in training to learn how to manage classroom instruction and to nurture student relationships. The session, Classroom Management, Effective Instruction, and Student Motivation - The Keys to Raising Student Achievement will be held at UM-Flint before school begins and a follow up session will be held mid-year.	Professional Learning	Tier 1	Implement	08/29/2017	08/31/2018	\$0	Title II Part A	Director, Grants Coordinator
Activity - Robert Marzano - Focused Teacher Evaluation Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Full day workshop for all teachers. The training focuses on an overview of the Marzano Focused Teacher Evaluation Model which includes a comprehensive, robust, and research-based description of teacher effectiveness that measures the impact of teachers using observation protocols, classroom artifacts, student work, and professional growth plans. It introduces the 23 high-leverage teacher elements to measure effectiveness and guide a teacher from standards-based planning through selection and implementation of research-based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>10/04/2017</p>	<p>08/31/2018</p>	<p>\$0</p>	<p>Title II Part A, Title IV Part A</p>	<p>Academic Quality Controller, Director</p>
<p>Activity - Integrating Technology into Instruction</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Notebooks and other needed devices will be purchased to support students who are not proficient in core subject areas. Notebooks will be used for online instructional tools including Lexia Learning, Study Island, Accelerated Reader and other strategies included in the schoolwide plan to improve student academic achievement.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2017</p>	<p>08/31/2019</p>	<p>\$0</p>	<p>Title IV Part A, Title I Schoolwide</p>	<p>Academic Quality Controller, Title I teachers</p>

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
Summer School Teachers	Teachers will provide summer school support to students for 4- 6 weeks during the summer months for students who are not proficient in math.	Academic Support Program	Tier 2	Implement	07/01/2017	08/31/2019	\$0	Academic Quality Controller

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Robert Marzano - Focused Teacher Evaluation Model	Full day workshop for all teachers. The training focuses on an overview of the Marzano Focused Teacher Evaluation Model which includes a comprehensive, robust, and research-based description of teacher effectiveness that measures the impact of teachers using observation protocols, classroom artifacts, student work, and professional growth plans. It introduces the 23 high-leverage teacher elements to measure effectiveness and guide a teacher from standards-based planning through selection and implementation of research-based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.	Professional Learning	Tier 2	Implement	10/04/2017	08/31/2018	\$0	Academic Quality Controller, Director
Study Island	Study Island annual license and professional development for teacher to support students who are not proficient in ELA and math.	Academic Support Program	Tier 2	Implement	07/01/2017	08/31/2018	\$0	MTSS Coordinator , Academic Quality Controller
Study Island	Study Island annual license and professional development for teachers to support students who are not proficient in ELA and math.	Academic Support Program	Tier 2	Implement	07/01/2017	08/31/2018	\$0	MTSS Coordinator , Academic Quality Controller

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Integrating Technology into Instruction	Notebooks and other needed devices will be purchased to support students who are not proficient in core subject areas. Notebooks will be used for online instructional tools including Lexia Learning, Study Island, Accelerated Reader and other strategies included in the schoolwide plan to improve student academic achievement.	Academic Support Program	Tier 2	Implement	07/01/2017	08/31/2019	\$0	Academic Quality Controller, Title I teachers
Robert Marzano - Focused Teacher Evaluation Model	Full day workshop for all teachers. The training focuses on an overview of the Marzano Focused Teacher Evaluation Model which includes a comprehensive, robust, and research-based description of teacher effectiveness that measures the impact of teachers using observation protocols, classroom artifacts, student work, and professional growth plans. It introduces the 23 high-leverage teacher elements to measure effectiveness and guide a teacher from standards-based planning through selection and implementation of research-based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.	Professional Learning	Tier 1	Implement	10/04/2017	08/31/2018	\$0	Academic Quality Controller, Director
Integrating Technology into Instruction	Notebooks and other needed devices will be purchased to support students who are not proficient in core subject areas. Notebooks will be used for online instructional tools including Lexia Learning, Study Island, Accelerated Reader and other strategies included in the schoolwide plan to improve student academic achievement.	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	08/31/2019	\$0	Academic Quality Controller, Title I teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrating Technology into Instruction	Notebooks and other needed devices will be purchased to support students who are not proficient in core subject areas. Notebooks will be used for online instructional tools including Lexia Learning, Study Island, Accelerated Reader and other strategies included in the schoolwide plan to improve student academic achievement.	Academic Support Program	Tier 2	Implement	07/01/2017	08/31/2019	\$0	Academic Quality Controller, Title I teachers
Integrating Technology into Instruction	Notebooks and other needed devices will be purchased to support students who are not proficient in core subject areas. Notebooks will be used for online instructional tools including Lexia Learning, Study Island, Accelerated Reader and other strategies included in the schoolwide plan to improve student academic achievement.	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	08/31/2019	\$0	Academic Quality Controller, Title I teachers

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mark McLeod - Classroom Management	Teachers and staff will participate in training to learn how to manage classroom instruction and to nurture student relationships. The session, Classroom Management, Effective Instruction, and Student Motivation - The Keys to Raising Student Achievement will be held at UM-Flint before school begins and a follow up session will be held mid-year.	Professional Learning	Tier 1	Implement	08/29/2017	08/31/2018	\$0	Director, Grants Coordinator
Robert Marzano - Focused Teacher Evaluation Model	Full day workshop for all teachers. The training focuses on an overview of the Marzano Focused Teacher Evaluation Model which includes a comprehensive, robust, and research-based description of teacher effectiveness that measures the impact of teachers using observation protocols, classroom artifacts, student work, and professional growth plans. It introduces the 23 high-leverage teacher elements to measure effectiveness and guide a teacher from standards-based planning through selection and implementation of research-based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.	Professional Learning	Tier 1	Implement	10/04/2017	08/31/2018	\$0	Academic Quality Controller, Director
Robert Marzano - Focused Teacher Evaluation Model	Full day workshop for all teachers. The training focuses on an overview of the Marzano Focused Teacher Evaluation Model which includes a comprehensive, robust, and research-based description of teacher effectiveness that measures the impact of teachers using observation protocols, classroom artifacts, student work, and professional growth plans. It introduces the 23 high-leverage teacher elements to measure effectiveness and guide a teacher from standards-based planning through selection and implementation of research-based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.	Professional Learning	Tier 2	Implement	10/04/2017	08/31/2018	\$0	Academic Quality Controller, Director
Michigan Science Teachers Association Conference	Select instruction staff will attend the annual science teachers conference to learn strategies to improve student achievement. Teachers will share strategies and resources with all science teachers.	Professional Learning	Tier 1	Implement	02/01/2018	03/31/2018	\$0	School Director

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Mark McLeod - Classroom Management	Teachers and staff will participate in training to learn how to manage classroom instruction and to nurture student relationships. The session, Classroom Management, Effective Instruction, and Student Motivation - The Keys to Raising Student Achievement will be held at UM-Flint before school begins and a follow up session will be held mid-year.	Professional Learning	Tier 1	Implement	08/29/2017	08/31/2018	\$0	Director, Grants Coordinator
Professional Development	Teachers will participate in ongoing professional development at the Saginaw ISD and through a teacher led book study.	Professional Learning	Tier 1	Implement	07/01/2017	08/31/2019	\$0	Director, Academic Quality Controller
Michigan Reading Association	Select instructional staff will attend the MRA annual conference to learn strategies for teaching math to share with all staff.	Professional Learning	Tier 1		02/01/2018	03/30/2018	\$0	Title I Teachers
Professional Development	Teachers will participate in ongoing professional development to learn how to differentiate classroom instruction by participating in a book study and various workshops offered by Saginaw ISD.	Professional Learning	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Director, Academic Quality Controller
Differentiated Instruction Teacher PD	Teachers will learn strategies to differentiate instruction in social studies	Professional Learning	Tier 1	Implement	07/01/2017	08/31/2019	\$0	Academic Quality Controller
Professional Development	Teachers will participate in ongoing professional development to learn how to differentiate writing instruction by attending workshops at Saginaw ISD and through a teacher-led book study.	Professional Learning	Tier 1	Implement	07/01/2017	08/31/2018	\$0	Director, Academy Quality Controller

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Conscious Discipline Training	A 6-part training series will be held at Saginaw ISD for all instructional staff to learn how to implement conscious discipline in the classroom. Sessions will be held throughout the academic year. The November session will include in class observations by the Conscious Discipline trainer. All homeroom teachers will receive a teacher manual and a conscious discipline toolkit. Ongoing support and teacher training will continue beyond the initial workshops.	Behavioral Support Program	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Director
Developmental Reading Assessment	Students in grades K-3 will be assessed to monitor their reading progress	Academic Support Program	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Academic Quality Controller

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Small Group Instructional Support	Teachers and paraprofessionals will provide small group support to students during the school day, after school and summer to improve student writing skills.	Academic Support Program	Tier 1	Implement	07/01/2017	08/31/2018	\$0	Academic Quality Controller
Field Trip to State Capitol	Students will participate in a field study day to the MI state capitol and historical museum to learn about Michigan history	Field Trip	Tier 1	Implement	07/01/2017	08/31/2019	\$0	Academic Quality Controller, School Director
College Students - Tutors	Highly qualified college students will provide individual and small group math instruction to help non-proficient to develop essential concepts in math.	Academic Support Program	Tier 2	Implement	07/01/2017	08/31/2019	\$0	Academic Quality Controller
Summer School Teachers	Teachers will provide summer school support to students for 4- 6 weeks during the summer months for students who are not proficient in math.	Academic Support Program	Tier 2	Implement	07/01/2017	08/31/2019	\$0	Academic Quality Controller
Science Fair Parent Workshop	Teachers and paraprofessionals will hold workshops for parents and students to demonstrate how to prepare a science fair project using the scientific method. Science fair kits will be distributed to participating families.	Community Engagement	Tier 1	Implement	09/01/2016	08/01/2019	\$0	Academic Quality Controller, Director
Family Literacy Night	A family literacy night will be held to provide parents with strategies and materials to learn how to support reading at home.	Parent Involvement	Tier 1	Implement	09/01/2016	08/31/2019	\$0	School Director
Matti Math	Annual Matti math license to help students understand math using "manipulatives"- virtual objects that help illustrate mathematical relationships and applications.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	08/31/2019	\$0	Academic Quality Controller
Renaissance Learning License	Annual license for Accelerated Reader and STAR assessment testing to determine student reading levels.	Technology	Tier 1	Implement	09/01/2016	08/31/2019	\$0	AR Coordinator
Read Naturally License	Annual Read Naturally license for Read Naturally LIVE	Academic Support Program	Tier 2	Implement	09/01/2016	08/31/2019	\$0	Academic Quality Controller
Leveled Literature Books	Leveled literature books to support the Accelerated Reader program.	Supplemental Materials	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Academic Quality Controller
Conscious Discipline Training	A 6-part training series will be held at Saginaw ISD for all instructional staff to learn how to implement conscious discipline in the classroom. Sessions will be held throughout the academic year. The November session will include in class observations by the Conscious Discipline trainer. All homeroom teachers will receive a teacher manual and a conscious discipline toolkit. Ongoing support and training will continue beyond the initial training.	Behavioral Support Program	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Academic Quality Controller, Student Management Coordinator

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CCSS Exemplar Texts	Scholastic CCSS Exemplar Texts: leveled literature books for students in grades K-8 to practice reading at the independent reading level. Kits for ELA, Math, Science and Social Studies will be added to teacher classroom reading sets to improve academic achievement in reading.	Supplemental Materials	Tier 1	Implement	07/01/2017	08/31/2018	\$0	Academic Quality Controller, Title I Coordinator
Family Math Night	A family math night will be held to provide parents with strategies and materials to learn how to support math learning at home.	Parent Involvement	Tier 1	Implement	09/01/2016	08/31/2019	\$0	School Director, Title I Teachers
Math Manipulatives	Teachers will use manipulatives to supplement classroom instruction	Materials, Direct Instruction	Tier 1	Implement	09/01/2016	08/31/2019	\$0	Academic Quality Controller