



Single Building District Improvement Plan

Faxon Academy

Faxon Academy

Rachel Turner
28555 Middlebelt
Farmington Hills, MI 48334

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Improvement Plan Stakeholder Involvement	
Introduction	6
Improvement Planning Process	7
Title I Targeted Assistance Diagnostic	
Introduction	9
Component 1: Needs Assessment	10
Component 2: Services to Eligible Students	12
Component 3: Incorporated Into Existing School Program Planning	13
Component 4: Instructional Strategies	14
Component 5: Title I and Regular Education Coordination	16
Component 6: Instruction by Highly Qualified Staff	17
Component 7: High Quality and Ongoing Professional Development/Learning	18
Component 8: Strategies to Increase Parental Involvement	19
Component 9: Coordination of Title I and Other Resources	21

Component 10: Ongoing Review of Student Progress..... 22

Evaluation 23

Plan for Single Building District Improvement Plan ~ GOALS 2020-2021

Overview..... 25

Goals Summary..... 26

- Goal 1: Goal 1: Faxon Academy students will improve their English Language Arts (ELA) and Reading proficiency.. 27
- Goal 2: Goal 5: All students at Faxon Academy will be proficient in Spanish..... 28
- Goal 3: Goal 2: Faxon Academy students will improve their Mathematics proficiency..... 29
- Goal 4: Goal 3: Faxon Academy students will improve Science proficiency..... 30
- Goal 5: Goal 4: Faxon Academy students will improve their Social Studies proficiency..... 31
- Goal 6: Goal 6: All students at Faxon Academy will create a safe and healthy climate and school culture..... 32

Activity Summary by Funding Source..... 33

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 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	"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.

The SIP process will be communicated to all stakeholders. An initial meeting will be held as an overview of the process involving all stakeholders. Identified School Improvement Team (SIT) roles and a schedule of collaboration times will be discussed and then implemented for the school year. An annual parent meeting will be held in the Fall 2020.

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

Administration and a School Improvement Team (SIT) will comprise the Faxon SIT. The administration will lead the SIT through research, data collecting, implementation & analysis of surveys. The SIT will review, monitor, and update the SIP in the 2020-2021 school year.

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 School Improvement Plan (SIP) will be provided to the School Improvement Team (SIT) in the Fall of 2020 to review, monitor, and analyze throughout the year. Upon the final review and updates, stakeholders (State, Authorizer, GPS, Administration, Staff, and Parents) will receive communication about the completion of the collaborative plan at the end of the year - Spring 2021.

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Faxon's SIT conducted a Comprehensive Needs Assessment as a part of its annual school improvement process. Student NWEA/MAP, DRA, and M-STEP data was collected and analyzed. The analysis included an analysis of our subgroups (gender, economically disadvantaged (ED), ethnicity, and Students with Disabilities (SWD)). Our longitudinal enrollment data was also analyzed to look at enrollment trends. Also, staff demographics data was collected and analyzed. Staff and Parent surveys were administered to gain perception data. Lastly, Title I program data was collected and analyzed to determine the impact of our Title I program.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

For 2019-2020 school year, the SIT reviewed the NWEA/MAP achievement scores at the beginning of the school year. All students below the 5th percentile, our Title I cut score, were recommended for Title I support. When the number of Title I slots available is greater than the number of students below the 5th percentile, we start at the 6th percentile and move upward until the number of available Title I slots are maximized. The MTSS Coordinator, administration, and teachers will be involved in the process of identifying students. Identification studies will be conducted in the fall, winter and spring, to determine if Title I enrollment needs to be modified. Title I data is kept in Title I binders, filed and locked, in the Title I room/office. Title I program entry and exit is based on the review and decision of the Instructional Support Team (IST). The 5th through the 10th percentile cut score model is used by the IST for its decisions. Students identified as "automatically" eligible, as determined by the Targeted Assistance Program Plan Rubric, will also receive services.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Grades K-8 NWEA/MAP scores below the 5th percentile - 10th percentile are the criteria for needs assessment. DRA scores, teacher-created benchmark assessments and observations in both ELA and Math are also considered for triangulation. These assessments are based on approved district wide assessments.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

K-2 students will be observed, and data of social and academic behaviors will be recorded. Teachers administer benchmark assessments for grade level performance in reading and math. In reading, K-2 students are given the DRA assessment, in addition students in grades K-2 are given the NWEA MAP assessment.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

K-8 students, at the MTSS Tier 3 level, were pulled out for math, ELA, or both based on student need. They were instructed by our Title I tutor with skills-based math resources and several reading resources. The delivery method was in small groups (3 students for reading and 7 students for math), for three days per week for 35 minutes per session. Each student's developmental needs were considered along with the aligned program recommendation. Students were pulled out of their non-core class for Title I support.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Title I personnel are included in planning relative to increasing student achievement when and where applicable based on law regarding use of Title funding. MTSS-Tier 3, Title I is included in the SBDIP to increase student academic achievement for struggling students.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Strategies include: Small group and individual instruction, hands-on concrete materials, applying different modes of learning in the same lesson, repeated practice, orally talking through thought processes, graphic organizers and visuals, data-based decision making, screening, progress monitoring, and multi-level prevention system. Students received more time individually, or in small groups, focused on specific needs. Students received three days of support each week for 35 minutes per session. These pull-out sessions are taught by a highly qualified Title I Tutor in the Title I space either individually or in a small group setting.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Research shows that "children from low-SES [socioeconomic status] households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, and Maczuga, 2009). Specifically, "children from low-SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties" (Aikens and Barbarin, 2008). To help level the playing field for SES students, Title I funds are allocated to schools through LEAs to help ensure that all children meet academic achievement standards. Increasingly a large portion of these Title I services are delivered as part of a robust MTSS program. The MTSS program addresses the academic developmental, skill-based need of students failing to achieve academically and most at risk of failing. Research shows that "implementing the four essential MTSS components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs and Vaughn, 2012). Furthermore, an evaluation of the findings of 16 studies of the effectiveness of MTSS programs found that "a tiered early intervention approach can improve the academic performance of at-risk students." MTSS programs are effective when the essential components are met: - Data-based decision making

- Screening

- Progress Monitoring

- Multi-level prevention system http://www.rti4success.org/sites/default/files/Response_to_Intervention_Pocket_Guide_2.pdf

<http://www.rtinetwork.org/learn/research/fieldstudies-rti-programs>

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

The services are aligned to classroom achievement data and DRA scores for grades K-2 and targeted toward the skills the students need to improve. The services in K-8 are aligned to classroom data, DRA scores and NWEA/MAP student profiles, and M-STEP. The additional targeted time is allowing students to increase direct instruction time and begin to close the achievement gap. The students are progressed monitored throughout the year.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Students are presented core curriculum in whole group, small group and individually. A student-centered classroom is the model classroom. The Title I tutor works with the classroom teacher to ensure students will not miss key instructional times.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The HQ Title I tutor works collaboratively with the classroom teacher to ensure students will not miss the key instructional times of the day. General Education teachers, and HQ Title I tutor meet bi-monthly to discuss progress of students on the case load. Title I is an integral part of closing the achievement gap for struggling students in the general education classrooms. Decisions are made using data cut scores and Instructional Support Team (IST) recommendations.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

N/A

It is the intent for the 2020-2021 to find the feeder schools (preschools, daycares, Head Start, GSRP) for Faxon Academy.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All staff will be provided training around the Ed Plan and all components of the plan.

In addition, the following professional development needs to be considered:

PLCs
M-STEP
PSAT
NWEA/MAP
DRA
Restorative Practices
Emotional Intelligence
SpEd
MTSS
PBIS

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Our HQ Title I tutor receives data driven decision-making PD, and Title I program mentoring. Parents are provided curriculum overview, Title I services, Title I budget and review of assessment training. Parents are also provided reading and mathematics strategies to help support their child/children.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		PD Plan

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Our parents are invited to the Title I annual meeting and asked to provide feedback and engage in discussion about the program. Our parents are involved in providing perception data as well. Our parents assisted with the creation of the Parent Compact. Parents received and signed the parent compact. Informational newsletters are sent to identified parents. During the annual meeting, the principal answers and discusses, in an open format, the State's standards and assessments used in the Title I program. The Principal also provides the Title I tutor the strategies for the success of all children.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents of Title I students have representation on the School Improvement Team (SIT). We received perception data and take input at the annual meeting. Parents are provided a parent/teacher conference 2 times per year (Fall & Spring) with the Title I Tutor, in addition to the classroom teacher.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes		

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

During the annual meeting, the principal answers content questions and discusses, in an open format, the State standards and assessments used as well as provides the Title I tutor strategies for the success of all students.

5. Describe how the parent involvement activities are evaluated.

Parents receive evaluation surveys following parent involvement activities.

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

The School-Parent-Student compact is updated each school year with input from parents, and Faxon staff.

Single Building District Improvement Plan

Faxon Academy

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

The school provides communication in the respective known languages of families and staff. The local ISD is the source of support for Faxon families.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent Policy

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The Parent Compact is received by each Faxon family to review, and sign as an acknowledgement of receipt of the responsibilities that are outlined in the compact.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

All students who are eligible for Title I services are provided support.

In addition, we provide support to our students who are eligible as Immigrants and McKinney-Vento in accordance to Federal and State guidelines.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I is the only program in operation at the school. There will be an intentional focus to continue the MTSS program in 2020-2021. We will seek input from our families (parents & students) in regard to the needs of additional programs.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Progress monitoring is done every 6-8 weeks using math and reading assessments. Session notes are kept on session progress in data folders. Fall, Winter and Spring NWEA data is analyzed and used to target specific skills. The Instructional Support Team (IST) comes together every 6-8 weeks to discuss progress and analyze data and the individual academic plans. The Title I tutor continually monitors progress through each session. Sessions are 35 minutes, three times a week. Students will exit based on IST decisions and NWEA/MAP data reaching above the 5th -10th percentile.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Program evaluation, Title I diagnostic, and perception data from students, staff, and families serves as feedback for improving programming to meet student needs. Progress monitoring is done every 6-8 weeks using math and reading assessments. Fall, Winter and Spring NWEA/MAP data is analyzed and used to target specific skills. Additionally, M-STEP data is analyzed to determine which State standards are most likely to NOT be met by students. Instruction is adjusted to ensure that these standards are incorporated into the support program. The Instructional Support Team (IST) comes together every 6-8 weeks to discuss progress and analyze data and the individual academic plans. The Title I tutor continually monitors progress through each session.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Faxon staff received data professional development at the beginning of the year and then followed up with three data meetings. Teachers meet within the Instructional Support Team (IST) to discuss the best plan for individual student success.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

We use the MDE Program Evaluation Tool (PET) to annually evaluate the MTSS program effectiveness.

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

The School Improvement Team (SIT), administration and Title I staff review performance data relating to the impact of Title I programming. Program impact is captured using the Program Evaluation Tool (PET). Normed data is reviewed three times annually, student program data is reviewed monthly at the IST level. The Michigan Student Test of Educational Progress proficiency and growth data is used to determine if Title I students are closing the proficiency and growth achievement gap. The subgroups, gender, economically disadvantaged, ethnicity, and Students with Disabilities M-STEP data is used to provide a deeper data dig.

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

NWEA/MAP results is the primary 2019-2020 measure to show student growth, and proficiency. The NWEA/MAP is the primary data source because the M-STEP data was not available for the 2019-2020 school year due to the closing of all in-person Michigan schools due to the COVID-19 pandemic.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Administration, Title staff, general education staff, and curriculum personnel meet to review program impact, systems, data, and procedures. Adjustments will be made to the plan in real time where possible. Annual adjustments are made in the spring/summer of each year as preparations are made for the upcoming year.

Plan for Single Building District Improvement Plan ~ GOALS 2020-2021

Overview

Plan Name

Plan for Single Building District Improvement Plan ~ GOALS 2020-2021

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Goal 1: Faxon Academy students will improve their English Language Arts (ELA) and Reading proficiency.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$34392
2	Goal 5: All students at Faxon Academy will be proficient in Spanish	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Goal 2: Faxon Academy students will improve their Mathematics proficiency.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
4	Goal 3: Faxon Academy students will improve Science proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Goal 4: Faxon Academy students will improve their Social Studies proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Goal 6: All students at Faxon Academy will create a safe and healthy climate and school culture.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Goal 1: Faxon Academy students will improve their English Language Arts (ELA) and Reading proficiency.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency as evidenced by M-STEP Spring 2021 in English Language Arts by 06/11/2021 as measured by data from the M-STEP Spring 2021, where a 15% proficiency increase for grades 3, 4, 5, and 6 will occur based on the baseline data from the M-STEP Spring 2019 administration..

Strategy 1:

Differentiated Instruction - Differentiation of Instruction will consist of tailoring ELA instruction to meet individual needs. Tier 1 and Tier 2 will occur in all classrooms. Our Title I tutor will provide Tier 3 support via the classroom pull out model. The use of ongoing assessment and flexible grouping will make this a successful approach to instruction. Additionally, teachers will be given a copy of the Michigan K-12 Standards English Language Arts with follow-up PD sessions to ensure that teachers have a full understanding of the standards. The ELA standards will be embedded in each submitted lesson plan and will be incorporated in the classroom and common assessments.

Category: English/Language Arts

Research Cited: Research Cited: Small-Group Reading Instruction (Ladinsky,.K.Nelson, K, & Torgesen, K. 2013). Differentiation in Practice (Carol Ann Tomlinson and Caroline Cunningham Eidson, ASCD 2003)

Tier: Tier 2

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I HQ Teacher will provide targeted instruction for individual and small groups of students based on the need outlined in the data. Identified students will be pulled from their non core subject class for 3 days each week. Each support session is 35 minutes in duration.	Academic Support Program	Tier 3	Implement	08/31/2020	06/11/2021	\$17196	Title I Part A	Administration and Title I Tutor

Measurable Objective 2:

A 100% increase of All Students will demonstrate a proficiency as evidenced by NWEA/MAP in Reading by 06/11/2021 as measured by the Spring 2021 Measures of Academic Progress (MAP) assessment. The MAP Spring 2019 results will be used as the baseline to determine if each grade increased its percent of students meeting their projected Spring Reading growth by 10 points..

Strategy 1:

Differentiate Instruction - Differentiation of Instruction will consist of tailoring math instruction to meet individual needs. Tier 1 and Tier 2 will occur in all classrooms. Our Title I tutor will provide Tier 3 support via the classroom pull out model. The use of ongoing assessment and flexible grouping will make this a successful approach to instruction. To close the math achievement gap, math instruction will be diagnostically observed. 'A classroom observation system (including both an observation tool and a protocol for its use) is one key support for documenting such instructional shifts resulting from the implementation of the CCSS-M.'

Additionally, teachers will be given a copy of the Michigan K-12 Standards Mathematics with follow-up PD sessions to ensure that teachers have a full understanding of

Single Building District Improvement Plan

Faxon Academy

the standards. The math standards will be embedded in each submitted lesson plan and will be incorporated in classroom and common assessments. 'A classroom observation system (including both an observation tool and a protocol for its use) is one key support for documenting such instructional shifts resulting from the implementation of the CCSS-M.'

Category: Mathematics

Research Cited: : Math in Common, Classroom Observations (Perry, Rebecca R.; Seago, Nanette M.; Burr, Elizabeth; Broek, Marie; Finkelstein, Neal D. – WestEd 2015). Differentiation in Practice (Carol Ann Tomlinson and Caroline Cunningham Eidson, ASCD 2003)

Tier: Tier 2

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I HQ Teacher will provide targeted instruction for individual and small groups of students based on the need outlined in the data. Identified students will be pulled from their non-core subject class for 3 days each week. Each support session is 35 minutes in duration.	Academic Support Program	Tier 3	Implement	08/31/2020	06/11/2021	\$17196	Title IV Part A	Administration and Title I Tutor.

Goal 2: Goal 5: All students at Faxon Academy will be proficient in Spanish

Measurable Objective 1:

100% of All Students will demonstrate a behavior that provides evidence that the student has bilingual ability in World Languages by 06/11/2021 as measured by an Authentic assessment to include presentations, observations, role playing, etc..

Strategy 1:

Language Immersion - All students will be enrolled in, and participate daily, in a class-long Spanish class. The Spanish class will be taught by a certified Spanish teacher.

Category: Other - Foreign Language

Research Cited: 7 Steps to Success in Dual Language Immersion (Carrera-Carrillo and Rickert Smith 2006)

Tier: Tier 1

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

Faxon Academy

Students will be instructed in Spanish and be expected to speak in Spanish through dialogue, presentation, individual work and group settings	Direct Instruction, Curriculum Development	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	Foreign language teachers Principal
---	--	--------	-----------	------------	------------	-----	---------------------	--

Goal 3: Goal 2: Faxon Academy students will improve their Mathematics proficiency.

Measurable Objective 1:

demonstrate a proficiency as evidenced by M-STEP Spring 2021 by 06/11/2021 as measured by data from the M-STEP Spring 2021, where a 15% proficiency increase for each grade will occur based on the baseline data from the M-STEP Spring 2019 administration..

Strategy 1:

Differentiated Instruction - Differentiation of Instruction will consist of tailoring math instruction to meet individual needs. Tier 1 and Tier 2 will occur in all classrooms. Our Title I tutor will provide Tier 3 support via the classroom pull out model. The use of ongoing assessment and flexible grouping will make this a successful approach to instruction. To close the math achievement gap, math instruction will be diagnostically observed. 'A classroom observation system (including both an observation tool and a protocol for its use) is one key support for documenting such instructional shifts resulting from the implementation of the CCSS-M.' Additionally, teachers will be given a copy of the Michigan K-12 Standards Mathematics with follow-up PD sessions to ensure that teachers have a full understanding of the standards. The math standards will be embedded in each submitted lesson plan and will be incorporated in classroom and common assessments. 'A classroom observation system (including both an observation tool and a protocol for its use) is one key support for documenting such instructional shifts resulting from the implementation of the CCSS-M.'

Category: Mathematics

Research Cited: Research Cited: Math in Common, Classroom Observations (Perry, Rebecca R.; Seago, Nanette M.; Burr, Elizabeth; Broek, Marie; Finkelstein, Neal D. – WestEd 2015). Differentiation in Practice (Carol Ann Tomlinson and Caroline Cunningham Eidson, ASCD 2003)

Tier: Tier 2

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

Faxon Academy

Title I HQ Teacher will provide targeted instruction for individual and small groups of students based on the need outlined in the data. Identified students will be pulled from their non-core subject class for 3 days each week. Each support session is 35 minutes in duration.	Academic Support Program	Tier 3	Implement	08/31/2020	06/11/2021	\$0	Title I Part A	*Funding is referenced in the Reading Goal Administration and the Title I Tutor.
---	--------------------------	--------	-----------	------------	------------	-----	----------------	---

Measurable Objective 2:

demonstrate a proficiency as evidenced by NWEA/MAP by 06/11/2021 as measured by the Spring 2021 Measures of Academic Progress (MAP) assessment. The MAP Spring 2019 results will be used as the baseline to determine if each grade increased its percent of students meeting their projected Spring 2021 math growth by 10 points..

Strategy 1:

Differentiate Instruction - Differentiation of Instruction will consist of tailoring math instruction to meet individual needs. Tier 1 and Tier 2 will occur in all classrooms. Our Title I tutor will provide Tier 3 support via the classroom pull out model. The use of ongoing assessment and flexible grouping will make this a successful approach to instruction. To close the math achievement gap, math instruction will be diagnostically observed. 'A classroom observation system (including both an observation tool and a protocol for its use) is one key support for documenting such instructional shifts resulting from the implementation of the CCSS-M.'

Additionally, teachers will be given a copy of the Michigan K-12 Standards Mathematics with follow-up PD sessions to ensure that teachers have a full understanding of the standards. The math standards will be embedded in each submitted lesson plan and will be incorporated in classroom and common assessments. 'A classroom observation system (including both an observation tool and a protocol for its use) is one key support for documenting such instructional shifts resulting from the implementation of the CCSS-M.'

Category: Mathematics

Research Cited: Research Cited: Math in Common, Classroom Observations (Perry, Rebecca R.; Seago, Nanette M.; Burr, Elizabeth; Broek, Marie; Finkelstein, Neal D. – WestEd 2015). Differentiation in Practice (Carol Ann Tomlinson and Caroline Cunningham Eidson, ASCD 2003)

Tier: Tier 2

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I HQ Teacher will provide targeted instruction for individual and small groups of students based on the need outlined in the data. Identified students will be pulled from their non-core subject class for 3 days each week. Each support session is 35 minutes in duration.	Academic Support Program	Tier 3	Implement	08/31/2020	06/11/2021	\$0	Title I Part A	Administration and Title I Tutor.

Goal 4: Goal 3: Faxon Academy students will improve Science proficiency.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing their prior grade level percent proficient by 20% in Science by 06/11/2021 as measured by the M-STEP Spring 2021 administration..

Strategy 1:

Differentiated Instruction - Differentiation of Instruction will consist of tailoring science instruction to meet individual needs. Teachers will use project-based learning based on individual student needs that will allow each student to explore and analyze content in the science curriculum. Additionally, teachers will be given a copy of the Michigan K-12 Standards Science with follow-up PD sessions to ensure that teachers have a full understanding of the standards. The science standards will be embedded in each submitted lesson plan and will be incorporated in classroom and common assessments.

Category: Science

Research Cited: What is Improvement Science. Do We Need It in Education? (Iewis, Catherine, Educational Researcher 2015). Differentiation in Practice (Carol Ann Tomlinson and Caroline Cunningham Eidson, ASCD 2003)

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development in NGSS	Professional Learning	Tier 1	Getting Ready	08/31/2020	06/11/2021	\$0	General Fund	Administration, ISD

Goal 5: Goal 4: Faxon Academy students will improve their Social Studies proficiency.

Measurable Objective 1:

demonstrate a proficiency increase of 20% higher than previous year (M-STEP 2019) in Social Studies. by 06/11/2021 as measured by M-STEP Spring 2021..

Strategy 1:

Differentiated Instruction - Differentiation of Instruction will consist of tailoring social studies instruction to meet individual needs. Teachers will use project-based learning based on the unique needs of the students that will allow students to explore and analyze content in the social studies curriculum. Additionally, teachers will be given a copy of the Michigan K-12 Standards Social Studies with follow-up PD sessions to ensure that teachers have a full understanding of the standards. The social studies standards will be embedded in each submitted lesson plan and will be incorporated in classroom and common assessments.

Single Building District Improvement Plan

Faxon Academy

Category: Social Studies

Research Cited: Differentiation in Practice (Carol Ann Tomlinson and Caroline Cunningham Eidson, ASCD 2003)

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the district approved Social Studies curriculum and determine focus standards	Curriculum Development	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	Administration

Goal 6: Goal 6: All students at Faxon Academy will create a safe and healthy climate and school culture.

Measurable Objective 1:

100% of All Students will demonstrate a behavior that will be in alignment with a safe and healthy school environment in Practical Living by 06/11/2021 as measured by student perception data and the number of discipline referrals.

Strategy 1:

PBiS - A Positive Behavior Intervention and Supports (PBIS) program will continue in the 2020-2021 school year. Throughout the school year, there will be a climate and culture team that collaborates on, and progress monitors Faxon Academy's climate and culture data.

Category: Other - Positive Behavior

Research Cited: www.interventioncentral.com

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and all support staff will be provided the tenants of the identified PBIS system within the school. Every teacher will be trained in Restorative Practices.	Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	Administration and Staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS	Title I HQ Teacher will provide targeted instruction for individual and small groups of students based on the need outlined in the data. Identified students will be pulled from their non-core subject class for 3 days each week. Each support session is 35 minutes in duration.	Academic Support Program	Tier 3	Implement	08/31/2020	06/11/2021	\$17196	Administration and Title I Tutor.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction	Students will be instructed in Spanish and be expected to speak in Spanish through dialogue, presentation, individual work and group settings	Direct Instruction, Curriculum Development	Tier 1	Implement	08/31/2020	06/11/2021	\$0	Foreign language teachers Principal
Professional Development	Teachers will review the district approved Social Studies curriculum and determine focus standards	Curriculum Development	Tier 1	Implement	08/31/2020	06/11/2021	\$0	Administration
Professional Development	Teachers and all support staff will be provided the tenants of the identified PBIS system within the school. Every teacher will be trained in Restorative Practices.	Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	08/31/2020	06/11/2021	\$0	Administration and Staff.

General Fund

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

Single Building District Improvement Plan

Faxon Academy

Professional Development	Professional Development in NGSS	Professional Learning	Tier 1	Getting Ready	08/31/2020	06/11/2021	\$0	Administration, ISD
--------------------------	----------------------------------	-----------------------	--------	---------------	------------	------------	-----	---------------------

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS	Title I HQ Teacher will provide targeted instruction for individual and small groups of students based on the need outlined in the data. Identified students will be pulled from their non core subject class for 3 days each week. Each support session is 35 minutes in duration.	Academic Support Program	Tier 3	Implement	08/31/2020	06/11/2021	\$17196	Administration and Title I Tutor
MTSS	Title I HQ Teacher will provide targeted instruction for individual and small groups of students based on the need outlined in the data. Identified students will be pulled from their non-core subject class for 3 days each week. Each support session is 35 minutes in duration.	Academic Support Program	Tier 3	Implement	08/31/2020	06/11/2021	\$0	Administration and Title I Tutor.
MTSS	Title I HQ Teacher will provide targeted instruction for individual and small groups of students based on the need outlined in the data. Identified students will be pulled from their non-core subject class for 3 days each week. Each support session is 35 minutes in duration.	Academic Support Program	Tier 3	Implement	08/31/2020	06/11/2021	\$0	*Funding is referenced in the Reading Goal Administration and the Title I Tutor.