



# **Single Building District Improvement Plan**

Multicultural Academy

Multicultural Academy

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

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

# **Improvement Plan Stakeholder Involvement**



## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

All teachers were invited to be members of the School Improvement Team. We asked parents to join us, and had a few positive responses. Currently we have one parent on our team, and a student is also a member of the team in late winter. We have a School Improvement Meeting on the 4th Wednesday of each month, and additional meetings as necessary. Stakeholders are informed monthly of the progress of School Improvement at the Board of Education meeting, and this information is then posted on our website.

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

All teachers and parent were given information about the Continuous School Improvement Process. The administrator led the team through the process. All decisions were made by the team. We had many conversations about how to write and implement specific, measurable, attainable, realistic and timely goals. When the team agreed on the goals, we strategically came up with strategies and activities that were also specific, measurable, attainable, realistic and timely. Our student member was helpful giving us information from a middle school student perspective.

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

The plan was written and members reviewed the plan for accuracy before it was submitted for approval. Progress of the plan was submitted to the Board of Education at all meetings, and then placed on the school website.

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

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

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

The School Improvement Team meetings conducted the Comprehensive Needs Assessment.

### **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?**

Student achievement has been inconsistent with high and low scores over the past several years. In general, our scores have increased in reading over the past few years. Our areas of need include reading, math, science, and social studies for all students and particularly for the economically disadvantaged students and our English Language Learners. We will be addressing these needs by offering a 4-week summer school program where students will develop skills in areas of need in core areas. We have also implemented academic interventions in reading and math throughout the school day. Strategies for improvement in our Science and Social Studies classes will include using CAFE strategies while cross curriculum instruction occurs. We are committed to aligning instruction to the Common Core State Standards to increase student learning. Teachers will be provided with professional development before and during the school year to address areas of concern. Cross-curricular writing is utilized in all content areas. A monthly writing contest with papers displayed on the main bulletin board in our building will promote writing. After school tutoring will be available for students.

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

The school has implemented different strategies to meet our priority needs. Our students will start their day with Morning Meetings which will set the stage for learning and building community in the classrooms. CAFE will be used across all contents. We also are committed to providing differentiated instruction to guide instruction and improve student achievement. Data driven instruction will be provided by teachers to again guide instruction, transform the classroom, and improve student achievement. A Multi-Tiered Systems of Support will meet the needs of students by using a leveled or tiered approach to ensure high quality instruction. We are dedicated to inviting parents to the school for various events including Curriculum Nights, Parent-Teacher conferences, and Title One information gatherings to provide parents with helpful suggestion to help student achievement.

The data used to find our needs were found through formative assessments, classroom data, reading inventories given by classroom teachers, Lexia monthly reports, and Northwestern Education Assessment MAP scores (given three times yearly, followed by data drops with classroom teachers).

### **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 goals address the needs of all students by building community, changing the culture to one of teaching and learning, and providing instruction that meets the needs of our diverse learners. The needs of our special population community is met through our Multi-Tier Systems of Support, Special Education, providing a Social Worker, Title I, and Title III support.



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

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

Our students will start their day with Morning Meetings which will set the stage for learning and building community in the classrooms. The CAFE will be used across all contents. We also are committed to providing differentiated instruction to guide instruction and improve student achievement. Data driven instruction will be provided by teachers to guide instruction, transform the classroom, and improve student achievement. A Multi-tiered Systems of Support will meet the needs of all students by using a leveled or tiered approach to ensure high quality instruction. We are dedicated to inviting parents to the school for various events including Curriculum Nights, Parent-Teacher conferences, and Title One information gatherings to provide parents with helpful suggestion to help student achievement.

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

Based on the research in our School Improvement Plan, all promote student engagement, student achievement, and increasing student proficiency on both norm referenced and summative assessments.

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

The research-based strategies, in our School Improvement Plan, all leads to improving student achievement. Many of our students are making academic gains, however they are not achieving proficiency on grade-level work.

### **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.**

We used a Multi-tiered Systems of Support which is designed to meet the needs of all students. Students that need support will be given extra support by the teacher, tutor, Title I Teacher, Special Education Teacher, Title III Interventionist, Speech and Language Pathologist, and/or Social Worker,are available depending on the needs of the student.

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

The classroom teacher provides the most support for determining the needs of the students. The teacher will use formative and summative  
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assessments to determine if student needs are being met. If students needs are not being met, the teacher will use the data collected to drive instruction with specific students. She/he may teach in small groups during CAFE. During intervention/enrichment time teachers may target instruction with students. Students that need more support and or are homeless, will be tutored in a small group outside of the class. Struggling students will receive Title I one-on-one support from a Title I paraprofessional. English Language Learners will work with the Title III teachers. Students that have and Individual Educational Plans will work with the Special Education Teacher. Additionally, pre-tests are administered at the beginning of each intervention session. Students who fall below a identified level are evaluated to determine whether or not they will benefit from participation in a small-group intervention session.

Students are reevaluated based on pre and post test scores and a 6 week interval, and also after Northwest Education Assessments.



**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 staff 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 of our teachers are highly qualified	

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

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

There was a 55% turnover rate during this school year. We started our year with 37% of the staff we had last year. Currently, only 18% of the staff that was with us and the end of last year, are still teaching in the school.

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

The overall experience of the teachers is an average of 9 years, however we have a few teachers that have less than 3 years.

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

Teachers are offered merit pay as an incentive but must return the following year to be eligible.

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

Teachers and instructional staff are offered merit pay as an incentive. We are presently working on strategies that will provide incentives for teachers to alleviate turn over.

### **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?**

We offer merit pay incentives. We also are working on building a culture of learners and offer small class with sizes.

## 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.**

Teachers have received professional development in differentiated instruction, data analysis, Daily 5 and Daily 3, Morning Meeting, SIOP training, behavior management strategies, math strategies, and Curriculum Crafter. Teachers also have the ability to chose online professional development based on their individual needs. We will offer additional oppotunities for professional development throughout the school year during the upcoming school year.

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

Multicultural Offers a week of Professional Learning before the school year begins in late August. We have Professional Learning Communities every Wednesday after school. Included in these meetings are review sessions of learning that took place during the summer. and successful teaching modeled for the staff.

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

## Component 6: Strategies to Increase Parental Involvement

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

Parents were provided with the opportunity to join various committees to provide input and suggestions on the development of the schoolwide plan. Information is distributed to parents periodically during the school year.

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

Currently we have one parent on the School Improvement Team and one student. Parents were provided with the opportunity to join various committees to help with implementation of the school-wide plan. School administrators will recruit parents to serve on committees in the 2017-2018 school year.

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

Parents were informed about a school wide survey. The link to the survey was posted on our website. Parents were encouraged to come to school board meetings and voice any opinions about our school wide plan. Invitations are on the website. We had one parents and one student who served on the School Improvement Team.

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

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

Parents are encouraged to attend after school parent/student events, classroom functions/field trips, Muffins with Moms, Donuts with Dads, Awards Ceremonies, Graduation Ceremonies, and Spelling Bee.

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

Parent Involvement component of the school-wide plan will be evaluated through parent sign-in sheets and through parent surveys where parents are given the opportunity to provide feedback on the success of the program.

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

We are always trying to increase parental involvement. The sign-in sheets will give us data as to the percent of families that come to our events. Also information from surveys will be used to improve our programs.

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

The school-parent compact was developed through a collaboration of teachers, parents and administration.

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

Parents, students, staff, and administration go over the compact at the beginning of the school year. Parents that have not signed the compact are contacted and given the information on the compact. An agreement will be sent home and parents are asked to sign and return the document to the school. During the fall parent-teacher conferences, teachers will review the compact and ask parents to sign an agreement if one is not on record.

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

Parents, students, staff, and administration go over the compact at the beginning of the school year. Parents that have not signed the compact are contacted and given the information on the compact. An agreement will be sent home and parents are asked to sign and return the document to the school. During the fall parent-teacher conferences, teachers will review the compact and be asked to sign an agreement if one is not on record. A copy of the School-Parent Compact is on our website.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The School's School-Parent Compact is attached.	Yes		Multicultural Academy

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

Parents are provided with a summary of the child's assessments in a way that is easy for all parents to interpret. The Academy also will meet with any parent that needs additional help in interpreting the child's results. We have Spanish and Arabic speaking staff that can help interpret information.

## **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?**

We have a move up day where preschool students will visit the kindergarten classroom. The kindergarten and preschool teachers will provide an activity to take home and students are exposed to all the materials used in kindergarten. The preschool is also invited to all Kindergarten school assemblies. Preschoolers are invited to participate in school wide activities (Guest Readers, Career Day, Reading Buddies, Cat in the Hat visits Multicultural Academy, etc.) The school administrator visits the preschool classrooms often.

### **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?**

Parents are given information on expected learning goals that should be attained before entering pre-school at Kindergarten round-up. Parents are encouraged to begin reading with their preschooler.

Teachers are provided professional development in early childhood development to help students be prepared when transitioning to kindergarten.

GSRP created a manual for parents which included websites and community organizations. Pre-K staff were offered PD through Early Childhood Investigations and LearnPort.

## **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?**

Teacher feedback is sought out by the Title I, Title III, Intervention, and Special Education Coordinators throughout the school year to best determine the academic needs of students in regards to the implementation of assessments and the interpretation of assessment data. This includes obtaining information regarding how best to administer assessments to students, how best to prepare students for assessments, and how to share assessment results with students in an effective way.

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

Teachers meet with the Multi-Tier Systems of Support Coordinator, and Principal three times yearly to read and interpret data. Decisions are made about how to best service the students who are not on grade level. Teachers, interventionists, Title I, and Title III teachers can make recommendations to enter or exit programs on-going throughout the school year.

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

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

Students who are not proficient on Michigan statewide assessments and Northwest Education Assessment are identified through data analysis and given additional supports to help strengthen them in areas of need. These students participate in Title 1, Multi-Tier System of Support and after school tutoring to target their skill gaps. These skills are also developed through Reading A to Z, Fountas and Pinnell leveled readers, Lexia, Prodigy, and other educational websites. Leveled readers are often sent home for students to practice reading while outside of school.

### **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?**

Students needs are identified and students are grouped by ability to target specific academic needs. Students that are not performing at an advanced or proficient level are provided additional support with the Title I, Title II, and classroom teachers and/or are evaluated for further supports through tiered instruction.

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

Teachers group students by ability through center-based instruction in the elementary school. In the middle school, teachers differentiate instruction to meet all students' needs by adjusting either the curriculum or assignments on an as needed basis.



## **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.**

Research based programs, such as Morning Meeting, CAFE, Daily 5 and Daily 3, My Math, Fountas & Pinnell Leveled Literacy Intervention System, Differentiated Instruction, Data Driven Instruction, Multi-tier Systems of Support, Reading Wonders, and Parental Involvement were specifically chosen to decrease the achievement gap and are aligned to the school-wide goals and Common Core State Standards.

The programs coordinated in the school-wide programs are Title I, 31a, Title III immigrant and English Language Learners program, and Special Education. These programs work towards decreasing the achievement gaps by targeting specific groups/needs and providing individualized and small group instruction.

### **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.**

We use Title I and other sources to provide students with research based resources, up to date technologies, paraprofessionals for small-group learning, professional development, parent involvement initiatives such as monthly parent nights, and merit pay for teacher retention. Our Title 1 and Multi-tier Systems of Support academic interventions focus on specific needs of our students that have been identified through standardized and classroom evaluations. Student progress is monitored closely so that adjustments can be made to enable students to continue to move forward academically.

### **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.**

There are multiple ways in which we evaluate and provide our families with support and services. Students are assessed and their academic data is analyzed. Teachers may recommend students for specific services. Parents are asked to complete a questionnaire for free or reduced lunches. Some of the programs we have implemented are GSRP, and Parent/student events. We have a social worker that works closely to meet needs that may have an impact on the child's educational growth. We also work closely with the WISD to support the needs of our families and Pittsfield Township Police department for training in Anti-bullying and ALICE training for staff and student preparedness.

## **Evaluation:**

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

School-wide programs are evaluated throughout the school year through a collaboration of staff members and parents during staff and School Improvement Team meetings as well as during family events.

**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.**

We use multiple indicators of student growth such as Northwest Educational Assessment (NWEA), Michigan statewide assessments, and benchmark assessments throughout the year to determine student progress and what is needed to decrease the achievement gap. Students that have been identified for Title I, Special Education, or English Language Learner services, or who meet the requirements for any other school-wide programs are evaluated by instructional staff throughout the school year.

**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.**

We determine whether the school-wide program is effective or not after looking at student data and analyzing the results.

**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?**

Each year, programs are evaluated to determine their success and committees meet regularly to determine the programs success and/or whether improvements are needed.

# **2017-2018**

## Overview

### Plan Name

2017-2018

### Plan Description

School Improvement Plan 2017-2018

## 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 Reading	Objectives: 1 Strategies: 6 Activities: 24	Academic	\$241290
2	All students will be proficient in Mathematics	Objectives: 1 Strategies: 6 Activities: 22	Academic	\$238570
3	All students will be engaged in active learning	Objectives: 1 Strategies: 4 Activities: 18	Organizational	\$2650
4	All Students will be proficient in Science	Objectives: 1 Strategies: 6 Activities: 18	Academic	\$7411
5	All students will be proficient in Social Studies	Objectives: 1 Strategies: 6 Activities: 19	Academic	\$145825

## Goal 1: All Students will be proficient in Reading

### Measurable Objective 1:

10% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth proficiency in Reading by 06/30/2018 as measured by NWEA scores and M-STEP.

### Strategy 1:

Daily 5 - The Daily 5 is a structured literacy block that teaches independence. All students K-8 will be trained in this block, including Title I, Title III, MTSS, Special Education, and homeless students, to learn the 5 key elements to be a successful independent learner. Teachers will block out at least 90 minutes of each day to provide time for this structure in all classes. Students will read to self, read to someone else, listen to books, work with words, and write daily. Students in special populations will also receive this support in addition to other direct instruction as deemed necessary. The implementation of this structure will begin with professional development in August.

Category: English/Language Arts

Research Cited: <https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive a book and training on how to implement Daily 5/Daily 5 Cafe instruction.	Professional Learning, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/21/2017	06/29/2018	\$1000	Title II Part A	Principal will be responsible for staff getting trained before the beginning of the school year. Principal will be responsible for the program being used with fidelity.

Activity - Walk-through and support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principal will conduct walk-through observations and provide feedback to improve instruction.	Professional Learning, Walkthrough, Academic Support Program	Tier 1	Monitor	09/05/2017	06/30/2018	\$0	No Funding Required	Principal
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Activity - Peer sharing and support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe other teachers provide instruction in Daily 5.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	No Funding Required	Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support.

Activity - Technology Based Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with technology for student use During Daily 5 instruction.	Curriculum Development, Materials, Technology, Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$1440	Title I Part A	Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order

### Strategy 2:

Differentiated Instruction - Teachers will provide different groups of students different levels of work. This will be implemented by using centers in their classroom with different activities at each center.

Category: English/Language Arts

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Research Cited: <http://files.eric.ed.gov/fulltext/EJ854351.pdf>

Tier: Tier 1

Activity - Professional Development on Fountas & Pinnell	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in Fountas & Pinnell Leveled Literacy Intervention to improve student achievement. LLI is a supplementary intervention proven to bring struggling readers to grade-level competency with engaging leveled books and fast-paced, systematically designed lessons.	Professional Learning, Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$1000	Title I Part A	Principal, Title 1 Coordinator, Teachers
Activity - Title III Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title III Interventionist will provide direct student instruction to attain English Language proficiency and succeed in Reading.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$35000	General Fund	Title III Interventionist, Principal
Activity - Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided for teachers during PLC/staff meeting on differentiated instruction.	Professional Learning, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$800	Title II Part A	Teachers, Academic coach, Intervention coordinator, Principal
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with small group differentiated intervention instruction in Reading.	Class Size Reduction, Technology, Direct Instruction, Academic Support Program	Tier 2	Monitor	07/03/2017	07/27/2017	\$1550	Title I Part A	Teachers, Intervention Tutor, Title III Interventionist, Principal
Activity - Extended Day Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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English Language Learners will receive academic support after school to help close the achievement gap.	Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/29/2018	\$5000	Title III	Title 111 Intervention alist
Activity - Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled readers will be used to provide students with developmentally appropriate materials during Daily 5 rotations	Materials, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Title I Part A	Title 1 Teacher, Teacher
Activity - Title 1 Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 services will be provided for disadvantaged students who are at-risk of not meeting the Common Core State Standards.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/05/2017	06/29/2018	\$28000	Title I Part A	Title 1 Tutors, Title 1 Coordinator, Principal
Activity - NewsELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NewsELA is an instructional platform that engages students with non-fiction stories.	Materials, Direct Instruction	Tier 1	Implement	09/05/2017	06/29/2018	\$0	Title I Part A	Teachers

### Strategy 3:

Data Driven Instruction - Teachers will use all data available to guide instruction, transform the classroom, and improve student achievement.

Category: English/Language Arts

Research Cited: Data for Decisions West End. <http://datafordecisions.wested.org/>

Tier: Tier 1

Activity - Data Drops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet with Academic Coach and Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement.	Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$100	Title I Part A	Principal, and Teachers
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Activity - Title III Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Reading.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$35000	Title III	Title III Interventionist

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with small group intervention instruction in Reading.	Class Size Reduction, Direct Instruction, Academic Support Program	Tier 2	Monitor	07/03/2017	07/27/2017	\$10000	Title I Part A	Teachers, Paraprofessional, Title III Interventionist, and Principal

### Strategy 4:

Multi-tier Systems of Support - MTSS will meet the needs of all students by using a leveled (or tiered) approach to ensure high quality instruction. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

An Academic Coach will be available to assist classroom teachers provide focused and targeted instruction to class, as well as small groups of students.

An Intervention Coordinator will be available to assist with data and to identify students that would best be serviced in a small group or one-on-one intervention with an Intervention Tutor.

The Academic Coach, Intervention Specialist, and Principal will be monitoring the program to ensure it is being implemented with fidelity.

Category: English/Language Arts

Research Cited: <http://www.resa.net/specialeducation/rti/>

Tier: Tier 2

Activity - Support for Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

Multicultural Academy

All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Principal will work with the teachers to help identify which students need services for Tier 1 intervention.	Direct Instruction, Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	No Funding Required	Teacher and Principal
<b>Activity - Support for Tier 2</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>
Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an intervention tutor and instruction will be more focused and deliberate. Students will be in small groups working on specific skills.	Direct Instruction, Teacher Collaboration, Supplemental Materials, Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$75000	Section 31a	Intervention Tutor, Teacher
<b>Activity - Support for Tier 3</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>
Tier 3 instruction will be delivered to students by an intervention coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student.	Direct Instruction, Supplemental Materials, Academic Support Program	Tier 3	Implement	09/05/2017	06/29/2018	\$35000	Title I Part A	Intervention Teacher, Classroom Teacher
<b>Activity - Summer School</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will be provided with small group data driven, intervention instruction in Reading.	Class Size Reduction, Technology, Direct Instruction, Academic Support Program	Tier 2	Implement	07/03/2017	07/27/2017	\$10000	Title I Part A	Teachers, Intervention Tutor, Title III Interventionist, Principal

## Single Building District Improvement Plan

Multicultural Academy

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### Strategy 5:

Morning Meeting - Teachers and students gather in a circle for a twenty or thirty minute meeting with four components: greeting, sharing, group activity, and morning message.

Greeting: Students and teachers greet one another by name and practice offering hospitality.

Sharing: Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).

Morning Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Teachers will be involved in a professional book study on how to implement Morning Meeting into their classrooms. Experienced staff will model Morning Meetings during staff or PCL meetings to show the desired behaviors from students. The Principal and Academic Coach will be conducting informal walkthroughs to ensure the program is being implemented with fidelity.

Category: English/Language Arts

Research Cited: <https://www.responsiveclassroom.org/what-is-morning-meeting>

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Single Building District Improvement Plan**

Multicultural Academy

Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting.	Professional Learning, Materials, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$0	Title II Part A	Teachers and Administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$1500	Title II Part A	Teachers and Administrators

Activity - Development of self awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

Multicultural Academy

Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies.	Behavioral Support Program, Teacher Collaboration, Community Engagement, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$0	No Funding Required	Teachers, Administrators, Students
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### Strategy 6:

Parental Involvement - Parents will be invited to various school events, including but not limited to Parent-Teacher conferences. Research demonstrates that parent involvement in children's learning is positively related to achievement. Parents will be asked to sign in at each event, thus providing the school data as to the amount of parental involvement. This involvement with the school will help student achievement.

Category: English/Language Arts

Research Cited: National Education Association - Research Spotlight on Parental Involvement in Education [www.nea.org](http://www.nea.org)

Tier: Tier 1

Activity - Literacy Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to the school to participate in the school's Literacy Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Community Engagement	Tier 1	Monitor	09/04/2017	06/29/2018	\$200	Title I Part A	Students, Teachers, and Administrators

Activity - Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to participate in school field trips that will expand our knowledge in Literature and raise student achievement.	Parent Involvement, Community Engagement, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$500	General Fund	Parents, Student, Teachers, Administrators

## Goal 2: All students will be proficient in Mathematics

### Measurable Objective 1:

10% 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 student proficiency (pass rate) on the State of Michigan Standardized Test and the NWEA MAP assessment in Mathematics by 06/29/2018 as measured by Proficiency rate set by the state of Michigan and NWEA MAP .

### Strategy 1:

Daily 3 - Math Daily 3 is a framework for structuring math time so students develop deep conceptual understanding and mathematical proficiency. All students K-8 will be trained in this block, including Title 1, Title III, MTSS, Special Education, and homeless students to learn the 3 key elements to be a successful independent learner. Students select from three choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.

Category: Mathematics

Research Cited: <https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will receive a book and training on how to implement Daily 3 instruction.	Curriculum Development, Technology, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$1455	Title I Part A, Title II Part A	Principal will be responsible for staff getting trained before the beginning of the school year. Principal and Academic Coach will be responsible for the program being used with fidelity.

## Single Building District Improvement Plan

Multicultural Academy

Activity - Walkthrough and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walk through observations and provide feedback to improve instruction.	Walkthrough, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	No Funding Required	Principal will conduct the walk-through and provide feedback to improve instruction and student achievement.
Activity - Peer Sharing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe other teachers provide instruction in Daily 3	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$0	No Funding Required	Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support
Activity - Technology Based Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided technology for student use during Daily 3 instruction.	Technology, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$1500	Title I Part A	Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order.



## Single Building District Improvement Plan

Multicultural Academy

Activity - My Math Text Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete work in books to gain knowledge and attain mathematical proficiency.	Materials, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$3400	Title I Part A	Teachers, Academic Coach, Principal

### Strategy 2:

Differentiated Instruction - Teachers will provide different groups of students different levels of work. This will be implemented by using centers in their classroom with different activities at each center.

Category: Mathematics

Research Cited: <http://files.eric.ed.gov/fulltext/EJ854351.pdf>

Tier: Tier 1

Activity - Title 1 Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 services will be provided for disadvantaged students who are at-risk of not meeting the Common Core State Standards.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/29/2018	\$28000	Title I Part A	Title 1 staff, Title 1 coordinator, Principal

Activity - Title III Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Mathematics.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$0	No Funding Required	Title III Interventionist and Principal

Activity - Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction.	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$1500	Title II Part A	Teachers, Principal

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

Multicultural Academy

Students will be provided with small group differentiated intervention instruction in Mathematics.	Class Size Reduction, Technology, Direct Instruction, Academic Support Program	Tier 2	Monitor	07/03/2017	07/28/2017	\$1550	Title I Part A	Teachers, Title III Interventionist, Principal
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Activity - Extended Day Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will receive academic support after school to help close the achievement gap.	Class Size Reduction, Direct Instruction, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$5000	Title III	Title 111 Interventionist

### Strategy 3:

Data Driven Instruction - Teachers will use all data available to guide instruction, transform the classroom, and improve student achievement.

Category: Mathematics

Research Cited: Data for Decisions West End. <http://datafordecisions.wested.org/>

Tier: Tier 1

Activity - Data Drop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement.	Curriculum Development, Materials, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$100	Title I Part A	Intervention Coordinator, Academic Coach, Principal, and Teachers

Activity - Title III services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

Multicultural Academy

To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Math.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$0	Title III	Title III Interventionist
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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with small group intervention instruction in Mathematics.	Class Size Reduction, Direct Instruction, Academic Support Program	Tier 2	Monitor	07/03/2017	07/27/2017	\$10000	Title I Part A	Teachers, Paraprofessional, Title III Interventionist, and Principal

### Strategy 4:

Multi-Tier Systems of Support - MTSS will meet the needs of all students by using a leveled (or tiered) approach to ensure high quality instruction. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

An Academic Internationalist will be available to assist classroom teachers, provide focused and targeted instruction to class, as well as small groups of students.

An Intervention Coordinator will be available to assist with data and to identify students that would best be serviced in a small group or one-on-one intervention with an Intervention Tutor.

The Intervention Specialist, and Principal will be monitoring the program to ensure it is being implemented with fidelity.

Category: Mathematics

Research Cited: <http://www.resa.net/specialeducation/rti/>

Tier: Tier 2

Activity - Support for Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

Multicultural Academy

All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Academic Coach will work with the teacher to help identify which students would be serviced in Tier 1 intervention.	Technology , Direct Instruction, Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	No Funding Required	Teacher, Principal
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Activity - Support for Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills.	Class Size Reduction, Teacher Collaboration, Supplemental Materials, Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$75000	Section 31a	Intervention Tutor, Teacher

Activity - Support for Tier 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 instruction will be delivered to students by an Intervention Coach in a small group or one-on-one setting. The instruction will be targeted and intentional to meet the needs of the student.	Class Size Reduction, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 3	Monitor	09/05/2017	06/29/2018	\$35000	Title I Part A	Intervention Teacher, Classroom Teacher

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

Multicultural Academy

Students will be provided with small group, data driven, intervention instruction in Mathematics.	Class Size Reduction, Technology, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 2	Implement	07/03/2017	07/28/2017	\$75000	Title I Part A	Teachers, Intervention Tutor, Title III Interventionist, Principal
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### Strategy 5:

Morning Meeting - Teachers and students gather in a circle for a twenty to thirty minute meeting with four components: greeting, sharing, group activity, and morning message.

Greeting: Students and teachers greet one another by name and practice offering hospitality.

Sharing: Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).

Morning Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Teachers will be involved in a professional book study on how to implement Morning Meeting into their classrooms. Experienced staff will model Morning Meetings during staff or PCL meetings to show the desired behaviors from students. The Principal and Academic Coach will be conducting informal walkthroughs to ensure the program is being implemented with fidelity.

Category: Mathematics

Research Cited: <https://www.responsiveclassroom.org/what-is-morning-meeting>

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Single Building District Improvement Plan

Multicultural Academy

Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting.	Professional Learning, Materials, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$115	Title II Part A	Teachers and Administrators will be responsible for reading the materials and coming prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$250	Title II Part A	Teachers and Administrators

Activity - Development of Self Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

Multicultural Academy

Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies.	Behavioral Support Program, Teacher Collaboration, Community Engagement, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$0	No Funding Required	Teachers, Administrators, Students
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### Strategy 6:

Parental Involvement - Parents will be invited to various school events, including but not limited to Parent-Teacher conferences. Research demonstrates that parent involvement in children's learning is positively related to achievement. Parents will be asked to sign in at each event, thus providing the school data as to the amount of parental involvement. This involvement with the school will help student achievement.

Category: Mathematics

Research Cited: National Education Association - Research Spotlight on Parental Involvement in Education [www.nea.org](http://www.nea.org)

Tier: Tier 1

Activity - Curriculum/Game Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to the school to participate in the school's Mathematics Curriculum and Game Night . Student work will be displayed, games and/or activities will be available, and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Community Engagement	Tier 1	Implement	08/21/2017	06/29/2018	\$200	Title I Part A	Students, Teachers, and Administrators

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to participate in school field trips that will expand our knowledge in Literature and raise student achievement.	Parent Involvement, Field Trip, Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$500	General Fund	Parents, Students, Teachers, Administrators

## Goal 3: All students will be engaged in active learning

# Single Building District Improvement Plan

Multicultural Academy

## Measurable Objective 1:

demonstrate a behavior Good citizenship by 06/29/2018 as measured by teacher referrals and citizenship grades.

## Strategy 1:

Character Education - Character education will be used as a deliberate effort to help people understand, care about, and act upon core ethical values. Research supports students illustrating good character and social-emotional competence, reduces negative behaviors, and ultimately improve students' academic performance.

A new character trait will be implemented monthly, with all staff and students reviewing these traits.

Category: School Culture

Research Cited: <https://ies.ed.gov/ncerpubs/20112001/pdf/20112001.pdf>

Tier: Tier 1

Activity - Monthly Writing Contest	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A new character trait will be introduced monthly. After discussions, listening to stories, and looking at examples of each trait, students complete an essay. One student per class will have their work displayed on a bulletin board.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	No Funding Required	Teachers, Behavior Interventionist
Activity - Student Presentations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Starting with the highest grade level, classes will prepare a presentation about the given character trait during a monthly celebration.	Behavioral Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/29/2018	\$200	Title I Part A	Students and Teachers
Activity - Student of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select a student of the month that demonstrates the given character trait for that month. The chosen student will have their picture taken and it will be displayed on our Student of the Month Bulletin Board	Behavioral Support Program	Tier 1		09/05/2017	06/29/2018	\$0	No Funding Required	Teachers and Students, Behavior Interventionist

## Strategy 2:

Class Dojo - Create a positive classroom culture by helping students build important skills, like teamwork and persistence.

SY 2016-2017

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## Single Building District Improvement Plan

Multicultural Academy

Category: School Culture

Research Cited: <http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=2110&context=doctoral>

Tier: Tier 1

Activity - Recognition Board	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will keep a bulletin board with students names who have shown positive behavior in the classroom, based on Dojo points	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	No Funding Required	Students and Teachers
Activity - Student of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class will choose a student of the month to be featured on a bulletin board in the main hallway.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	No Funding Required	Teachers, behavior Interventionist

### Strategy 3:

Parental Involvement - Parents will be invited to various school events, including but not limited to Parent-Teacher conferences. Research demonstrates that parent involvement in children's learning is positively related to achievement. Parents will be asked to sign in at each event, thus providing the school data as to the amount of parental involvement. This involvement with the school will help student achievement.

Category: School Culture

Research Cited: National Education Association - Research Spotlight on Parental Involvement in Education [www.nea.org](http://www.nea.org)

Tier: Tier 1

Activity - Goodies with Grandparents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grandparents will be invited to the school to participate in the Goodies with Grandparents. Student work will be displayed and parents/grandparents will have the opportunity to interact with their child/grandchild, other students, teachers, and administrators.	Parent Involvement, Materials, Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Title I Part A	Students, Teachers, and Administrators
Activity - Parent-Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parents will be invited to the school to conference with their student's teacher on academic progress/NWEA scores. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Community Engagement	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	No Funding Required	Students, Teachers, and Administrators
<b>Activity - Spelling Bee</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>
Parents will be invited to the school to watch the school Spelling Bee. Parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$50	Title I Part A	Students, Teachers, and Administrators
<b>Activity - Awards Ceremony</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>
Parents will be invited to the school to watch their students receive awards for academic progress. Parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Materials	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Title I Part A	Students, Teachers, and Administrators
<b>Activity - Literacy Fair</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>
Parents will be invited to the school to participate in the school's Literacy Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Materials, Community Engagement, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$200	Title I Part A	Students, Teachers, and Administrators
<b>Activity - Curriculum Night/Fall Festival/Meet the Teacher</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>

## Single Building District Improvement Plan

Multicultural Academy

Parents will be invited to the school to learn about their child's curriculum, meet their student's teacher, and have some Fall fun. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Title I Part A	Students, Teachers, and Administrators
<b>Activity - Family Game Night</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>
Parents will be invited to the school to participate in the school's Mathematics Family Game Night. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Behavioral Support Program, Community Engagement, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Title I Part A	Students, Teachers, and Administrators
<b>Activity - Science Fair</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>
Parents will be invited to the school to participate in the school's Science Fair. Student's Science Fair projects will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Behavioral Support Program, Community Engagement, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$300	Title I Part A	Students, Teachers, and Administrators
<b>Activity - Muffins with Moms</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>

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Moms and Grandmothers will be invited to the school to participate in the school's Muffins with Moms program. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators, while enjoying muffins.	Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$200	Title I Part A	Students, Teachers, and Administrators
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Activity - Multicultural Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to the school to participate in Multicultural Night. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. There will also be cuisine from the countries represented in the program.	Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$200	Title I Part A	Students, Teachers, and Administrators

Activity - Donuts with Dads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dads and Grandfathers will be invited to the school to participate in the school's Donuts with Dads Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Title I Part A	Students, Teachers, and Administrators

### Strategy 4:

Restorative Practices - Restorative Practices will be introduced during Professional Development week. Together the staff and administration will read through the three chapters of the book and discuss how this will help our community

Category: School Culture

Research Cited: [https://jprc.wested.org/wp-content/uploads/2016/02/RJ\\_Literature-Review\\_20160217.pdf](https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf)

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with a book, and will read a chapter each night for three days. The staff will discuss different aspects of the book and how this will help our students become better citizens. Restorative circles will be planned in classes to	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/29/2018	\$500	Title I Part A	All staff

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Activity - Restorative Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will sit in restorative circles to discuss any conflict that may be happening in the classroom. A Restorative Circle is a community process for supporting those in conflict. The purpose of the circle is to discuss how actions of each member of the community effect each other.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/29/2018	\$0	No Funding Required	Staff and Students

## Goal 4: All Students will be proficient in Science

### Measurable Objective 1:

A 10% increase of Fourth and Seventh grade students will increase student growth proficiency in Science by 06/30/2017 as measured by State of Michigan summative assessment.

### Strategy 1:

Daily 5 - The Daily 5 is a structured literacy block that teaches independence. All students k-8 will be trained in this block, including Title I, Title III, MTSS, Special Education, and homeless students, to learn the 5 key elements to be a successful independent learner. Teachers will block out at least 90 minutes of each day to provide time for this structure in all classes. Students will read to self, read to someone else, listen to books, work with words, and write daily. Students in special populations will also receive this support in addition to other direct instruction as deemed necessary. The implementation of this structure will begin with professional development in August.

Category: Science

Research Cited: <https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive a book and training on how to implement Daily 5/Daily 5 Cafe instruction into the Science classroom	Professional Learning, Direct Instruction, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$1455	Title I Part A, Title II Part A	Teachers will receive training on how to implement Daily 5/Daily 5 Cafe instruction in the Science classroom.

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Activity - Walk through and support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walk-through observations and provide feedback to improve instruction.	Professional Learning, Walkthrough, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	Title II Part A	Principal and Academic Coach
Activity - Peer Sharing and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe other teachers provide instruction in Daily 5.	Direct Instruction, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	No Funding Required	Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support.
Activity - Technology Based Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with Technology and ear phones for students use During Daily 5 instruction.	Technology, Academic Support Program	Tier 2	Monitor	09/05/2017	06/29/2018	\$1400	Title I Part A	Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order

## Single Building District Improvement Plan

Multicultural Academy

### Strategy 2:

Differentiated Instruction - Teachers will provide different groups of students different levels of work. This will be implemented by using centers in their classroom with different activities at each center.

Category: Science

Research Cited: <http://files.eric.ed.gov/fulltext/EJ854351.pdf>

Tier: Tier 1

Activity - Title III Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Science.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$0	General Fund	Title III Interventionist, Principal
Activity - Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction.	Professional Learning, Academic Support Program	Tier 1	Implement	09/05/2017	06/21/2018	\$1500	Title II Part A	Teachers and Principal
Activity - Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled readers will be used to provide students with developmentally appropriate materials for one-on-one or two-on-one instruction	Materials, Direct Instruction, Academic Support Program	Tier 1		09/05/2017	06/29/2018	\$200	Title I Part A	Teacher, Title 1 Teacher
Activity - Extended Day Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will receive academic support after school to help close the achievement gap.	Class Size Reduction, Direct Instruction, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$1500	Title III	Title 111 Interventionist

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### Strategy 3:

Data Driven Instruction - Teachers will use all data available to guide instruction, transform the classroom, and improve student achievement.

Category: Science

Research Cited: Data for Decisions West End. <http://datafordecisions.wested.org/>

Tier: Tier 1

Activity - Data Drops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$100	Title I Part A	Principal and Teachers

Activity - Title 111 Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Science.	Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	General Fund	Title III Interventionist

### Strategy 4:

Multi-tier Systems of Support - MTSS will meet the needs of all students by using a leveled (or tiered) approach to ensure high quality instruction. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

An Academic Coach will be available to assist classroom teachers provide focused and targeted instruction to class, as well as small groups of students.

An Intervention Coordinator will be available to assist with data and to identify students that would best be serviced in a small group or one-on-one intervention with an Intervention Tutor.

The Academic Coach, Intervention Specialist, and Principal will be monitoring the program to ensure it is being implemented with fidelity.

Category: Science

Research Cited: <http://www.resa.net/specialeducation/rti/>

Tier: Tier 1

Activity - Tier 1 Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Academic Coach will work with the teacher to help identify which students would be serviced in Tier 1 intervention.	Direct Instruction, Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	General Fund	Teacher and Principal
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Activity - Tier 2 Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills.	Technology , Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	09/05/2017	06/29/2018	\$0	Title I Part A	Intervention Coach and Teacher

Activity - Tier 3 Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 instruction will be delivered to students by an Intervention Coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student.	Technology , Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 3	Monitor	09/05/2017	06/29/2018	\$0	Title I Part A	Intervention Teacher, Classroom Teacher

### Strategy 5:

Morning Meeting - Teachers and students gather in a circle for a twenty or thirty minute meeting with four components: greeting, sharing, group activity, and morning message.

Greeting: Students and teachers greet one another by name and practice offering hospitality.

Sharing: Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).

Morning Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Teachers will be involved in a professional book study on how to implement Morning Meeting into their classrooms. Experienced staff will model Morning Meetings

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during staff or PCL meetings to show the desired behaviors from students. The Principal and Academic Coach will be conducting informal walkthroughs to ensure the program is being implemented with fidelity.

Category: Science

Research Cited: <https://www.responsiveclassroom.org/what-is-morning-meeting>

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting.	Materials, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$456	Title II Part A	Teachers and administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/21/2017	06/29/2018	\$0	Title II Part A	Teachers, Administrator
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Activity - Development of Self Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies.	Direct Instruction, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	No Funding Required	Teachers, Administrators, Students

### Strategy 6:

Parental Involvement - Parents will be invited to various school events, including but not limited to Parent-Teacher conferences. Research demonstrates that parent involvement in children's learning is positively related to achievement. Parents will be asked to sign in at each event, thus providing the school data as to the amount of parental involvement. This involvement with the school will help student achievement.

Category: Science

Research Cited: National Education Association - Research Spotlight on Parental Involvement in Education [www.nea.org](http://www.nea.org)

Tier: Tier 1

Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to the school to participate in the school's Science Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Community Engagement	Tier 1	Monitor	09/05/2017	06/29/2018	\$300	Title I Part A	Students, Teachers, and Administrators

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Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to participate in school field trips that will expand our knowledge in Science and raise student achievement.	Parent Involvement, Community Engagement, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$500	General Fund	Parents, Student, Teachers, Administrators

## Goal 5: All students will be proficient in Social Studies

### Measurable Objective 1:

A 10% increase of Fifth and Eighth grade students will demonstrate student proficiency (pass rate) as measured by the State of Michigan in Social Studies by 06/30/2017 as measured by The State of Michigan's Summative Assessment.

### Strategy 1:

Daily 5 - The Daily 5 is a structured literacy block that teaches independence. All students k-8 will be trained in this block, including Title I, Title III, MTSS, Special Education, and homeless students, to learn the 5 key elements to be a successful independent learner. Teachers will block out at least 90 minutes of each day to provide time for this structure in all classes. Students will read to self, read to someone else, listen to books, work with words, and write daily. Students in special populations will also receive this support in addition to other direct instruction as deemed necessary. The implementation of this structure will begin with professional development in August.

Category: Social Studies

Research Cited: <https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Multicultural Academy

Teacher will receive a book and training on how to implement Daily 5, Daily 5 Cafe instruction into their Social Studies curriculum.	Professional Learning, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$1455	Title II Part A, Title I Part A	Principal will be responsible for staff getting trained before the beginning of the school year. Principal will be responsible for the program being used with fidelity.
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Activity - Walk through and support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walk-through observations and provide feedback to improve instruction.	Professional Learning, Walkthrough, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	No Funding Required	Principal

Activity - Peer Sharing and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe other teachers provide instruction in Daily 5.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	No Funding Required	Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support.

Activity - Technology Based Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be provided technology for student use During Daily 5 Social Studies instruction.	Curriculum Development, Materials, Technology, Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$1400	Title I Part A	Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order
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Activity - Studies Weekly - Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies Weekly will be incorporated into the Daily 5 rotation	Materials, Direct Instruction, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$1750	General Fund	Teachers

### Strategy 2:

Differentiated Instruction - Teachers will provide different groups of students different levels of work. This will be implemented by using centers or Daily 5 rotations in their classroom providing different activities at each center.

Category: Social Studies

Research Cited: <http://files.eric.ed.gov/fulltext/EJ854351.pdf>

Tier: Tier 1

Activity - Title III Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Social Studies.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$0	No Funding Required	Title III Interventionist, Principal

Activity - Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Multicultural Academy

Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction in Social Studies	Professional Learning, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$1000	Title II Part A	Teachers, Principal
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Activity - Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled readers will be used to provide students with developmentally appropriate materials for one-on-one or two-on-one instruction	Materials, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$400	Title I Part A	Title 1 Teacher, MTSS Coordinator

Activity - Extended Day Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will receive academic support after school to help close the achievement gap.	Class Size Reduction, Direct Instruction, Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$5000	Title III	Title 111 Interventionist

### Strategy 3:

Multi-tier Systems of Support - MTSS will meet the needs of all students by using a leveled (or tiered) approach to ensure high quality instruction. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

An Intervention Coordinator will be available to assist with data and to identify students that would best be serviced in a small group or one-on-one intervention with an Intervention Tutor.

The Intervention Specialist, and Principal will be monitoring the program to ensure it is being implemented with fidelity.

Category: Social Studies

Research Cited: <http://www.resa.net/specialeducation/rti/>

Tier: Tier 2

Activity - Support for Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Principal will work with the teacher to help identify which students would be serviced in Tier 1 intervention.	Professional Learning, Direct Instruction, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$10000	Title I Part A	Teachers and Principal
Activity - Support for Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$50000	Title I Part A	Principal, Intervention Tutor, Teacher
Activity - Support for Tier 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 instruction will be delivered to students by an Intervention Coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student.	Materials, Technology, Direct Instruction, Academic Support Program	Tier 3	Monitor	09/05/2017	06/29/2018	\$35000	Title I Part A	Intervention Teacher, Classroom Teacher

### Strategy 4:

Morning Meeting - Teachers and students gather in a circle for a twenty or thirty minute meeting with four components: greeting, sharing, group activity, and morning message.

Greeting: Students and teachers greet one another by name and practice offering hospitality.

Sharing: Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).

Morning Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Teachers will be involved in a professional book study on how to implement Morning Meeting into their classrooms. Experienced staff will model Morning Meetings during staff or PCL meetings to show the desired behaviors from students. The Principal and Academic Coach will be conducting informal walkthroughs to ensure the program is being implemented with fidelity.

Category: Social Studies

Research Cited: <https://www.responsiveclassroom.org/what-is-morning-meeting>

Tier: Tier 1

SY 2016-2017

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Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting.	Professional Learning, Materials, Behavioral Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$120	Title II Part A	Teachers and Administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity.
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	Title II Part A	Teachers, Administrators
Activity - Development of Self Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies.	Direct Instruction, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$0	No Funding Required	Teachers, Administrators, Students
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### Strategy 5:

Parental Involvement - Parents will be invited to various school events, including but not limited to Parent-Teacher conferences, Curriculum Nights, and Multicultural Night. Research demonstrates that parent involvement in children's learning is positively related to achievement. Parents will be asked to sign in at each event, thus providing the school data as to the amount of parental involvement. This involvement with the school will help student achievement.

Category: Social Studies

Research Cited: National Education Association - Research Spotlight on Parental Involvement in Education [www.nea.org](http://www.nea.org)

Tier: Tier 1

Activity - Multicultural Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to the school to participate in the school's Multicultural Night. Students study different countries and cultures, and create presentations and arts and crafts about what they learned. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement	Tier 1	Implement	09/05/2017	06/29/2018	\$200	Title I Part A	Students, Teachers, and Administrators

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to participate in school field trips that will expand our knowledge in Social Studies and raise student achievement.	Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$500	General Fund	Parents, Student, Teachers, Administrators

### Strategy 6:

Data Driven Instruction - Teachers will use all data available to guide instruction, transform the classroom, and improve student achievement.

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Category: Social Studies

Research Cited: Data for Decisions West End. <http://datafordecisions.wested.org/>

Tier: Tier 1

Activity - Data Drops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement.	Curriculum Development, Materials, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$7000	Title I Part A	Principal, and Teachers
Activity - Title III services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Social Studies.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$32000	General Fund	Title III Interventionist

## 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
Support for Tier 2	Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an intervention tutor and instruction will be more focused and deliberate. Students will be in small groups working on specific skills.	Direct Instruction, Teacher Collaboration, Supplemental Materials, Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$75000	Intervention Tutor, Teacher
Support for Tier 2	Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills.	Class Size Reduction, Teacher Collaboration, Supplemental Materials, Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$75000	Intervention Tutor, Teacher

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Single Building District Improvement Plan

Multicultural Academy

Technology Based Centers	Teachers will be provided with technology for student use During Daily 5 instruction.	Curriculum Development, Materials, Technology, Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$1440	Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order
Data Drops	Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$100	Principal and Teachers
Professional Development	Teacher will receive a book and training on how to implement Daily 3 instruction.	Curriculum Development, Technology, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$30	Principal will be responsible for staff getting trained before the beginning of the school year. Principal and Academic Coach will be responsible for the program being used with fidelity.

# Single Building District Improvement Plan

Multicultural Academy

Family Game Night	Parents will be invited to the school to participate in the school's Mathematics Family Game Night. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Behavioral Support Program, Community Engagement, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Students, Teachers, and Administrators
Muffins with Moms	Moms and Grandmothers will be invited to the school to participate in the school's Muffins with Moms program. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators, while enjoying muffins.	Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$200	Students, Teachers, and Administrators
Tier 2 Support	Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills.	Technology, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	09/05/2017	06/29/2018	\$0	Intervention Coach and Teacher
Title 1 Support	Title 1 services will be provided for disadvantaged students who are at-risk of not meeting the Common Core State Standards.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/05/2017	06/29/2018	\$28000	Title 1 Tutors, Title 1 Coordinator, Principal
Summer School	Students will be provided with small group, data driven, intervention instruction in Mathematics.	Class Size Reduction, Technology, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 2	Implement	07/03/2017	07/28/2017	\$75000	Teachers, Intervention Tutor, Title III Interventionist, Principal
Spelling Bee	Parents will be invited to the school to watch the school Spelling Bee. Parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$50	Students, Teachers, and Administrators

## Single Building District Improvement Plan

Multicultural Academy

Reading A-Z	Leveled readers will be used to provide students with developmentally appropriate materials for one-on-one or two-on-one instruction	Materials, Direct Instruction, Academic Support Program	Tier 1		09/05/2017	06/29/2018	\$200	Teacher, Title 1 Teacher
Summer School	Students will be provided with small group intervention instruction in Reading.	Class Size Reduction, Direct Instruction, Academic Support Program	Tier 2	Monitor	07/03/2017	07/27/2017	\$10000	Teachers, Paraprofessional, Title III Interventionist, and Principal
Curriculum Night/Fall Festival/Meet the Teacher	Parents will be invited to the school to learn about their child's curriculum, meet their student's teacher, and have some Fall fun. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Students, Teachers, and Administrators
Summer School	Students will be provided with small group differentiated intervention instruction in Mathematics.	Class Size Reduction, Technology, Direct Instruction, Academic Support Program	Tier 2	Monitor	07/03/2017	07/28/2017	\$1550	Teachers, Title III Interventionist, Principal
Multicultural Night	Parents will be invited to the school to participate in the school's Multicultural Night. Students study different countries and cultures, and create presentations and arts and crafts about what they learned. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement	Tier 1	Implement	09/05/2017	06/29/2018	\$200	Students, Teachers, and Administrators
Data Drops	Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement.	Curriculum Development, Materials, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$7000	Principal, and Teachers

## Single Building District Improvement Plan

Multicultural Academy

Goodies with Grandparents	Grandparents will be invited to the school to participate in the Goodies with Grandparents. Student work will be displayed and parents/grandparents will have the opportunity to interact with their child/grandchild, other students, teachers, and administrators.	Parent Involvement, Materials, Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Students, Teachers, and Administrators
Technology Based Centers	Teachers will be provided technology for student use During Daily 5 Social Studies instruction.	Curriculum Development, Materials, Technology, Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$1400	Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order
Summer School	Students will be provided with small group differentiated intervention instruction in Reading.	Class Size Reduction, Technology, Direct Instruction, Academic Support Program	Tier 2	Monitor	07/03/2017	07/27/2017	\$1550	Teachers, Intervention Tutor, Title III Interventionist, Principal
Student Presentations	Starting with the highest grade level, classes will prepare a presentation about the given character trait during a monthly celebration.	Behavioral Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/29/2018	\$200	Students and Teachers



## Single Building District Improvement Plan

Multicultural Academy

Technology Based Centers	Teachers will be provided with Technology and ear phones for students use During Daily 5 instruction.	Technology , Academic Support Program	Tier 2	Monitor	09/05/2017	06/29/2018	\$1400	Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order
Technology Based Centers	Teachers will be provided technology for student use during Daily 3 instruction.	Technology , Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$1500	Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order.
Literacy Fair	Parents will be invited to the school to participate in the school's Literacy Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Materials, Community Engagement, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$200	Students, Teachers, and Administrators

## Single Building District Improvement Plan

Multicultural Academy

Science Fair	Parents will be invited to the school to participate in the school's Science Fair. Student's Science Fair projects will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Behavioral Support Program, Community Engagement, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$300	Students, Teachers, and Administrators
Data Drop	Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement.	Curriculum Development, Materials, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$100	Intervention Coordinator, Academic Coach, Principal, and Teachers
Awards Ceremony	Parents will be invited to the school to watch their students receive awards for academic progress. Parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Materials	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Students, Teachers, and Administrators
Reading A-Z	Leveled readers will be used to provide students with developmentally appropriate materials during Daily 5 rotations	Materials, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Title 1 Teacher, Teacher
Book Study	Teachers will be provided with a book, and will read a chapter each night for three days. The staff will discuss different aspects of the book and how this will help our students become better citizens. Restorative circles will be planned in classes to	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/29/2018	\$500	All staff
Title 1 Support	Title 1 services will be provided for disadvantaged students who are at-risk of not meeting the Common Core State Standards.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/29/2018	\$28000	Title 1 staff, Title 1 coordinator, Principal

## Single Building District Improvement Plan

Multicultural Academy

Tier 3 Support	Tier 3 instruction will be delivered to students by an Intervention Coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student.	Technology, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 3	Monitor	09/05/2017	06/29/2018	\$0	Intervention Teacher, Classroom Teacher
Donuts with Dads	Dads and Grandfathers will be invited to the school to participate in the school's Donuts with Dads. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$200	Students, Teachers, and Administrators
Multicultural Night	Parents will be invited to the school to participate in Multicultural Night. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. There will also be cuisine from the countries represented in the program.	Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$200	Students, Teachers, and Administrators
Support for Tier 3	Tier 3 instruction will be delivered to students by an Intervention Coach in a small group or one-on-one setting. The instruction will be targeted and intentional to meet the needs of the student.	Class Size Reduction, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 3	Monitor	09/05/2017	06/29/2018	\$35000	Intervention Teacher, Classroom Teacher
Reading A-Z	Leveled readers will be used to provide students with developmentally appropriate materials for one-on-one or two-on-one instruction	Materials, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$400	Title 1 Teacher, MTSS Coordinator
Support for Tier 3	Tier 3 instruction will be delivered to students by an intervention coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student.	Direct Instruction, Supplemental Materials, Academic Support Program	Tier 3	Implement	09/05/2017	06/29/2018	\$35000	Intervention Teacher, Classroom Teacher

## Single Building District Improvement Plan

Multicultural Academy

My Math Text Books	Students will complete work in books to gain knowledge and attain mathematical proficiency.	Materials, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$3400	Teachers, Academic Coach, Principal
Summer School	Students will be provided with small group data driven, intervention instruction in Reading.	Class Size Reduction, Technology, Direct Instruction, Academic Support Program	Tier 2	Implement	07/03/2017	07/27/2017	\$10000	Teachers, Intervention Tutor, Title III Interventionist, Principal
Support for Tier 1	All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Principal will work with the teacher to help identify which students would be serviced in Tier 1 intervention.	Professional Learning, Direct Instruction, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$10000	Teachers and Principal
Support for Tier 3	Tier 3 instruction will be delivered to students by an Intervention Coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student.	Materials, Technology, Direct Instruction, Academic Support Program	Tier 3	Monitor	09/05/2017	06/29/2018	\$35000	Intervention Teacher, Classroom Teacher
Data Drops	Teachers will meet with Academic Coach and Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement.	Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$100	Principal, and Teachers
Professional Development on Fountas & Pinnell	Teachers will be trained in Fountas & Pinnell Leveled Literacy Intervention to improve student achievement. LLI is a supplementary intervention proven to bring struggling readers to grade-level competency with engaging leveled books and fast-paced, systematically designed lessons.	Professional Learning, Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$1000	Principal, Title 1 Coordinator, Teachers

## Single Building District Improvement Plan

Multicultural Academy

Professional Development	Teachers will receive a book and training on how to implement Daily 5/Daily 5 Cafe instruction into the Science classroom	Professional Learning, Direct Instruction, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$30	Teachers will receive training on how to implement Daily 5/Daily 5 Cafe instruction in the Science classroom.
Science Fair	Parents will be invited to the school to participate in the school's Science Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Community Engagement	Tier 1	Monitor	09/05/2017	06/29/2018	\$300	Students, Teachers, and Administrators
Summer School	Students will be provided with small group intervention instruction in Mathematics.	Class Size Reduction, Direct Instruction, Academic Support Program	Tier 2	Monitor	07/03/2017	07/27/2017	\$10000	Teachers, Paraprofessional, Title III Interventionist, and Principal
Curriculum/Game Night	Parents will be invited to the school to participate in the school's Mathematics Curriculum and Game Night. Student work will be displayed, games and/or activities will be available, and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Community Engagement	Tier 1	Implement	08/21/2017	06/29/2018	\$200	Students, Teachers, and Administrators
Professional Development	Teacher will receive a book and training on how to implement Daily 5, Daily 5 Cafe instruction into their Social Studies curriculum.	Professional Learning, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$30	Principal will be responsible for staff getting trained before the beginning of the school year. Principal will be responsible for the program being used with fidelity.

## Single Building District Improvement Plan

Multicultural Academy

Support for Tier 2	Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$50000	Principal, Intervention Tutor, Teacher
Literacy Fair	Parents will be invited to the school to participate in the school's Literacy Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Community Engagement	Tier 1	Monitor	09/04/2017	06/29/2018	\$200	Students, Teachers, and Administrators
NewsELA	NewsELA is an instructional platform that engages students with non-fiction stories.	Materials, Direct Instruction	Tier 1	Implement	09/05/2017	06/29/2018	\$0	Teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title III Support	Title III Interventionist will provide direct student instruction to attain English Language proficiency and succeed in Reading.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$35000	Title III Interventionist, Principal
Field Trip	Parents will be invited to participate in school field trips that will expand our knowledge in Literature and raise student achievement.	Parent Involvement, Community Engagement, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$500	Parents, Student, Teachers, Administrators
Studies Weekly - Social Studies	Social Studies Weekly will be incorporated into the Daily 5 rotation	Materials, Direct Instruction, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$1750	Teachers
Title III Support	Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Science.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$0	Title III Interventionist, Principal
Title 111 Support	To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Science.	Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	Title III Interventionist

## Single Building District Improvement Plan

Multicultural Academy

Field Trips	Parents will be invited to participate in school field trips that will expand our knowledge in Science and raise student achievement.	Parent Involvement, Community Engagement, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$500	Parents, Student, Teachers, Administrators
Field Trips	Parents will be invited to participate in school field trips that will expand our knowledge in Social Studies and raise student achievement.	Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$500	Parents, Student, Teachers, Administrators
Field Trips	Parents will be invited to participate in school field trips that will expand our knowledge in Literature and raise student achievement.	Parent Involvement, Field Trip, Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$500	Parents, Students, Teachers, Administrators
Title III services	To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Social Studies.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$32000	Title III Interventionist
Tier 1 Support	All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Academic Coach will work with the teacher to help identify which students would be serviced in Tier 1 intervention.	Direct Instruction, Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	Teacher and Principal

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Single Building District Improvement Plan

Multicultural Academy

Monthly Writing Contest	A new character trait will be introduced monthly. After discussions, listening to stories, and looking at examples of each trait, students complete an essay. One student per class will have their work displayed on a bulletin board.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	Teachers, Behavior Interventionist
Title III Support	Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Social Studies.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$0	Title III Interventionist, Principal
Walkthrough and Support	Principal will conduct walk through observations and provide feedback to improve instruction.	Walkthrough, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	Principal will conduct the walk-through and provide feedback to improve instruction and student achievement.
Peer Sharing and Support	Teachers will observe other teachers provide instruction in Daily 5.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support.
Development of Self Awareness	Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies.	Direct Instruction, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	Teachers, Administrators, Students



# Single Building District Improvement Plan

Multicultural Academy

Support for Tier 1	All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Principal will work with the teachers to help identify which students need services for Tier 1 intervention.	Direct Instruction, Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	Teacher and Principal
Development of Self Awareness	Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies.	Behavioral Support Program, Teacher Collaboration, Community Engagement, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$0	Teachers, Administrators, Students
Peer Sharing	Teachers will observe other teachers provide instruction in Daily 3	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$0	Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support
Student of the Month	Each class will choose a student of the month to be featured on a bulletin board in the main hallway.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	Teachers, behavior Interventionist
Peer sharing and support	Teachers will observe other teachers provide instruction in Daily 5.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support.

## Single Building District Improvement Plan

Multicultural Academy

Parent-Teacher Conferences	Parents will be invited to the school to conference with their student's teacher on academic progress/NWEA scores. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators.	Parent Involvement, Community Engagement	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	Students, Teachers, and Administrators
Walk-through and support	Principal will conduct walk-through observations and provide feedback to improve instruction.	Professional Learning, Walkthrough, Academic Support Program	Tier 1	Monitor	09/05/2017	06/30/2018	\$0	Principal
Recognition Board	Teacher will keep a bulletin board with students names who have shown positive behavior in the classroom, based on Dojo points	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	Students and Teachers
Peer Sharing and Support	Teachers will observe other teachers provide instruction in Daily 5.	Direct Instruction, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support.
Support for Tier 1	All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Academic Coach will work with the teacher to help identify which students would be serviced in Tier 1 intervention.	Technology, Direct Instruction, Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	Teacher, Principal
Title III Support	Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Mathematics.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$0	Title III Interventionist and Principal

## Single Building District Improvement Plan

Multicultural Academy

Development of self awareness	Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies.	Behavioral Support Program, Teacher Collaboration, Community Engagement, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$0	Teachers, Administrators, Students
Walk through and support	Principal will conduct walk-through observations and provide feedback to improve instruction.	Professional Learning, Walkthrough, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	Principal
Restorative Circles	Students and staff will sit in restorative circles to discuss any conflict that may be happening in the classroom. A Restorative Circle is a community process for supporting those in conflict. The purpose of the circle is to discuss how actions of each member of the community effect each other.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/29/2018	\$0	Staff and Students
Student of the Month	Teachers will select a student of the month that demonstrates the given character trait for that month. The chosen student will have their picture taken and it will be displayed on our Student of the Month Bulletin Board	Behavioral Support Program	Tier 1		09/05/2017	06/29/2018	\$0	Teachers and Students, Behavior Interventionist
Development of Self Awareness	Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies.	Direct Instruction, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$0	Teachers, Administrators, Students

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Single Building District Improvement Plan

Multicultural Academy

Professional Development	Teachers will receive a book and training on how to implement Daily 5/Daily 5 Cafe instruction into the Science classroom	Professional Learning, Direct Instruction, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$1425	Teachers will receive training on how to implement Daily 5/Daily 5 Cafe instruction in the Science classroom.
Professional Development	Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$1500	Teachers and Administrators
Training on Differentiated Instruction	Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction.	Professional Learning, Academic Support Program	Tier 1	Implement	09/05/2017	06/21/2018	\$1500	Teachers and Principal
Professional Development	Teacher will receive a book and training on how to implement Daily 3 instruction.	Curriculum Development, Technology, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$1425	Principal will be responsible for staff getting trained before the beginning of the school year. Principal and Academic Coach will be responsible for the program being used with fidelity.

**Single Building District Improvement Plan**

Multicultural Academy

Book Study	Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting.	Professional Learning, Materials, Behavioral Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$120	Teachers and Administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity.
Training on Differentiated Instruction	Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction in Social Studies	Professional Learning, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$1000	Teachers, Principal

**Single Building District Improvement Plan**

Multicultural Academy

Book Study	Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting.	Materials, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$456	Teachers and administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity.
Book Study	Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting.	Professional Learning, Materials, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$115	Teachers and Administrators will be responsible for reading the materials and coming prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity.

# Single Building District Improvement Plan

Multicultural Academy

Professional Development	Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$250	Teachers and Administrators
Professional Development	Teacher will receive a book and training on how to implement Daily 5, Daily 5 Cafe instruction into their Social Studies curriculum.	Professional Learning, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$1425	Principal will be responsible for staff getting trained before the beginning of the school year. Principal will be responsible for the program being used with fidelity.
Professional Development	Teachers will receive a book and training on how to implement Daily 5/Daily 5 Cafe instruction.	Professional Learning, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/21/2017	06/29/2018	\$1000	Principal will be responsible for staff getting trained before the beginning of the school year. Principal will be responsible for the program being used with fidelity.

# Single Building District Improvement Plan

Multicultural Academy

Professional Development	Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$0	Teachers, Administrators
Book Study	Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting.	Professional Learning, Materials, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/21/2017	06/29/2018	\$0	Teachers and Administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity.
Training on Differentiated Instruction	Professional Development will be provided for teachers during PLC/staff meeting on differentiated instruction.	Professional Learning, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$800	Teachers, Academic coach, Intervention coordinator, Principal



## Single Building District Improvement Plan

Multicultural Academy

Professional Development	Teachers and administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms.	Professional Learning, Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/21/2017	06/29/2018	\$0	Teachers, Administrator
Training on Differentiated Instruction	Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction.	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$1500	Teachers, Principal
Walk through and support	Principal will conduct walk-through observations and provide feedback to improve instruction.	Professional Learning, Walkthrough, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	Principal and Academic Coach

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Learning	English Language Learners will receive academic support after school to help close the achievement gap.	Class Size Reduction, Direct Instruction, Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$5000	Title 111 Interventionist
Extended Day Learning	English Language Learners will receive academic support after school to help close the achievement gap.	Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/29/2018	\$5000	Title 111 Interventionalist

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Title III Support	To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Reading.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$35000	Title III Interventionist
Title III services	To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Math.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$0	Title III Interventionist