

School Improvement Plan

Title I - Schoolwide

Single Building District

Archive Date: 07/13/2012, Report Status: Transmitted

School Year: 2012 - 2013

ISD/RESA: Macomb ISD

School Name: Global Preparatory Academy

Grades Served: PK,K,1,2,3,4,5,6,7,8

Mrs. Noreen Mitchell

Building Code: 08737

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	4
Vision, Mission and Beliefs	5
Goals	6
Goal 1: Mathematics	6
Goal 2: Reading	15
Goal 3: Science	28
Goal 4: Social Studies	35
Resource Profile	46
Additional Requirements	47
Assurances	60
Stakeholders	68
Statement of Non-Discrimination	69
Supporting Documentation	70

Introduction

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

School Information

School:	Global Preparatory Academy
District:	Global Preparatory Academy
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8
School Code Number:	08737
City:	Roseville
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Global Preparatory Academy will provide a recognized, respected, and sought-after educational environment in the greater Detroit area.

Mission Statement

Global Preparatory Academy is committed to preparing students to be globally competitive through an education that engages the whole family in a purpose driven, character centered, and academically rigorous community of learning.

Beliefs Statement

At Global Preparatory Academy, we value respect, determination, positive character development, knowledge and learning.

Goals

Name	Development Status	Progress Status
Mathematics	Complete	Open
Reading	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open

Goal 1: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: All Students will be proficient in Mathematics.

Gap Statement: Based on the review of student achievement data sources, MEAP and Scantron's Performance Series, only 73% of students are scoring proficient on both measures compared to the goal of 100% proficient.

Cause for Gap: Strand Data analysis from the MEAP indicates additional work in computation of fractions and decimals, and word problems are areas where students scored lowest. Student Data Analysis from standardized assessment on Scantron's Performance Series indicates increased focus needs to be applied in Numbers and Operations, and Data Analysis and Probability

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, Scantron Performance Series

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the gap in achievement. All students in grades 3-8 will improve by 10% on Meap and Scantron Performance Series Tests.

Contact Name: Noreen Mitchell

List of Objectives:

Name	Objective
Increase Math Achievement	The percent of students proficient on the MEAP will increase from 25% to 50% in the 2012-2013 school year. The emerging subgroup of Special Education Students will meet or exceed current IEP goals. The emerging subgroup of students receiving Tier 2 Intervention will increase from 8% to 33%.

1.1. Objective: Increase Math Achievement

Measurable Objective Statement to Support Goal: The percent of students proficient on the MEAP will increase from 25% to 50% in the 2012-2013 school year.

The emerging subgroup of Special Education Students will meet or exceed current IEP goals.

The emerging subgroup of students receiving Tier 2 Intervention will increase from 8% to 33%.

List of Strategies:

Name	Strategy
Additional Support by Title One Staff	Students who have been identified as performing below grade level in math will receive additional services from Title One Staff.
AIMSWEB Progress Monitoring	All instructional staff will be trained in and implement the use of AIMSWEB as a progress monitoring tool
Extended Day Math Program	Implement an Extended Day Math Program
Parent and Family Academy	Parent and Family Academy will assist parents in becoming involved in their child's academic progress through workshops, technology training, and data meetings.
Summer School	Staff will provide a workshop during the summer to increase math comprehension and assessment scores.

1.1.1. Strategy: Additional Support by Title One Staff

Strategy Statement: Students who have been identified as performing below grade level in math will receive additional services from Title One Staff.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

What research did you review to support the use of this strategy and action plan?

Effective Mathematics Instruction
 by Kathlyn Steedly, Ph.D., Kyrie Dragoo, M.Ed., Sousan Arefeh, Ph.D., & Stephen D. Luke, Ed.D.

Evidence for Education, Volume III, Issue I, 2008

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom Support	2012-09-04	2013-06-14	Title One Staff
Individual Intervention Plan	2012-09-04	2013-06-15	Title One Staff
Pull-Out Title One Services	2012-09-04	2013-06-15	Title One Staff

1.1.1.1. Activity: Classroom Support

Activity Type: Other

Activity Description: Additional support will be given to students in this subgroup by a Title One Aide during regular classroom instructional time.

Planned staff responsible for implementing activity: Title One Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.1.2. Activity: Individual Intervention Plan

Activity Type: Other

Activity Description: Students will each receive an Individual Intervention Plan that maps out areas of need, intervention goals, and a timeline for evaluation.

Planned staff responsible for implementing activity: Title One Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

1.1.1.3. Activity: Pull-Out Title One Services

Activity Type: Other

Activity Description: Students in this subgroup, who are more than 1 year behind grade level, will receive small group instruction from a certified teacher in addition to the current ELA curriculum.

Planned staff responsible for implementing activity: Title One Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

1.1.2. Strategy: AIMSWEB Progress Monitoring

Strategy Statement: All instructional staff will be trained in and implement the use of AIMSWEB as a progress monitoring tool

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

This testing practice, Reading Curriculum-Based Measurement (R-CBM) has met the standards for use in Reading First as determined by the Secretary of Education's Committee on Reading Assessment and the Office of Special Education Program's National Center for Student Progress Monitoring.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
AIMSWEB Implementation	2012-09-04	2013-06-15	Administrative staff
AIMSWEB Progress Monitoring Training	2012-08-20	2013-06-15	Administrative Team

1.1.2.1. Activity: AIMSWEB Implementation

Activity Type: Technology

Activity Description: All instructional staff will implement AIMSWEB as a progress monitoring tool for RTI in math instruction and intervention

Planned staff responsible for implementing activity: Administrative staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.2.2. Activity: AIMSWEB Progress Monitoring Training

Activity Type: Professional Development

Activity Description: All instructional staff will be training in AIMSWEB progress monitoring.

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-20, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

1.1.3. Strategy: Extended Day Math Program

Strategy Statement: Implement an Extended Day Math Program

Selected Target Areas

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

What research did you review to support the use of this strategy and action plan?

Regional Education Laboratory

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Extended Day Math Program	2011-09-19	2012-06-01	Administrative Team
Study Island	2012-09-04	2013-06-15	Technology Coordinator

1.1.3.1. Activity: Extended Day Math Program

Activity Description: Certified Staff will implement an Extended Day math Program for students

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-19, End Date - 2012-06-01

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA Staff Stipends and Materials	Title I Part A		0.00

1.1.3.2. Activity: Study Island

Activity Type: Technology

Activity Description: Study Island will be purchased and implemented for use as an intervention tool in grades 2-8.

Planned staff responsible for implementing activity: Technology Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Part A		

1.1.4. Strategy: Parent and Family Academy

Strategy Statement: Parent and Family Academy will assist parents in becoming involved in their child's academic progress through workshops, technology training, and data meetings.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Joyce Epstein Model for Parent Involvement

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent and Family Workshops, Training, Meetings	2012-09-04	2013-06-15	Parent Liaison/Family Advocate
Parent Liaison/ Family Advocate	2012-08-20	2013-06-15	Administrative Team

1.1.4.1. Activity: Parent and Family Workshops, Training, Meetings

Activity Type: Other

Activity Description: Academy will host workshops, meetings, and trainings for families

Planned staff responsible for implementing activity: Parent Liaison/Family Advocate

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I	Title I Part A		

1.1.4.2. Activity: Parent Liaison/ Family Advocate

Activity Type: Other

Activity Description: The Academy will employ a Parent Liaison/Family Advocate

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-20, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA	Title I Part A		

1.1.5. Strategy: Summer School

Strategy Statement: Staff will provide a workshop during the summer to increase math comprehension and assessment scores.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

What research did you review to support the use of this strategy and action plan?

The Carnegie Corporation research shows that extended school year activities increase student skills and comprehension.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Summer School	2013-07-05	2013-08-14	Summer Academy Staff

1.1.5.1. Activity: Summer School

Activity Type: Other

Activity Description: A summer workshop will be recommended for any student not proficient in reading on the MEAP.

Planned staff responsible for implementing activity: Summer Academy Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2013-07-05, End Date - 2013-08-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA Summer School staff and supplies	Title I Part A		

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All Students will be proficient in reading.

Gap Statement: Based on the review of student achievement, using MEAP and Scantron's Performance Series as data sources, 69.5% of students are scoring proficient compared to the goal of 100% proficient.

Cause for Gap: Strand Data Analysis from the MEAP indicates students are performing lowest in the areas of Word Study and Informational Text. Strand Analysis from Scantron's Performance Series standardized test indicates that students are scoring below average in Vocabulary and Non-Fiction text.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, Scantron Performance Series

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the gap in achievement. All students will make a 5% increase in achievement on interim assessments done using Scantron's Performance Series. Progress will be monitored through in class assessment on the content included in Orton Gillingham and Vocabulary programs.

Contact Name: Noreen Mitchell

List of Objectives:

Name	Objective
Increase Reading Achievement	The percentage of students proficient on the MEAP increases from 52% to 72% in the 2012-2013 school year. The emerging subgroup of Special Education students will meet or exceed current IEP goals The emerging subgroup of students receiving Tier 2 Intervention will increase from 29% to 49% on the MEAP.

2.1. Objective: Increase Reading Achievement

Measurable Objective Statement to Support Goal: The percentage of students proficient on the MEAP

increases from 52% to 72% in the 2012-2013 school year.

The emerging subgroup of Special Education students will meet or exceed current IEP goals

The emerging subgroup of students receiving Tier 2 Intervention will increase from 29% to 49% on the MEAP.

List of Strategies:

Name	Strategy
Additional Support by Title One Staff	Students who have identified as below grade level will receive additional support services from Title One Staff
AIMSWEB Progress Monitoring	The Academy will be trained in and implement AIMSWEB as an online progress monitoring tool.
Daily Five Training and Implementation	Instructional Staff will be trained and will implement Daily Five: Fostering Literacy Independence in Elementary Grades.
Extended Day Reading Program	Certified Staff members will implement an Extended Day Reading Program
Orton Gillingham	All teachers grades K through 8 will implement Orton Gillingham in order to increase reading proficiency, through whole class instruction and/or intervention.
Parent and Family Academy	Parent and Family Academy will assist parents in becoming involved in their child's academic progress through workshops, technology training, and data meetings.
Summer School	Staff will provide a reading workshop during the summer to increase comprehension and improve reading scores.

2.1.1. Strategy: Additional Support by Title One Staff

Strategy Statement: Students who have identified as below grade level will receive additional support services from Title One Staff

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching by Carolyn A. Denton, Children's Learning Institute, University of Texas Health Science Center Houston

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom Support	2012-09-04	2013-06-15	Title One Staff
Individual Intervention Plan	2012-09-04	2013-06-15	Title One Staff
Pull-Out Title One Services	2012-09-04	2013-06-15	Title One Staff

2.1.1.1. Activity: Classroom Support

Activity Type: Other

Activity Description: Additional support will be given to students in this subgroup, during regular classroom instruction time, by a Title One Aide.

Planned staff responsible for implementing activity: Title One Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.1.2. Activity: Individual Intervention Plan

Activity Type: Other

Activity Description: Students in this subgroup will each receive an Individual Intervention Plan that maps out areas of need, intervention goals, and a timeline for evaluation.

Planned staff responsible for implementing activity: Title One Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

2.1.1.3. Activity: Pull-Out Title One Services

Activity Type: Other

Activity Description: Students in this subgroup, who are more than one year below grade level, will receive small group instruction from a certified teacher, in addition to current ELA curriculum.

Planned staff responsible for implementing activity: Title One Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

2.1.2. Strategy: AIMSWEB Progress Monitoring

Strategy Statement: The Academy will be trained in and implement AIMSWEB as an online progress monitoring tool.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

This testing practice, Reading Curriculum-Based Measurement (R-CBM) has met the standards for use in Reading First as determined by the Secretary of Education's Committee on Reading Assessment and the Office of Special Education Program's National Center for Student Progress Monitoring.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
AIMSWEB Progress monitoring Implementation	2012-09-04	2013-06-15	Administrative Staff
AIMSWEB Training	2012-08-20	2013-06-15	Administrative staff

2.1.2.1. Activity: AIMSWEB Progress monitoring Implementation

Activity Type: Technology

Activity Description: AISWEB will be used as a progress monitoring tool for the Academies RTI process and Title One intervention services

Planned staff responsible for implementing activity: Administrative Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2.2. Activity: AIMSWEB Training

Activity Type: Professional Development

Activity Description: Staff will receive training in the AIMSWEB system, procedure, and reporting processes.

Planned staff responsible for implementing activity: Administrative staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-20, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

2.1.3. Strategy: Daily Five Training and Implementation

Strategy Statement: Instructional Staff will be trained and will implement Daily Five: Fostering Literacy Independence in Elementary Grades.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Collaborative Action Research. Authored by JoAnne Cilia Duncan, PhD, Waldon University

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Daily 5 Book Study	2012-09-04	2013-06-15	Administrative Staff
Daily Five Training and Online Support	2012-08-20	2013-06-15	Administrative Staff

2.1.3.1. Activity: Daily 5 Book Study

Activity Type: Professional Development

Activity Description: Instructional Staff in grades K-8 will continue in a book study of The Daily 5: Fostering Literacy Independence in Elementary Grades, by Moser and Boushey.

Planned staff responsible for implementing activity: Administrative Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title II Part A	Title II Part A		

2.1.3.2. Activity: Daily Five Training and Online Support

Activity Type: Professional Development

Activity Description: Staff will participate in Professional Development at the MISD and in-house to effectively implement the Daily Five in the classroom. Staff will also have access to online support through the Daily Cafe.

Planned staff responsible for implementing activity: Administrative Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-20, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

2.1.4. Strategy: Extended Day Reading Program

Strategy Statement: Certified Staff members will implement an Extended Day Reading Program

Selected Target Areas

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

What research did you review to support the use of this strategy and action plan?

Reagional Educational Laboratory

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Extended Day Reading Program	2012-09-04	2013-06-15	Administrative Staff
Study Island	2012-09-04	2013-06-15	Administrative Team

2.1.4.1. Activity: Extended Day Reading Program

Activity Type: Other

Activity Description: Certified Staff will implement an Extended Day Reading Program for students

Planned staff responsible for implementing activity: Administrative Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA	Title I Part A		

2.1.4.2. Activity: Study Island

Activity Type: Technology

Activity Description: Study Island will be purchased and implemented for use as an intervention tool in grades 2-8.

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I A	Title I Part A		

2.1.5. Strategy: Orton Gillingham

Strategy Statement: All teachers grades K through 8 will implement Orton Gillingham in order to increase reading proficiency, through whole class instruction and/or intervention.

Selected Target Areas

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

What research did you review to support the use of this strategy and action plan?

International Multisensory Structured Language Education Council.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Planning Time	2012-09-04	2013-06-15	Principal and leadership team.
Curriculum Alignment and Pacing Guides	2012-09-04	2013-06-15	Principal and leadership team.
Professional Development and Implementation	2011-09-08	2012-06-15	Principal and leadership team.
Title One Teacher and Aides	2012-09-04	2013-06-15	Administrative Team

2.1.5.1. Activity: Common Planning Time

Activity Type: Professional Development

Activity Description: All staff grades K through 8 will have time incorporated into their week to collaborate with colleagues on OG Best Practices and classroom implementation.

Planned staff responsible for implementing activity: Principal and leadership team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required		

2.1.5.2. Activity: Curriculum Alignment and Pacing Guides

Activity Type: Professional Development

Activity Description: Instructional staff grades K through 8 will meet 4 times throughout the year to create assessment to be used with Data Director.

Planned staff responsible for implementing activity: Principal and leadership team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Fund Sub Costs	General Funds		0.00

2.1.5.3. Activity: Professional Development and Implementation

Activity Type: Professional Development

Activity Description: Staff members grades K through 8 will use a menu of OG strategies to improve decoding and fluency skills. New staff members will be trained in OG.

Planned staff responsible for implementing activity: Principal and leadership team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IIA Training and Manipulatives	Title II Part A		

2.1.5.4. Activity: Title One Teacher and Aides

Activity Type: Other

Activity Description: Title One Teacher and Aides will provide intervention to students who have not yet mastered grade level curriculum.

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA	Title I Part A		

2.1.6. Strategy: Parent and Family Academy

Strategy Statement: Parent and Family Academy will assist parents in becoming involved in their child's academic progress through workshops, technology training, and data meetings.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Joyce Epstein Model for Parent Involvement

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent and Family Workshops, Training, Meetings	2012-09-04	2013-06-15	Parent Liaison and Family Advocate
Parent Liaison/Family Advocate	2012-08-20	2013-06-15	Administrative Team

2.1.6.1. Activity: Parent and Family Workshops, Training, Meetings

Activity Type: Other

Activity Description: Academy will host workshops, meetings, and trainings for families

Planned staff responsible for implementing activity: Parent Liaison and Family Advocate

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I A	Title I Part A		

2.1.6.2. Activity: Parent Liaison/Family Advocate

Activity Type: Other

Activity Description: The Academy will employ a Parent Liaison/Family Advocate

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-20, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA	Title I Part A		

2.1.7. Strategy: Summer School

Strategy Statement: Staff will provide a reading workshop during the summer to increase comprehension and improve reading scores.

Selected Target Areas

I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

IV.1.B.2 The school is seen as a "learning organization" and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

What research did you review to support the use of this strategy and action plan?

The Carnegie Corporation research shows that extended school year activities increase student reading skills and comprehension.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Summer School	2012-07-09	2012-08-09	Summer Academy Staff

2.1.7.1. Activity: Summer School

Activity Type: Other

Activity Description: A summer reading workshop will be recommended for any student not proficient in reading on the MEAP.

Planned staff responsible for implementing activity: Summer Academy Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-07-09, End Date - 2012-08-09

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA Summer School Staff and Materials	Title I Part A		

Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All Students will be proficient Science.

Gap Statement: Based on the review of student achievement, using MEAP and Scantron's Performance Series as Data Sources, 43.5% of students are scoring proficient compared to the goal of 100%.

Cause for Gap: Strand Data Analysis from the MEAP indicates students are performing lowest in the areas of Life Science and Earth Science. Strand analysis from Scantron's Performance Series standardized test indicates students are scoring below average in Matter, Energy, and Living Things.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, Scantron Performance Series

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the achievement gap. All students will make a 6% increase in achievement on both the MEAP and interim assessment done using Scantron's Performance Series. Progress will be monitored through in class assessment on the content included on the KC4 curriculum and the Foss program.

Contact Name: Noreen Mitchell

List of Objectives:

Name	Objective
Increase Achievement in Science	The percentage of students proficient on the MEAP will increase from 0% to 30% in the 2012-2013 school year.

3.1. Objective: Increase Achievement in Science

Measurable Objective Statement to Support Goal: The percentage of students proficient on the MEAP will

increase from 0% to 30% in the 2012-2013 school year.

List of Strategies:

Name	Strategy
Extended Day Science Program	Implement an Extended Day Science Program
Parent and Family Academy	Parent and Family Academy will assist parents in becoming involved in their child's academic progress through workshops, technology training, and data meetings.
Practical Hands-on Learning Opportunities	Multiple Hand-on learning opportunities will be offered to students in grades k-8
Summer School	All Students will be proficient in science.

3.1.1. Strategy: Extended Day Science Program

Strategy Statement: Implement an Extended Day Science Program

Selected Target Areas

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

What research did you review to support the use of this strategy and action plan?

Regional Educational Laboratory

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Extended Day Science Program	2011-09-08	2012-06-15	Administrative Team
Study Island	2012-09-04	2013-06-15	Administrative Team

3.1.1.1. Activity: Extended Day Science Program

Activity Description: Certified Staff will implement an Extended Day Science Program

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA Teacher Stipends & Materials	Title I Part A		

3.1.1.2. Activity: Study Island

Activity Type: Technology

Activity Description: Study Island will be purchased and implemented for use as an intervention tool in grades 2-8.

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I A	Title I Part A		

3.1.2. Strategy: Parent and Family Academy

Strategy Statement: Parent and Family Academy will assist parents in becoming involved in their child's academic progress through workshops, technology training, and data meetings.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Joyce Epstein Model for Parent Involvement

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent and Family Workshops, Training, Meetings	2011-09-08	2012-06-15	Parent Liaison/Family Advocate
Parent Liaison/Family Advocate	2011-08-22	2012-06-15	Administrative Team

3.1.2.1. Activity: Parent and Family Workshops, Training, Meetings

Activity Type: Other

Activity Description: Academy will host workshops, meetings, and trainings for families

Planned staff responsible for implementing activity: Parent Liaison/Family Advocate

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I A	Title I Part A		

3.1.2.2. Activity: Parent Liaison/Family Advocate

Activity Type: Other

Activity Description: The Academy will employ a Parent Liaison/Family Advocate

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA	Title I Part A		

3.1.3. Strategy: Practical Hands-on Learning Opportunities

Strategy Statement: Multiple Hand-on learning opportunities will be offered to students in grades k-8

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

A recently completed four year study by the Center for Science Education (CSE) at Education Development Center, Inc (EDC) which compared student outcomes when taught by inquiry based science instruction versus other instructional approaches

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Discovery Streaming	2012-09-04	2013-06-15	Technology Coordinator
EZ Tech	2012-09-04	2013-06-15	Technology Coordinator
Field Trips	2011-09-08	2013-06-15	Administrative Team

3.1.3.1. Activity: Discovery Streaming

Activity Type: Professional Development

Activity Description: Improve student performance through standards aligned, digital resources

Planned staff responsible for implementing activity: Technology Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IIA	Title II Part A		

3.1.3.2. Activity: EZ Tech

Activity Type: Technology

Activity Description: EZ Tech, through learning.com will help to facilitate cross-curricular learning through technology

Planned staff responsible for implementing activity: Technology Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I A	Title I Part A		

3.1.3.3. Activity: Field Trips

Activity Type: Other

Activity Description: Field Trips will help build background knowledge and real life experiences to enhance learning for all students

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA	Title I Part A		

3.1.4. Strategy: Summer School

Strategy Statement: All Students will be proficient in science.

Selected Target Areas

I.2.B.1 The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

What research did you review to support the use of this strategy and action plan?

The Carnegie Corporation research shows that extended school year activities increase student skills and comprehension.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Summer School	2012-07-09	2012-08-14	Summer Academy Staff

3.1.4.1. Activity: Summer School

Activity Type: Other

Activity Description: A summer workshop will be recommended for any student not proficient on the MEAP.

Planned staff responsible for implementing activity: Summer Academy Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-07-09, End Date - 2012-08-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA Summer School Staff and Supplies	Title I Part A		

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will be proficient in Social Studies.

Gap Statement: Based on the review of student achievement on the MEAP, only 52% of students scored proficient on the measure compared to the goal of 100%.

Cause for Gap: Strand data analysis from the MEAP indicates that

Multiple measures/sources of data you used to identify this gap in student achievement: Classroom assessment

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students in grades K-8 will improve by 5% on common grade level rubrics and assessments.

Contact Name: Noreen Mitchell

List of Objectives:

Name	Objective
Increase Social Studies Achievement	The percentage of students proficient on the MEAP will increase from 0% to 30% in the 2012-2013 school year.

4.1. Objective: Increase Social Studies Achievement

Measurable Objective Statement to Support Goal: The percentage of students proficient on the MEAP will increase from 0% to 30% in the 2012-2013 school year.

List of Strategies:

Name	Strategy
Character Education	All staff will be trained in the current Character education program and ways to support Character Education within the current KC4 curriculum.
Extended Day Social Studies Program	Implement an Extended Day Social Studies Program
Michigan Citizenship Collaborative Curriculum	Staff will be trained in and implement the Michigan Citizenship Collaborative Curriculum (MC3).
Parent and Family Academy	Parent and Family Academy will assist parents in becoming involvd in their child's academic progress through workshops, technology training, and data meetings.
Practical Hands-on Learning Opportunities	Multiple Hands On learning opportunities will be offered to students in grades K-8.
Summer School	Staff will provide an extended day program during the summer to increase comprehension and improve assessment scores.

4.1.1. Strategy: Character Education

Strategy Statement: All staff will be trained in the current Character education program and ways to support Character Education within the current KC4 curriculum.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Lickona, T., *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, New York: Bantam Books, 1991.

Brooks, D.B., & Goble, F.G., *The Case for Character Education: The Role of the School in Teaching Values and Virtue*, Northridge, Calif.: Studio 4 Productions, 1997.

Casteel, J., & Stahl, R.J., *Values Clarification in the Classroom: A Primer*, Pacific Palisades, Calif.: Goodyear Publishing Company, 1975.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Character Education Training	2012-08-20	2012-08-30	Administrative staff

4.1.1.1. Activity: Character Education Training

Activity Type: Professional Development

Activity Description: All staff will be trained in effective ways to infuse the Academy's current Character Education Pillars (including bullying, citizenship, responsibility, and integrity) into the current KC4 curriculum.

Planned staff responsible for implementing activity: Administrative staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-20, End Date - 2012-08-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.2. Strategy: Extended Day Social Studies Program

Strategy Statement: Implement an Extended Day Social Studies Program

Selected Target Areas

I.1.B.2 The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.
--

What research did you review to support the use of this strategy and action plan?

The Carnegie Corporation research shows that extended school year activities increase student reading skills and comprehension.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Extended Day Social Studies Program	2012-09-04	2013-06-15	Administrative Team
Study Island	2012-09-04	2013-06-15	Administrative Team

4.1.2.1. Activity: Extended Day Social Studies Program

Activity Type: Other

Activity Description: Certified staff will implement an Extended Day program.

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA Staff Stipends and Materials	Title I Part A		

4.1.2.2. Activity: Study Island

Activity Type: Technology

Activity Description: Study Island will be purchased and implemented for use as an intervention tool in grades 2-8

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I A	Title I Part A		

4.1.3. Strategy: Michigan Citizenship Collaborative Curriculum

Strategy Statement: Staff will be trained in and implement the Michigan Citizenship Collaborative

Curriculum (MC3).

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Intermediate School District Training/Meetings

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Content Level Meeting	2012-08-20	2013-06-15	Administrative Team
Curriculum Meetings	2012-09-04	2013-06-15	Administrative Team
Michigan Citizenship Collaborative Curriculum	2011-08-22	2012-06-15	grades k-8 classroom and special education teachers.
Title One Teacher and Aide	2012-08-20	2013-06-15	Administrative Team

4.1.3.1. Activity: Content Level Meeting

Activity Type: Professional Development

Activity Description: All teachers trained in Michigan Citizenship Collaborative Curriculum will meet 5 times throughout the 2011-2012 school year with with teachers from other schools who are also trained and implementing the MC3 curriculum.

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-20, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required		

4.1.3.2. Activity: Curriculum Meetings

Activity Type: Professional Development

Activity Description: All teachers grades k-8 who teach Social Studies will attend monthly curriculum meeting.

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required		

4.1.3.3. Activity: Michigan Citizenship Collaborative Curriculum

Activity Description: Teachers in grades k-1 and 5-8 will be trained in the Michigan Citizenship Collaborative Curriculum beginning in August, 2011 and implement it in their classrooms. Teachers in grades 2-4 will continue classroom implementation and work on best practices.

Planned staff responsible for implementing activity: grades k-8 classroom and special education teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I A Supplies, Materials, Equipment	Title I Part A		

4.1.3.4. Activity: Title One Teacher and Aide

Activity Type: Other

Activity Description: Title One Teacher and Aide will provide intervention to students who have not yet mastered grade level curriculum.

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-20, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA	Title I Part A		

4.1.4. Strategy: Parent and Family Academy

Strategy Statement: Parent and Family Academy will assist parents in becoming involvd in their child's academic progress through workshops, technology training, and data meetings.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Joyce Epstein Model for Parent Involvement

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent and Family Workshops, Training, Meetings	2012-09-04	2013-06-15	Parent Liaison/Family Advocate
Parent Liaison/Family Advocate	2012-08-20	2013-06-15	Administrative Team

4.1.4.1. Activity: Parent and Family Workshops, Training, Meetings

Activity Type: Other

Activity Description: Academy will host workshops, meetings, and trainings for families.

Planned staff responsible for implementing activity: Parent Liaison/Family Advocate

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I A	Title I Part A		

4.1.4.2. Activity: Parent Liaison/Family Advocate

Activity Type: Other

Activity Description: The Academy will employ a Parent Liaison/Family Advocate

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-20, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA	Title I Part A		

4.1.5. Strategy: Practical Hands-on Learning Opportunities

Strategy Statement: Multiple Hands On learning opportunities will be offered to students in grades K-8.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

A recently completed four year study by the Center for Science Education (CSE) at Education Development Center, Inc (EDC) which compared student outcomes when taught by inquiry based science instruction versus other instructional approaches

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Discovery Streaming	2012-09-04	2013-06-15	Technology Coordinator
EZ Tech	2011-09-08	2012-06-15	Technology Coordinator
Field Trips	2012-09-04	2013-06-15	Administrative Team

4.1.5.1. Activity: Discovery Streaming

Activity Type: Technology

Activity Description: Improve student performance through standards aligned, digital resources.

Planned staff responsible for implementing activity: Technology Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IIA	Title II Part A		

4.1.5.2. Activity: EZ Tech

Activity Description: EZ Tech by Learning.com will help to facilitate cross-curricular learning through technology

Planned staff responsible for implementing activity: Technology Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I A	Title I Part A		

4.1.5.3. Activity: Field Trips

Activity Type: Other

Activity Description: Field trips will help build background knowledge and real life experiences to enhance learning.

Planned staff responsible for implementing activity: Administrative Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA	Title I Part A		

4.1.6. Strategy: Summer School

Strategy Statement: Staff will provide an extended day program during the summer to increase comprehension and improve assessment scores.

Selected Target Areas

- I.1.B.2 The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.
- I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed

to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

What research did you review to support the use of this strategy and action plan?

The Carnegie Corporation research shows that extended school year activities increase student skills and comprehension.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Summer School	2012-07-02	2012-08-14	Summer Academy Staff

4.1.6.1. Activity: Summer School

Activity Type: Other

Activity Description: A summer workshop will be recommended for any student not proficient on the MEAP.

Planned staff responsible for implementing activity: Summer Academy Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-07-02, End Date - 2012-08-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title IA Summer School staff and supplies	Title I Part A		

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$0.00	\$0.00
Title I Part A	\$0.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$0.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. 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 a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The Comprehensive Needs Assessment was completed by members of the School Improvement Team. The bulk of the information in the Comprehensive Needs Assessment was completed during regularly scheduled School Improvement meetings. The data that was collected included school program data, enrollment trends, identifying subgroups within the Academy, staffing trends, parental involvement, AYP trends, student achievement, review of special education, discipline, graduation rates, perception data from stakeholders and staff, and professional development.

From the analysis of the school profile, certain conclusions were drawn. Enrollment trends were on a slight decline from previous years, and the academy has difficulty keeping the students enrolled for multiple years. Staffing trends at the academy show a smaller number of staff turnover over the past 2 years then in the previous 5 years, and less re-training of professional development and curriculum program initiatives will need to be done in the upcoming school year. These discoveries led the SIP team to gather perception data from staff and parents. The staff was given a survey on school culture, and the parents were given a survey on their overall perceptions of the Academy. The SIP team also reviewed the Professional Development Plan and curriculum program evaluation cycle, to evaluate if these were being used in the most effective manner. A large amount of time was also spent looking at assessments used by the Academy, and how the data collected from assessments is being used to drive instruction.

The goals written into the Academy's School Improvement Plan are directly connected to the findings of the Comprehensive Needs Assessment. Data from MEAP and Scantron Performance Series was disaggregated and analyzed

. The goals, objectives, and strategies in the SIP address the needs of the entire school population.

Strategies and activities address individual grades and disadvantaged sub-groups, as well as whole school initiatives.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

From the analysis of the school profile, certain conclusions were drawn. Enrollment trends were on a slight decline from previous years, and the academy has difficulty keeping the students enrolled for multiple years. Staffing trends at the academy show a smaller number of staff turnover over the past 2 years then in the previous 5 years, and less re-training of professional development and curriculum program initiatives will

need to be done in the upcoming school year. These discoveries led the SIP team to gather perception data from staff and parents. The staff was given a survey on school culture, and the parents were given a survey on their overall perceptions of the Academy. The SIP team also reviewed the Professional Development Plan and curriculum program evaluation cycle, to evaluate if these were being used in the most effective manner. A large amount of time was also spent looking at assessments used by the Academy, and how the data collected from assessments is being used to drive instruction.

The goals written into the Academy's School Improvement Plan are directly connected to the findings of the Comprehensive Needs Assessment. Data from MEAP and Scantron Performance Series was disaggregated and analyzed. The goals, objectives, and strategies in the SIP address the needs of the entire school population. Strategies and activities address individual grades and disadvantaged sub-groups, as well as whole school initiatives.

Schoolwide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

The Overall School Reform Strategy has been chosen to address the needs of all 4 core curriculum areas, as well as Parental Involvement. Our instructional model is the Henry M. Levins Accelerated School Model. Levins theory on inquiry based instruction and creativity is infused into the current KC4 curriculum for all students, including disadvantage subgroups. Individual strategies and activities are represented in the Academy's School Improvement Plan. The Henry M Levins Accelerated School Model provides an enriched and accelerated curriculum for select students with plans in place to move toward all students. The school will determine student success on an ongoing basis utilizing teacher assessment, MEAP and Scantron Performance Series. The Schoolwide Plan is aligned to the SIP by using the CNA and School Data Profile in determining the goals, objectives, strategies, and activities of the SIP as outlined in PA 25.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

All Stakeholders participated in the Comprehensive Needs Assessment, the review of all applicable research, and the selection of this model.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

The Academy has adopted the Kent County Core Curriculum (KC4), which is aligned to all state standards.

Curriculum Review Cycle

Global Preparatory Academy has created a Curriculum Review Cycle that provides a systemic study of the content and structure of all curriculum offered to students in grades K-8. It is a five year cycle that allows

for continual evaluation and improvement. All subjects are participating in some phase of the curriculum cycle. Content level committees, including teachers and support staff in grades K-8, meet monthly to work on this process.

Phase One: Review and Write

- Departments/curricular areas review current curriculum*
- Research Best Practices*
- Review both State and National Standards*
- Identify program strengths and needs*
- State testing requirements*
- Identify any new curricular materials*
- Purchase materials for fall implementation*
- Schedule all professional development pertaining to changes in curriculum*

Phase Two: Implementation

- Implementation of Curriculum*
- Implementation of Professional Development pertaining to changes in curriculum*
- Teachers and Administrators monitor and adjust newly adopted curriculum*

Phase Three: Continue Implementation

- Teachers continue Implementation of Curriculum*
- Teachers and Administrators continue to monitor and adjust the curriculum*
- Intervention and modifications strategies are created for all learning levels*

Phase Four: Evaluation

- In-depth evaluation of all formal assessments is completed*
- Teachers and Administrators evaluate strengths and weakness of the curriculum*
- Curriculum is evaluated for sustainability and increasing students achievement*

Phase Five: Continue Evaluation

- In-depth evaluation of all formal assessments is continued*
- Teachers and Administrators continue to evaluate strengths and weakness of the curriculum*
- Curriculum is evaluated for sustainability and increasing students achievement*
- Preparation for new curriculum study goes into effect*

Phases of Review 2010-2011

School Year 2011-2012

School Year 2012-2013

School Year 2013-2014

Phase 1

Social Studies

Science

ELA

Math

Phase 2

Science
Social Studies
Elementary Specials
Math

Phase 3

English Language Arts
Science
Social Studies
Elementary Specials

Phase 4

Math
English Language Arts
Science
Social Studies

Phase 5

Elementary Specials
Math
English Language Arts
Science

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

All stakeholders are part of departmental task forces. These task forces look at data and curriculum and report back to the SI Team with recommendations on a monthly basis.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

All staff and instructional aids are highly qualified and embedded professional development is provided to all staff.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

Over half of the teaching staff have been teaching at the academy for 3 or more years. 20% of the Academies teaching staff have already received Master's level degrees and have their professional certification. 40% are currently working on Master level degrees. The remaining teachers are part of the Academies Mentoring program and receive quality professional development throughout the school year.

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

The academy is a one-building public school academy that utilizes a variety of strategies to attract high quality teachers. These strategies include:

- Offering a competitive salary and benefits package.*
- Providing a comprehensive orientation that facilitates a successful transition into teaching.*
- Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program.*
- Including teachers in the continuous improvement planning process, and other school initiatives and activities.*
- Professional Development is part of the School Improvement Process. It utilizes the CNA and goals of the school improvement plan to develop the professional development plan. Professional Development is ongoing and sustained, as evidenced by the school calendar and activities in the School Improvement Plan.*

3. Describe the rate of teacher turnover for the school.

Teacher turnover was 13%. The anticipated turnover for the upcoming school year is 0%.

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

Not Applicable

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

We have revised our parent involvement plan. It is based on the Joyce Epstein model.

*Parental Involvement Plan
2012-2013*

School Wide Parent Involvement:

Global Preparatory Academy's staff agrees with studies that show when parents are involved in decision making, student achievement rises to a higher level. We extend opportunities for parents to become actively involved in decision-making by providing the following opportunities:

- Quarterly Parent/Teacher Meetings*
- Invitations to parents to participate in the schoolwide process. This process involves setting school-wide goals based on building and state assessment data results*
- School Annual Report is available to parents to review*
- Parents are encouraged and feel welcome to come in to the building to conference or discuss concerns or challenges as they arise throughout the school year.*

School Parental Involvement:

Global Preparatory Academy adheres to and implements, at the building level, according to the requirements in Section 1118 of the No Child Left Behind Act of 2001. The parent involvement policy is included in the Parent/Student Handbook distributed at the beginning of each school year. The Parent Involvement Plan is written jointly with parents at an annual meeting held in May. The Parent Involvement Plan is distributed to all parents at the Title One Informational meeting held in September.

To establish an effective home/school partnership and be in compliance with Section 1118 of the No Child Left Behind Act of 2001, the Academy will provide the following:

- Annual Title I Meeting with parents in September of each school year, and confirms that the LEA has assisted the school in the planning and implementing of the parental involvement activities.*
- Meetings/Activities during the school year that will provide training to parents on how they can support learning at home.*
- Parent surveys will be provided to gather opinions and concerns about student achievement and concerns. Results will be used to evaluate school programs.*
- MEAP and reports will be provided to parents.*
- Parents are invited to assist in the classroom with fundraisers, field trips, and other events planned in the school and community.*
- Communication will be provided to parents and guardians through monthly calendars outlining monthly activities.*

Building Capacity for Involvement:

The Academy will provide the following in accordance to Section 1118 (e) (1) through (5) and (14) and Section 1118 (f):

Section 1118 (e) (1) Assist parents in understanding the states content standards and assessments and how to monitor the child's progress.

This will be done through progress reports, report cards, and MEAP reports.

Section 1118 (e)(P2) Provide materials and training to help parents work with their children. Global Preparatory will offer opportunities to parents as outlined in the Parent Involvement Action Plan, located in Appendix A

Section 1118 (e)(P3) Train staff to build effective parent involvement. The Parental Involvement plan is based on the Joyce Epstein model for parental involvement, and staff are trained using this model, as referred to in the professional development plan and reflected in minutes and agendas from Professional Development sessions.

Section 1118 (e)(P4) Collaborate with other programs to coordinate parent involvement. Global Preparatory Academy will offer multiple opportunities each month for parents to participate in programs and activities. Activities are outlined in the Parent Involvement Action Plan, located in Appendix A. Additionally, the LEA offers support to the Academy, in the area of parental involvement, for the transition from area preschools.

Section 1118 (e)(P5) Provide information in a format and language that parents can understand.

GPA teachers make an effort to communicate with parents in a format and language that is easily understood and free of educational jargon. We also communicate through frequent flyers, monthly calendars, classroom newsletters, breakfast and lunch menus.

Section 1118 (e)(14) Provide other reasonable support for parent involvement as parents may request.

The Academy offers opportunities for parents to come into the classroom to assist in academic activities as well as field trips, fundraisers and planned school-wide activities.

Section 1118 (f) Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.

N/A. The Academy does not currently have any Limited English Proficient families enrolled.

Evaluation of Parent Involvement Component:

A parent involvement component of the school-wide program is evaluated through the use of parent, teacher, and student surveys, and through parent meetings. A Parent Involvement Meeting is held each May to review the existing plan, and make necessary changes. This is done through collaboration of all stakeholders.

The results of the evaluation will be used to gather information. These surveys will be shared with all stakeholders and use to amend this component if necessary.

Student/Teacher/Parent Compact:

GPA believes that a strong connection among students, home and school is a way of closing the gap and reducing challenges. The Student-Teacher-Parent Compact was created through a collaboration of stakeholders. The compact outlines the responsibilities of each stakeholder for school success and achievement. A Student/Teacher/Parent Compact will be completed annually at the beginning of the school year. This completed contract will be reviewed and signed by the parents at parent/teacher conferences at

the beginning of second semester. This contract addresses all students, teachers, and parents involved for the purpose of a true partnership between home and school.

**See Appendix B for Student~Teacher~Parent Compact*

2. Describe the role of parents in the following schoolwide school plan/program areas:

2a. Design

Parents are an integral part of the school improvement process, and organized by the Parent Liasion who is employed by the Academy. Updates are provided monthly at parent meetings. Approval is sought when policies or regulations are altered. Consensus is required for changes. The Parent Engagement Program (PEP) has been established to encourage understanding of academic assessments and achievement, fundraising, facility beautification, and student activities.

2b. Implementation

The implementation of programs, as outlined in the Parent involvement plan, is a joint effort of all stakeholders, including parents..

2c. Evaluation

In April, an Annual Stakeholder Title One Meeting was held at the Academy. Parents were part of this meeting and provided feedback on current Title One Programs.

Parents were given data, which included graphs for all core subject areas. Along with other stakeholders, they reviewed the current programs for effectiveness. They were involved in planning programs for the 2012-2013 school year.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Quarterly curriculum meetings are held for parents. Student test results are shared with parents at these meetings, along with copies of their child's Individual Student learning plan.

At winter and spring conferences, results of testing are provide for all parents for all students. This includes: MEAP, SCANTRON Performance Series, and DIBELS. A select group of parents have been trained to understand and read assessment results and to educate other parents with this skill.

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

At the beginning of the year, parents and teachers discuss the school-parent compact at fall conferences. It is a part of the Family/Student Handbooks given to all parents. The compact is discussed in conference and returned to the teacher.

The compact is revisited in April, and resigned by parents and teachers.

The compact is reviewed at the Annual Title One Stakeholder meeting, and revised as needed.

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

The parent involvement components of the Schoolwide Plan are reviewed at the Annual Stakeholder Title One Meeting. The Epstein Model for parental involvement is used as the guide for this process.

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

At the last Title One Stakeholder meeting, the Epstein model was agreed upon, by all stakeholders, to remain the model for parent involvement.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

To ensure a successful transition from preschool programs, the academy's staff will communicate with local early childhood programs. Through open communication, relationships between students, parents, and staff are established. These relationships facilitate the successful progression of students into a kindergarten environment. Academy will be open to visits from preschool programs and parents of preschool children with an open door policy. Visits are ongoing. Kindergarten roundup type programs will be available.

The Academy houses a GSRP preschool program, and that program is part of a larger consortium. The Academy has ongoing communication with that consortium.

Parents of preschool students are invited and do participate in parent involvement activities at the Academy. They are active members of the Parent Engagement Program, participate in academic workshops and trainings during the school year. These trainings and workshops include Kindergarten Readiness skills.

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

The academy has implemented measures to include teachers in the decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program. Teachers play an active role in the decision-making process of the school at monthly SIP meetings. This team is directly involved in the process that is responsible for the development of a blueprint for the school's primary programs and services, including assessment.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

Opportunities for teachers to review the effectiveness of the school's assessment program, as well as the effectiveness of the school's use of assessment information, occur within the context of the school's continuous review and updating of its School Improvement Plan. Teachers regularly discuss all aspects of academic assessment within their Professional Learning Communities and the use of assessment results at faculty meetings, at peer-group meetings, and with parents during parental conferences and general parent meetings.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

The Academy collaborated with other PSA's and developed authentic ELA and Math assessments. These assessments are given monthly to assess pupil achievement skills and competencies.

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

The academy's Academic Intervention Services programs include strategies to identify and serve students most at-risk of failing the curriculum. These programs are listed below, but are not limited to these programs only.

- After School Tutorial - These programs will begin a short time after the completion of the school day. These programs are designed using our test data. Programs available will be English language arts for upper elementary school and middle school. Mathematics for upper elementary school and middle school with hands on lessons at every session.

- Title One teachers are servicing these students through in-class and out-of-class intervention
- Classroom instruction is differentiated for these learners.

At PLC's, teachers look at data from Scantron, MEAP, teacher grades, and other assessments to identify students at the beginning of the year who are below grade level. This process is ongoing.

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

The academy has implemented activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance through the Academies RTI program and Title One teachers. Beginning of the year Scantron Performance Series scores, along with previous year MEAP scores, are used to identify students who require additional services. Progress monitoring is ongoing include or exclude students from services.

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

The academy has developed relationships with multiple state and local agencies. Examples of such programs include, but not all inclusive: The Army National Guard Step Up Program, City Year Volunteer program, Children's Hospital Safety and Prevention Program, Gleaners Food Bank Healthy Living Program, Macomb Intermediate School District Homeless Liaison.

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

The academy ensures that all federal, state, and local funds are focused on the goals, strategies, and action activities defined in the School Improvement Plan. Coordination and integration of all federal, state, and local services and programs are ensured through collaboration between staff, parents, students, and corporate staff as part of the comprehensive continuous improvement planning process.

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

Title One, Part A money will be used to employ Title One Teachers and aides who will be working with students based on the Academy's RTI model.

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

The coordination and integration of these programs is done by the administration of the Academy. It is

completed by the principal, Title One coordinator, and parent liaison who meet weekly to ensure all initiatives are being implemented effectively. This includes violence protection programs, drugfree schools, GSRP, homeless, community food basket, career cruising.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

All students have access to a laptop for use during the school day. Each classroom is equipped with mimio technology and an elmo projection system. Discovery Streaming and Study Island are utilized in the classroom to improve learning and deliver services to students.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

At our April Annual Review Meeting, we review the Comprehensive Needs Assessment, discuss the School Improvement Plan and its strategies. We review the professional development requirements and the utilization of resources. The plan is approved by stakeholders.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

The Schoolwide program effectiveness is reviewed and analyzed monthly at SIP meetings. Ineffective practices and procedures are evaluated and eliminated when necessary, based on student achievement data.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Data is reviewed to determine if the strategies are working, and make changes as necessary, at monthly SIP meetings.

4. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Presentations are conducted at staff meetings, parent meetings, and school board meetings to present all information pertaining to student achievement. Copies of the School Improvement Plan are also distributed to all staff and board members. Copies are available to parents upon request.

Quarterly core curriculum meetings are held with parents. Parents are presented raw data from local, state, and national assessments. Graphs are also provided to illustrate student growth.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Stakeholders meet quarterly, during the school year. At these meetings, they review assessment data to direct the planning, design, and evaluation of the School Improvement Plan. A Title One meeting to discuss the data and strategies is conducted at the beginning of each academic year and evaluated at an April Annual Review Meeting.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If you link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: http://gpak8.com/apps/pages/index.jsp?uREC_ID=117118&type=d&termREC_ID=&pREC_ID=

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments:

Health and Safety (HSAT)

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

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments: *We are a self contained k-8 building in its first year of operation. Health Education PD was offered to all necessary teachers in the 2011-2012 school year, and any newly hired staff for the 2012-2013 school year will also receive the PD*

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *Yes*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments:

Technology

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

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments: *The Academy is updated the server and wiring in the computer lab and classrooms in 2011 to accommodate the increasing amount of technology that has been bought.*

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *Math will have an additional technology component beginning in the 2012-2013 school year that staff will be trained to use, Mimio and ELMO training is ongoing to incorporate interactive smartboards in all classrooms. 21st Century Classroom training is ongoing in the 2012-2013 school year.*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments:

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *The social studies curriculum at the Academy has been adapted to incorporate technology into delivery of instruction. EZ Tech is incorporated into Math and Science. MyMath will be used to deliver KC4 curriculum, and features multiple technology components, including a school to home connection.*

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Ms.	Noreen	Mitchell	Principal	Noreenmitchell@choiceschools.com
Mrs.	Mandy	Patouhas	Coordinator	mandypatouhas@choiceschools.com
Mr.	Anthony	Garrett-Leverret	board member	agl@hotmail.com
Mrs.	Beth	Gaytan	Teacher	bethgaytan@choiceschools.com
Mrs.	Ruthie	Hall	Parent	none
Mrs.	Sandra	Edwards	Family Advocate	sandraedwards@choiceschools.com
Mr.	Brandon	Altadonna	Teacher	brandonaltadonna@choiceschools.com

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Ronald Wiens
Address:	26200 Ridgemont, Roseville, MI 48066
Telephone Number:	586-575-9500

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- District Board Policy on Parent Involvement
- School-Parent Involvement Plan
- School-Parent Compact

PARENTAL INVOLVEMENT

Reference: MCL 380.1294; Title I Programs, 20 USC §§ 1231d, 6318, 6913, 7273, 7273c, 7273d; 34 CFR § 200.28; Migrant Education Program Parent Involvement, Title I, § 1304; Limited English Proficiency Parent Involvement, Title I, § 1304; American Indian and Children Residing on Indian Lands Parent Involvement, 20 USC §§ 7424, 7704

The Academy encourages parental participation in its operations. Where the term "parent" is used in this policy, it also shall include a legal guardian. A copy of the Academy's parent involvement plan shall be provided to the parent of each Academy pupil or shall be included in the Academy's student handbook.

The Academy strongly encourages and welcomes the involvement of parents in all of the Academy's educational programs. It is recognized that a parent's involvement in a child's education is a critical component in that child's academic success. The Academy Board further appreciates and respects parents as the "first teachers" of their children, and believes the interest and involvement of parents in the education of their children should not diminish once children enter the Academy.

An effective school/parent partnership focused on students' educational success must exist, which involves all Academy staff and parents, for the Academy's educational goals to be achieved.

Accordingly, the Board directs, by the adoption of this policy, that the administration of the Academy shall design a program/plan that will encourage and foster a partnership between families and the Academy for increased parent involvement in a pupil's education. The plan may include, but not be limited to:

- Establishment of welcoming school environment
- Communication to and from parents and school
- Parents as volunteers
- Supportive home learning environment
- School as a parent resource center; and
- Parents as decision makers.

Included in these areas may be surveying parents as to their ideas and needs related to parent involvement, communicating in languages understood by Academy families, the development and review of instructional materials and district procedures, review of individual school environments, input on the ways that the Academy may better communicate with parents about information and resources they may need (e.g., current laws, regulations, instructional programs; and community resources), educational programs to assist parents in their support of academic achievement, increasing parents' opportunities to be involved in building decisions, as well as Academy staff development looking at staff attitudes and effective parent involvement programs.

The effective implementation of the plan should be reviewed and evaluated by the Academy and parents on a regular basis with administrator recommendations to the Academy Board as to related policy and budgetary needs.

Title I Programs

In accordance with the requirement of the No Child Left Behind Act, the Academy encourages parent participation in Title I programs. Parents shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

The Academy Board directs that the following actions be implemented by the administration to insure compliance with federal law and to invite parents to become involved highly in the education of their children:

- The involvement of parents in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;
- Invitations to parents to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent suggestions on program development, planning, evaluation and operation;
- Assistance to parents in understanding Title I, including providing information in a language understandable to the parent, if practicable;
- Parent notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by Title I staff at regularly scheduled parent –teacher conferences and any additional communication as requested by the Title I staff or parents;
- Opportunities to enhance parent capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies;
- Ongoing communication between the Academy and parents; and
- Other appropriate activities (i.e. Family Math Nights, parent sessions, science, theatre, etc).

If the Academy is a recipient of Title I funds, it hereby adopts the following policy statements regarding the development of a plan for parent involvement in the development of a Title I plan, and directs the administration to:

- Involve parents in the development of the plan;
- Develop a plan that provides for the involvement of parents in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance;

- To integrate and coordinate the plans/policies for parent involvement in Title I programs with parent involvement in other programs, including but not limited to Head Start;
- To review and evaluate the Academy's plan annually and to share the results of that review and evaluation with the Academy Board;
- To assure that the policy/plan contains a compact that outlines how parents, school staff and students will share the responsibility of improved student achievement; and
- To distribute the Academy plan to parents of participating children and to the local community.

Limited English Proficiency (LEP) Parent Involvement

In accordance with federal law, parents of LEP students will be provided notice regarding their child's placement in and information about the Academy's LEP program. LEP students shall have access to educational programs other than programs designed to address limited English proficiency. Parents will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice also must include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

American Indian and Children Residing on Indian Lands Parent Involvement

In accordance with federal law, parents of American Indian students or students residing on Indian lands will be afforded an opportunity to present their views on programs provided to such students, including an opportunity to make recommendations on the needs of these children and how the Academy may help the children realize the benefits of the Academy's programs and activities. Parents and Indian tribes shall be afforded an opportunity to present their views on the Academy's activities and general educational programs, and shall be consulted and involved in planning such programs. Relevant applications, evaluations, and program plans shall be disseminated to parents and Indian tribes.

Migrant Education Program (MEP) Parent Involvement

Parents of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Revised 1/12/10



Parental Involvement Plan **2012-2013**

School Wide Parent Involvement:

Global Preparatory Academy's staff agrees with studies that show when parents are involved in decision making, student achievement rises to a higher level. We extend opportunities for parents to become actively involved in decision-making by providing the following opportunities:

- Quarterly Parent/Teacher Meetings
- Invitations to parents to participate in the schoolwide process. This process involves setting school-wide goals based on building and state assessment data results
- School Annual Report is available to parents to review
- Parents are encouraged and feel welcome to come in to the building to conference or discuss concerns or challenges as they arise throughout the school year.

School Parental Involvement:

Global Preparatory Academy adheres to and implements, at the building level, according to the requirements in Section 1118 of the No Child Left Behind Act of 2001. The parent involvement policy is included in the Parent/Student Handbook distributed at the beginning of each school year. The Parent Involvement Plan is written jointly with parents at an annual meeting held in May. The Parent Involvement Plan is distributed to all parents at the Title One Informational meeting held in September.

To establish an effective home/school partnership and be in compliance with Section 1118 of the No Child Left Behind Act of 2001, the Academy will provide the following:

- Annual Title I Meeting with parents in September of each school year, and confirms that the LEA has assisted the school in the planning and implementing of the parental involvement activities.
- Meetings/Activities during the school year that will provide training to parents on how they can support learning at home.
- Parent surveys will be provided to gather opinions and concerns about student achievement and concerns. Results will be used to evaluate school programs.



- MEAP and reports will be provided to parents.
- Parents are invited to assist in the classroom with fundraisers, field trips, and other events planned in the school and community.
- Communication will be provided to parents and guardians through monthly calendars outlining monthly activities.

Building Capacity for Involvement:

The Academy will provide the following in accordance to Section 1118 (e) (1) through (5) and (14) and Section 1118 (f):

Section 1118 (e) (1) Assist parents in understanding the states content standards and assessments and how to monitor the child's progress.

This will be done through progress reports, report cards, and MEAP reports.

Section 1118 (e)(P2) Provide materials and training to help parents work with their children.

Global Preparatory will offer opportunities to parents as outlined in the Parent Involvement Action Plan, located in Appendix A

Section 1118 (e)(P3) Train staff to build effective parent involvement.

The Parental Involvement plan is based on the Joyce Epstein model for parental involvement, and staff are trained using this model, as referred to in the professional development plan and reflected in minutes and agendas from Professional Development sessions.

Section 1118 (e)(P4) Collaborate with other programs to coordinate parent involvement.

Global Preparatory Academy will offer multiple opportunities each month for parents to participate in programs and activities. Activities are outlined in the Parent Involvement Action Plan, located in Appendix A. Additionally, the LEA offers support to the Academy, in the area of parental involvement, for the transition from area preschools.

Section 1118 (e)(P5) Provide information in a format and language that parents can understand.

GPA teachers make an effort to communicate with parents in a format and language that is easily understood and free of educational jargon. We also communicate through frequent flyers, monthly calendars, classroom newsletters, breakfast and lunch menus.



Section 1118 (e)(14) Provide other reasonable support for parent involvement as parents may request.

The Academy offers opportunities for parents to come into the classroom to assist in academic activities as well as field trips, fundraisers and planned school-wide activities.

Section 1118 (f) Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.

N/A. The Academy does not currently have any Limited English Proficient families enrolled.

Evaluation of Parent Involvement Component:

A parent involvement component of the school-wide program is evaluated through the use of parent, teacher, and student surveys, and through parent meetings. A Parent Involvement Meeting is held each May to review the existing plan, and make necessary changes. This is done through collaboration of all stakeholders.

The results of the evaluation will be used to gather information. These surveys will be shared with all stakeholders and use to amend this component if necessary.

Student/Teacher/Parent Compact:

GPA believes that a strong connection among students, home and school is a way of closing the gap and reducing challenges. The Student-Teacher-Parent Compact was created through a collaboration of stakeholders. The compact outlines the responsibilities of each stakeholder for school success and achievement. A Student/Teacher/Parent Compact will be completed annually at the beginning of the school year. This completed contract will be reviewed and signed by the parents at parent/teacher conferences at the beginning of second semester. This contract addresses all students, teachers, and parents involved for the purpose of a true partnership between home and school.

****See Appendix B for Student-Teacher-Parent Compact***



Global Preparatory Academy

From Here, Anything is Possible.

Global Preparatory Academy
Student, Parent, Teacher, and Head of School Compact

Student Agreement

I will work to the best of my ability. Therefore, I will strive to do the following:

- Come to school ready to learn.
- Return my assignments and home activities completed and on time.
- Follow the rules of the school.
- Do my part in keeping my school clean and safe.
- Set aside a regular time and place to complete homework.
- Show my school communications and papers to a parent or guardian.
- Attend school regularly and be punctual.
- Have the supplies I need for class.
- Show respect for myself, my school, and other students.

Signature: _____

Date: _____

Parent Agreement

I want my child to achieve. Therefore, I will encourage him or her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Encourage my child's efforts to do his or her best.
- Encourage positive attitudes.
- Stay aware of what my child is learning.
- Attend parent-teacher conferences and other school functions.
- Communicate with teachers and/or school officials regularly.
- Supervise the completion of homework and projects, being careful to guide learning.
- Establish time for sharing daily school experiences and completing homework.
- Read with my child and let my child see me read.
- Provide 15 volunteer hours to support the school.
- Provide lunch and snacks that are consistent with the school nutrition policy.

Signature: _____

Date: _____

Teacher Agreement

I am committed to outstanding achievement by my students and will strive to do the following:

- Make efficient and effective use of academic learning time.
- Provide an atmosphere for open communications with parents and students.
- Provide a safe, secure, and caring environment for learning and developing.
- Provide an enriched and challenging curriculum utilizing the Montessori curriculum, aligned to state and national standards.
- Respect students, their families, and diversity within my classroom.

Signature: _____

Date: _____

Principal Agreement

I support high expectations across all programs and activities of the Academy and will do the following:

- Provide a safe, secure, positive atmosphere for learning.
- Provide an environment that allows for open communications among teachers, parents, and students.
- Support school functions.

Signature: _____

Date: _____