



Single Building District Improvement Plan

East Shore Leadership Academy

East Shore Leadership Academy

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	See attached	Goals and Plans

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The school conducted a needs assessment that addressed topics of interest and what areas need to be addressed by priority. The SIT analyzed school academic data to drive the school's SIP goals specifically. Stakeholders are selected by interest and informed of their roles before if needed and once they join the team. Meetings are scheduled at times when all participants can attend. This year the team met once a month after students were dismissed. For the school year 2017-18 the SIT a student representative was added to the team. For the year 2018-19 we will seek additional students to join the team.

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

The SIT members all participate in the development of the improvement plan and all members have a specific area to be responsible to report on during the process. For example, the Reading Coach reports to the team on classroom academic progress in the area of reading for the team to analyze.

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

The final improvement plan, after all member/pertinent stakeholder input, is communicated to all other stakeholders in the various formats such as; during staff meetings, monthly check-ins with staff during individual meetings, newsletters, August start-up in school professional development days, and on the school website.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The school conducted a needs assessment after a School Improvement Team was formed. As the school was in its third year of operation the team consisted of all teachers, administrators, and one parent. The team will search in the future to add more parent participation as well as students.

The SIT met monthly and consistently and reviewed student achievement data, demographics, perceptions and process data.

Data examined included:

Student Achievement: Fountas and Pinnell, NWEA, M-Step, Dreambox, classroom observations, classroom assessments.

Demographic: Olde Town Area Neighborhood Information, Attendance, Enrollment, Discipline

Perception: Surveys of parents, staff, and students

Program/Process: School Systems Review

Following an examination of all available data, the team reviewed the current School Improvement Plan and revised and updated it to reflect what staff is currently doing and/or what changes we plan to make as a result of conducting the needs assessment.

Goals were developed in the following areas: Reading, Writing, Math, Science, Social Studies, and accessibility.

The team identified our target populations and priority areas. We then identified goals, objectives, strategies, and activities.

We revised our Goals and Objectives to reflect our current student achievement status.

Our revised plan was presented to the entire staff to review and then to our parent group.

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

East Shore Leadership Academy (ESLA) is a public school academy located at 1403 7th Street in Port Huron, Michigan. ESLA is authorized by Northern Michigan University. The school began in 2014-15 with grades K-5. Each year the school will add a grade until it reaches grade 8. For the year 2015-16 the school added a 6th grade will added grade 7 for 2016-17. The school added 8th grade 2017-18.

The area that the school is located is a high needs area with high poverty and high transition rental housing. The founding team conducted two years of research in regard to all of the surrounding area schools, achievement data, and where they were at that time on the Top-to-Bottom List. The team also spent a great deal of time researching and looking at area schools and state assessment results in helping to determine the overall area needs.

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ESLA is located in the Olde Town Area of Port Huron, Michigan, just a few blocks from the downtown area, and on the St. Clair River at the mouth of Lake Huron. We are directly across the river from Sarnia, Ontario. Port Huron does not have much river-dependent industry, as found in Sarnia, but the nearby lake does contribute to the tourism in the area. The downtown area encompasses many businesses, a library, and restaurants as well as governmental entities for St. Clair County.

Other demographic data are as follows:

Median Household Income

--\$32,949 - \$48,411

--High percentage of single parent family rentals

Tourism

--Great Lakes Maritime facility, boating, and state parks

--15 Hotels

--78 Restaurants

--Vacation rentals

--State park

--Recreation facilities

Olde Town area Neighborhood Information

--High rental area (7,672 renters)

--Low income (14.8%)

--Four shelters in the area

--10 churches

--Transient student population

--4 Museums

--YMCA

Educational Opportunities

--St. Clair County RESA

--Baker College

--St. Clair County Community College

--Ross Medical Center

--Great Lakes Academy of Hair Design

Enrollment for 2014-15

Fall Count: 78

Spring Count: 86

Enrollment for 2015-16

Fall Count: 154

Spring Count: 143

2015-16 Breakdown

63% White

12% Black

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25% Other

2015-16 Male/Female

56% Male

44% Female

Student Discipline has increased for the 2015-16 due to the doubling of enrollment. For the 2014-15 school year we had 8 suspensions and for the 2015-16 year we have 20 suspensions.

Parent Teacher Conferences 2015-16

120 parents attended conferences which is 84% of our parents

Enrollment for 2016-17

Fall Count:

10/5/2016: 183

Males: 102

Black: 15

White: 62

Other: 25

Females: 81

Black: 17

White: 38

Other: 26

Spring Count:

02/08/2017: 170

Males: 98

Black: 15

White: 59

Other: 24

Females: 72

Black: 12

White: 36

Other: 24

We had 82 suspension for the year.

Enrollment for 2017-18

Fall Count:

10/4/2018: 186

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Males: 103

Black: 16

White: 61

Other: 26

Females: 83

Black: 13

White: 45

Other: 25

Spring Count:

02/14/2018: 178

Males: 92

Black: 11

White: 57

Other: 24

Females: 86

Black: 11

White: 49

Other: 26

Suspension for the 2017-18 school year totaled 46.

Parent Teacher Conference 2017-18

87% of our parents attended conferences

Parent Teacher Conference 2016-17

82% of our parents attended conferences

Perception Data 2017-18- 104 parents participated in the survey

The Overall atmosphere is positive and inviting. - 103- Agreed 1- Neutral

Staff care about my child/children.- 103- Agreed 1-Neutral

My child receiving a solid education.-101-Agreed 2-Neutral 1-Not Applicable

I received assessment (NWEA and M-Step) information in a timely matter. 99-Agreed 3-Neutral 1-Disagreed 1-Not Applicable

My child's teacher is accessible.-102-Agreed 1-Disagreed 1- Not answered

My teacher keeps me informed of my child's progress on a regular basis.- 100- Agreed 4-Neutral

I am well informed about the school activities and programs.- 99-Agreed 5-Neutral

What programs would you like to see ESLA provide/implement?

Some written responses were band, field trips, and sports

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Perception Data 2016-17

Parent Survey: 69% of the families responded to the Spring 2016-2017 survey

Questions:

1. I feel welcome when I enter the school. 98% Strongly Agree/Agree
2. Teachers regularly communicate with me. 93% Strongly Agree/Agree
3. My calls, emails and notes are answered promptly. 98% Strongly Agree/Agree
4. I have access to and regularly use email. 88% Strongly Agree/Agree
5. I feel knowledgeable about school's expectations for my child. 98%
6. I feel knowledgeable about what is going on with the school. 95%
7. I know how to help my child do homework. 84%
8. My child receives extra academic assistance. 83%
9. The school provides our family with parenting resources. 92%
10. I have been encouraged to volunteer at school. 90%
11. I feel knowledgeable about the school being Title I. 88%
12. I feel my child is making adequate progress at this time. 97%
13. I feel the building is clean. 100%
14. I feel restrooms are clean. 97%

Staff Perception Data from school year 2016-17:

School Facility

- The school grounds are neat and clean (4.7 average out of 5)
- I feel safe at the school. 4.7%
- Overall atmosphere. 3.8
- I feel Comfortable Approaching (teachers, office manager, custodial staff, principal): (4.5)

Communication:

- Student Families are accessible. 3.2
- Families inquire about their students regularly. 1.7
- I feel well informed about school activities and programs. 3.8
- I frequently look at the schools FB page and website. 3.0

K Survey Results for 2016-17 (45/46 turned in)

- Is my school clean? 31
- Do I feel safe at my school? 44
- Does my teacher care about me? 42
- I like the 7 Habits. 35

1st Survey Results for 2016-17 (24/24 turned in)

- Is my school clean? 21
- Do I feel safe at my school? 20
- Does my teacher care about me? 23
- I like the 7 Habits. 17

2nd Survey Results for 2016-17 (24/24 turned in)

- Is my school clean? 13

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--Do I feel safe at my school? 14

--Does my teacher care about me? 18

--I like the 7 Habits. 14

3rd Survey Results for 2016-17 (18/18 turned in)

--School is neat and clean. Yes 7 Sort Of 11 No 0

--I feel safe. Yes 13 Sort Of 4 No 0

--People are happy at the school. Yes 6 Sort Of 10 No 2

I feel I can talk to:

--Teachers. Yes 12 Sort Of 4 No 2

--Office Manager. Yes 14 Sort Of 1 No 0

--Janitor. Yes 12 Sort Of 2 No 4

--Principal. Yes 13 Sort Of 3 No 1

--School staff care and respect me. Yes 14 Sort Of 4 No 0

--Teacher teach the way I like. Yes 14 Sort Of 4 No 0

--I am learning a lot at at school. Yes 15 Sort Of 0 No 3

--I like the M-Step. Yes 11 Sort Of 7 No 6

4th Survey Results for 2016-17 (16/10 turned in)

--School is neat and clean. Yes 10 Sort Of 5 No 1

--I feel safe. Yes 13 Sort Of 3 No 0

--People are happy at the school. Yes 3 Sort Of 10 No 3

I feel I can talk to:

--Teachers. Yes 12 Sort Of 3 No 1

--Office Manager. Yes 13 Sort Of 3 No 0

--Janitor. Yes 10 Sort Of 5 No 1

--Principal. Yes 13 Sort Of 3 No 1

--School staff care and respect me. Yes 12 Sort Of 3 No 1

--Teacher teach the way I like. Yes 6 Sort Of 7 No 3

--I am learning a lot at at school. Yes 7 Sort Of 9 No 0

--I like the M-Step. Yes 3 Sort Of 5 No 8

5th Survey Results for 2016-17 (18/18 turned in)

--School is neat and clean. Yes 9 Sort Of 9 No 0

--I feel safe. Yes 12 Sort Of 6 No 0

--People are happy at the school. Yes 4 Sort Of 12 No 2

I feel I can talk to:

--Teachers. Yes 11 Sort Of 7 No 0

--Office Manager. Yes 12 Sort Of 5 No 1

--Janitor. Yes 5 Sort Of 5 No 8

--Principal. Yes 13 Sort Of 3 No 2

--School staff care and respect me. Yes 9 Sort Of 9 No 0

--Teacher teach the way I like. Yes 7 Sort Of 8 No 1

--I am learning a lot at at school. Yes 9 Sort Of 8 No 1

--I like the M-Step. Yes 3 Sort Of 1 No 14

--I like the NWEA test. Yes 2 Sort Of 7 No 9

6/7th Survey Results for 2016-17 (18/19 turned in)

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- School is neat and clean. Yes 7 Sort Of 10 No 1
- I feel safe. Yes 10 Sort Of 8 No 0
- People are happy at the school. Yes 7 Sort Of 8 No 3
- I feel I can talk to:
- Teachers. Yes 15 Sort Of 2 No 1
- Office Manager. Yes 14 Sort Of 3 No 1
- Janitor. Yes 5 Sort Of 6 No 7
- Principal. Yes 12 Sort Of 5 No 1
- School staff care and respect me. Yes 11 Sort Of 6 No 1
- Teacher teach the way I like. Yes 13 Sort Of 5 No 1
- I am learning a lot at at school. Yes 9 Sort Of 7 No 2
- I like the M-Step. Yes 1 Sort Of 3 No 15
- I like the NWEA test. Yes 1 Sort Of 7 No 10

NWEA Data/Student Achievement Data:

According to NWEA (MAP test)- 2017-18

Students that have met their year long growth goal:

Reading K-	65.%	Math K-	70%
1st-	72%	1st-	96%
2nd-	67%	2nd-	57%
3rd-	87%	3rd-	67%
4th-	65%	4th-	77%
5th-	91%	5th-	73%
6th-	67%	6th-	73%
7-8th-	91%	7-8th-	82%

M-Step Test Results 2016-17

3rd Grade- ELA	3rd Grade- Math
Not Proficient 50%	Not Proficient 56%
Partical Proficient 22%	Partical Proficient 28%
Proficient 17%	Proficient 17%
Advanced 11%	Advanced 0%
Total Number 18	Total Number 18

4th Grade- ELA	4th Grade-Math
Not Proficient 68%	Not Proficient 42%
Partical Proficient 26%	Partical Proficient 53%
Proficient 5%	Proficient 5%
Advanced 0	Advanced 0

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Total Number 19 Total Number 19

5th Grade -ELA 5th Grade-Math

Not Proficient 33% Not Proficient 39%

Partical Proficient 11% Partical Proficient 50%

Proficient 56% Proficient 6%

Advanced 0% Advanced 6%

Total Number 18 Total Number 18

6th Grade -ELA 6th Grade-Math

Not Proficient 42% Not Proficient 50%

Partical Proficient 25% Partical Proficient 42%

Proficient 33% Proficient 8%

Advanced 0% Advanced 0%

Total Number 12 Total Number 12

School Programs/Process

The School Systems Review was updated in March 2016. An analysis of the 4 strands (Teaching for Learning, Leadership for Learning, Professional Learning Culture, and School, Family, and Community Relations) revealed the following areas of strength and growth.

Strand I - Teaching for Learning

Standard 1: Curriculum

--We rated ourselves as partially implemented in the areas of Alignment and Coherence.

Standard 2: Instruction

--The indicators of Instructional Design and Effective Instructional practices are partially implemented, and the indicators of Learning Environment and Reflection are fully implemented.

Standard 3: Assessment

--The indicators of Assessment Systems, Data Analysis and Decision-Making, and Student Involvement in the Assessment Process are partially implemented, and the indicator of Shared Understanding is fully implemented.

Strand II - Leadership for Learning

Standard 4: Instructional Leadership

--The indicators of A Vision for Learning are partially implemented, and Guidance and Support for Teaching and Learning, Results-Focused is fully implemented.

Standard 5: A Culture for Learning

-The indicators of Safe and Supportive Environment are partially implemented, and Shared Leadership for Learning is fully implemented.

Standard 6: Organizational Management

-The indicators of Communication Systems and Intentional Practices are fully implemented, and Resource Allocation is partially implemented.

Strand III - Professional Learning Culture

Standard 7: Collaborative Teams

-The indicators of Collaborative Teams and Collective Responsibility are fully implemented.

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Standard 8: Professional Learning System

-The indicators of Purposeful Planning and Impact of Professional Learning are partially implemented.

Strand IV - School, Family, and Community Relations

Standard 9: Communication

-The indicators of Approaches and Tools and Cultural Responsiveness are fully implemented.

Standard 10: Engagement

-The indicator of Learning Opportunities is partially implemented and Partnership is fully implemented.

According to our analysis, we believe the strongest areas analyzed in the Ed YES report indicate that East Shore Leadership Academy is excelling in the following areas:

Learning Environment and Reflection: The staff has very high expectations and uses the Leader in Me process, Etiquette program and learning styles assessment in order to sustain a positive learning environment. Also since the faculty is small it lends to reflection more openly. **Shared understanding:** Assessments are aligned to the curriculum and staff have access to data at all times.

Guidance and Support and Results Focused: The leadership of the school is focused continually on the school mission and vision as well as maintaining data and utilizing results to move forward at all times.

Shared Leadership: Even though the school is small at this time, all staff have opportunities to become involved in leadership type activities such as mentoring, Lighthouse Team, and running professional learning opportunities just to name a few.

Communication Systems and Intentional Practices: The school continually surveys staff, parents, and students in order to analyze data toward a means of improvement.

Collaborative Teams and Collective Responsibility: Again, since the school is small it is very easy to collaborate and maintain collective responsibility such as data walls, peer collaboration, surveys etc.

Approaches and Tools and Cultural Responsiveness: All staff actively maintain purposeful and positive relationships with families and the community in order to support student learning.

Partnerships: The school has a parent volunteer group, a parent on the School Improvement Team, and parents have opportunities for their voices to be heard.

We believe the following are areas for growth:

We will be focusing on aligning our curriculum horizontally and vertically throughout the grade levels, as well as including an auditing process for our curriculum.

Developing our Professional Learning Community will be a priority to continue to grow our staff.

We are in the first stages of developing our planning groups with our parents to create a parent volunteer organization.

It is evident that as a third year school, more work needs to be done in the area of curriculum development and alignment, and additional resources should be studied and purchased to meet the standards of the core areas.

The Leader in Me, as the school's positive behavior support system, needs to be implemented on a more consistent basis throughout all grade levels.

The learning styles component will also need to be addressed in order to provide differentiated instruction in the manner that each child learns best. Summary Based on the findings of the comprehensive needs assessment, deficiencies are shown in all content areas, but especially in reading in the areas of reading comprehension of literature and informational text and math in the area of operations and algebraic thinking. Therefore, research-based reform strategies including Reading Groups and Math Small Groups have been put in place in the schoolwide improvement plan. Reading groups allow for small groups of differentiated instruction and include the use of activities and programs to help meet individual student needs for all students and those deemed at risk. Leveled Literacy Instruction (LLI) follows an intense reading reform program for students deemed at risk. LLI is composed of small groups and used to accelerate readers that are below grade-level and propel them to grade-level status. According to researchers Fountas & Pinnell, if used with fidelity, the use of LLI in small groups will move students to reading at grade-level proficiency within 12-18 weeks. In addition, the use of technology through the computer program Think CerCa is in place for all students 3-8. This will provide text at each student's instructional level.

Math small groups of differentiated instruction will include the use of activities and programs to help meet individual student needs for all students and those deemed at risk. According to author and researcher, Nicki Newton, Math Small Groups instruction will allow students to build mathematical proficiency with standards-based differentiated instruction. Math manipulative are used daily in math small group instruction, especially with students deemed at risk, in order to facilitate deeper understanding and growth in mathematical concepts. We will be targeting the lowest 6 students in each grade level. In addition students will receive Math Recovery for those that qualify for the math coach.

In grade K-6 the teachers will be using Math Expression and in grades 7-8 the teachers will use Holt & McDougal Math. These are new programs to help fill educational gaps.

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

As a result of the conducting a comprehensive needs assessment ESLA has developed goals in Reading, Writing, Math, Science, Social Studies, and Leadership.

1. Students in grades K-8 will become proficient in reading.

A 5% increase of all students will increase student growth according to grade level NWEA scores or Fountas and Pinnell levels in English Language Arts by 6/6/19 as measured by NWEA scores or Fountas and Pinnell levels.

This goal was chosen due to the NWEA, Fountes and Pinnell, and classroom tasks and observations data.

2. Students in grades K-8 will become proficient writers.

Objective: 100% of all students will complete a portfolio or performance working toward grade level expectations as measured in writing by 6/6/19 as measured by Writing Pathways.

This goal was chosen due to the MSTEP, Fountes and Pinnell, and classroom tasks and observations data.

3. Students in grades K-8 will become proficient in math performance.

Objective: A 5% increase of all students will demonstrate proficiency according to the NWEA scores in math by 6/6/19 by NWEA/MAP.

This goal was chosen due to the NWEA, activities and classroom tasks and observation data.

4. Students in grades K-8 will become proficient in science concepts.

Objective: A 5% increase of all students will demonstrate proficiency by showing growth on the M-STEP in Science by 6/6/19 as measured by the M-STEP in Science.

This goal was chosen based on report cards and M-STEP data.

5. Students in grades K-8 will become proficient in social studies concepts.

Objective: A 5% increase of all students will demonstrate proficiency on understanding the historical events in Social Studies by 6/6/19 as measured by the M-STEP in Social Studies.

This goal was chosen based on report cards and M-STEP data.

6. Students in grades K-8 will gain leadership understanding at their educational level.

Objective: Demonstrate a behavior all students will by 6-6-19 as measured by applying and completing leadership roles.

This goal was chosen based on student behavior.

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

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The goals will address the needs of ALL students by:

- Providing block time in all core content areas to maximize instructional time.
- Using differentiated instruction to meet the needs of various learning styles.
- Using small group instruction to address the needs of all instructional levels within grades and content areas.
- Using technology to supplement regular instruction and to allow students the opportunity to accelerate their instruction.
- Extended Learning Time: our school day and school year are longer than traditional schools, allowing for more instructional time.
- Homeless students, money is set aside for those students who meet the criteria of Homeless and are in need of transportation.

The goals will address the needs of our target populations (lowest 6 students in each grade level) by providing a strong system of supports in all academic areas.

Our Tiered Intervention Model aligns with the needs of all the school improvement goals and will be addressed accordingly to all students as well as students who are disadvantaged.

Tier 1: All students in tier one receive high quality, scientific based instruction, differentiated to meet their needs, and are screened on periodic based to identify struggling learners who need additional support.

Tier 2: In tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more serve problems.

Component 2: Schoolwide Reform Strategies

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

Strategies that will focus on helping All students reach the State's standard include:

Reading

- A 90-minute reading block- the use of a 60 minute reading block is dedicated to phonemic awareness, independent reading, and instructional reading levels based on Fountas & Pinnell scores. An additional 30 minutes for whole group instruction through the use of closed reading.
- Use of technology- Use of technology to support reading instruction: To help students reach the state standards, students will receive time to use computers to practice reading skills through the use of Think CERCA.
- Leveled reading materials-Teachers will use books and/or reading manipulatives at students' instructional levels during small group instruction to increase comprehension and reading fluency.
- Small group instruction-will include differentiated instruction and the use of activities and programs to help meet individual student needs.
- The use of Leveled Literacy Instruction (LLI) by the Academic Coaches follows an intense reading reform program composed of small groups and is used to accelerate readers that are below grade-level and propel them to grade-level status. According to researchers Fountas & Pinnell, if used with fidelity, the use of LLI in small groups will move students to reading at grade-level proficiency within 12-18 weeks.
- Use of graphic organizers-will include story webs, cause and effect, beginning middle and end to ensure student understanding of the logical flow of a story.
- Provide summer reading books or materials to K-8 students to help bridge the summer gap.
- Provide after school tutoring in reading

Writing

- Use of Writer's Workshop- A 45-minute block-Writer's Workshop is a structured system in which many lessons are developed based on the needs of the students, allowing for student choice of writing topic within the genre that is being taught, with a focus on one-to one conferencing, peer editing and revising.
- Use of graphic organizers- will include the use of idea-generating webs, Venn diagrams to compare and contrast, beginning middle and end, main idea and details, as well as transitioning words graphic organizers to help with brainstorming and composing stages of writing.
- Small group instruction will include differentiated instruction and the use of activities and programs to help meet individual student needs.
- Use of writing program and materials to improve fluency
- Use of white boards to increase writing fluency and visual assistance

Math

- A 60-minute math block is dedicated to whole group and small group instruction as well as math fluency, teaching of new concepts, whole group explore of the concept, student application and math talk.
- Small group instruction- Math groups of differentiated instruction will include the use of activities and programs to help meet individual student needs used by the Math Interventionists. According to author and researcher Nicki Newton, math small group instruction will allow students to build mathematical proficiency with instruction.
- Differentiated instruction through the use of small groups, teachers will meet the needs of the students to fill in the gaps of their mathematical knowledge.
- Math Expressions and Holt/McDougal Math, and Math Recovery will be used to support students.
- Use of math manipulatives will provide students with the chance to apply their mathematical knowledge through a hands on approach.
- Use of technology- An online based program, such as Dream Box, will be used to allow students to practice math concepts.

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-Provide after school tutoring to increase math concepts and skills.

Social Studies

-A 30-minute social studies block is dedicated to the teaching and exploration of the State's social studies standards through the use of different activities and resources. Interventionists and coaches will include social studies concepts in small groups.

-Use of graphic organizers-Individual classroom teachers will introduce students to timelines and various graphic organizers to arrange key concepts and events from history and geography. Drawing from research based on Marzano's Nine Strategies, individual classroom teachers will implement the use of timelines and graphic organizers in order to provide additional support and enhancement of student learning for all students, including those deemed at risk.

-Trade books are used to teach social studies concepts through the use of high quality literature and informational texts.

-Social Studies materials will be used to create visual assistance and enhance social studies concepts.

-Choice activities will include the students having a choice in how they will present their mastery of a concept.

-Provide after school tutoring

Science

-A 30-minute science block dedicated to the teaching and exploration of the State's science standards through the use of different activities and science sources. Interventionists and coaches will include science concepts in small groups.

-Trade books-Individual classroom teachers will use high quality literature and informational text trade books in English Language Arts (ELA) blocks and problem solving strategies from Math and ELA to supplement and enhance the science curriculum for all students, including those deemed at risk.

-Use of graphic organizers to compare and contrast data derived from experiments, as well as using flow charts to represent information.

-Choice activities will include the students having a choice in how they will present their mastery of a concept.

-Problem-solving strategies- for example students will use problem solving strategies to solve community issues involving science concepts.

-Science kits for hands-on activities, science manipulative and science experiments to apply problem solving strategies, graphic organizers, and higher order critical thinking.

-Provide after school tutoring

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

Strategies that will increase the quality (improvement) of instruction include:

Small group instruction - will include differentiated instruction and the use of activities and programs to help meet individual student needs.

The use of Leveled Literacy Instruction (LLI) follows an intense reading reform program composed of small groups and used to accelerate readers that are below grade-level and propel them to grade-level status. According to researchers Fountas & Pinnell, if used with fidelity, the use of LLI in small groups will move students to reading at grade-level proficiency within 12-18 weeks. In addition, the use of technology through the computer program Think CERCA gives students individualized, differentiated instruction on grade-level phonemic awareness skills and reading comprehension.

Differentiated instruction - Differentiation is implemented by tailoring instruction to meet student's individual needs. Whether teachers

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differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Leveled Literacy Instruction - Leveled Literacy Instruction to be given by Interventionists and coaches (LLI) follows an intense reading reform program composed of small groups and used to accelerate readers that are below grade-level and propel them to grade-level status.

According to researchers Fountas & Pinnell, if used with fidelity, the use of LLI in small groups will move students to reading at grade-level proficiency within 12-18 weeks.

Math Small Groups - Math small groups of differentiated instruction will be taught by interventions, coaches, and classroom teachers, include the use of activities and programs to help meet individual student needs. According to author and researcher Nicki Newton, Math Small Groups instruction will allow students to build mathematical proficiency with standards-based differentiated instruction. Math small groups use math manipulatives for hands-on practice during differentiated small group instruction. In addition, the use of technology through the computer program Dream Box gives students individualized, differentiated instruction on grade-level mathematical concepts. Teachers will also be using Math Expressions K-6, Holt/McDougal 7-8, and Math Recovery for intervention.

Use of technology - Students have use of a computer lab that houses 26 laptop on a daily basis. The school also has a laptop cart that houses 26 computers whereby classes check out computers for use by intervention teachers/after school program all in which are used for the lowest 6 achieving students in each classroom. In addition, the school also has iPads that are available to them on a scheduled basis by all students, but will in need to purchase additional 12 iPads this school year. In Addition the school will purchase teacher laptops due to staff increasing and replacing older computers.

Writing process - Writer's Workshop / Writing Process: Writer's Workshop is a structured system in which many lessons are developed based on the needs of the students that allows for student choice of writing topic within the genre that is being taught. Writer's Workshop is used to meet individual learning needs through small groups of differentiated instruction. The Writing Pathways program, as developed by Lucy Calkins, is used to guide teachers on instructing writing curriculum based on student needs and assessing for grade-level proficiency.

Graphic organizers - Social Studies

-Use of graphic organizers-Individual classroom teachers will introduce students to timelines and various graphic organizers to arrange key concepts and events from history and geography. Drawing from research based on Marzano's Nine Strategies, individual classroom teachers will implement the use of timelines and graphic organizers in order to provide additional support and enhancement of student learning for all students, including those deemed at risk.

Reading

-Use of graphic organizers-will include story webs, cause and effect, beginning middle and end to ensure student understanding of the logical flow of a story.

Writing

-Use of graphic organizers- will include the use of idea generating webs, Venn diagrams to compare and contrast beginning middle and end, main idea and details as well as transitioning words graphic organizers to help with the brainstorming, and composing stages of writing.

Trade books - Individual classroom teachers will use trade books in ELA blocks and problem solving strategies from math and ELA to supplement and enhance the science curriculum for all students, including those falling under the at-risk criteria.

3 - Tiered model of interventions - The use of a tiered model of interventions, with Tier 3 strategies are provided by reading and math interventionists;

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**Tier 1 students received high quality, scientific based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

**Tier 2 students who are not making adequate progress in the core curriculum are provided increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

**Tier 3 students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Reading and math interventionists support - The school employs two reading coaches that works with the lowest achieving students in each grade. The school employs two math intervention teachers that works with the lowest achieving students in each grade. As well as a part time math/reading coach to work with the lowest achieving students in each grade. All intervention teachers assess students for the purpose of providing feedback to students, parents and administration.

Strategies that will increase the quantity (amount of time) of instruction include:

- Use of block time in core content areas
- Extended learning time - our school day and the school year are longer than in traditional schools, allowing for more instructional time
- Efficient use of online core programs
- After School tutoring for all core subject areas

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

Based on the findings of the comprehensive needs assessment, deficiencies are shown in all content areas, but especially in reading in the areas of reading comprehension of literature and informational text and math in the area of geometry and measurement and data. Therefore, research-based reform strategies including Reading Groups and Math Small Groups have been put in place in the school wide improvement plan.

Reading groups allow for small groups of differentiated instruction and include the use of activities and programs to help meet individual student needs for all students and those deemed at risk. Leveled Literacy Instruction (LLI) (Interventions) follows an intense reading reform program for students deemed at risk. LLI is composed of small groups and used to accelerate readers that are below grade-level and propel them to grade-level status. According to researchers Fountas & Pinnell, if used with fidelity, the use of LLI in small groups will move students to reading at grade-level proficiency within 12-18 weeks. In addition, the use of technology through the computer program Think CERCA is in place for all students K-8, including those deemed at risk. Think CERCA gives students individualized, differentiated instruction on grade-level reading practices

Math small groups of differentiated instruction will include the use of activities and programs to help meet individual student needs for all students and those deemed at risk this will be done by the Math Interventionists. According to author and researcher, Nicki Newton, Math Small Groups instruction will allow students to build mathematical proficiency with standards-based differentiated instruction. Math manipulatives are used daily in math small group instruction, especially with students deemed at risk, in order to facilitate deeper understanding and growth in mathematical concepts. In addition, the use of technology through the smart boards and Dream Box gives all students K-8, including those deemed at risk, individualized, differentiated instruction on grade-level mathematical concepts. Students will also be using Math Expressions, Holt/McDougal, and Math Recovery.

The specific target populations are the lowest achieving students in each grade.

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

Additional strategies in all content areas (reading, writing, math, science and social studies) will be provided to students in need of instructional support by classroom teachers and interventionists in small groups. Target populations include the lowest achieving identified students at each grade level.

The use of a tiered model of interventions, with Tier 3 strategies provided by reading and math interventionists;

**Tier 1 students received high quality, scientific based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

**Tier 2 students who are not making adequate progress in the core curriculum are provided increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

**Tier 3 students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Reading and math interventionists support - The school employs HQ part/full time math interventionist and a full time reading interventionist that works with the lowest achieving students in each grade. The school employs one math intervention teachers that works with the lowest achieving students in each grade. All intervention teachers assess students for the purpose of providing feedback to students, parents and administration. The school also employees Title I coordinator and After School Tutoring Program coordinator to maintain and monitor program, data, teaching, and compliance.

Use of Technology: Students will receive time to use computers to practice phonemic awareness skills and reading comprehension.

--Use of Think CERCA - using this technology weekly to enhance instruction.

--Use of www.mytestbook.com - using this technology daily to enhance instruction in reading, math, and science mainly used in upper elementary.

Leveled Literacy Instruction: Teachers will conduct small group instruction to develop phonemic awareness and reading comprehension skills. They will use hands on and reading materials with supplemental materials such as Leveled Literacy Instruction (LLI). Students will have access to text that are at their independent reading level to increase reading comprehension and reading fluency. These strategies will be used K-8.

Writing: Tier I

--Writer's Workshop

--"Writing Pathways" program used to grade writing that is produced during Writer's Workshop

--Writing pieces across content areas and using Leader in Me writing workbook

Tier 2: Teachers will implement a writing workshop including one-on-one conferencing, peer editing and revising. A 45 minute block will be allotted daily for writers workshop. Teachers will work with small groups in writing according to each students proficiency level on genre specific writing rubric.

Tier 3: Students will receive one on one conferencing/skill work from the teacher on areas of concern.

Math:

Tier I

--Math Interventionist for lowest percentile

--Differentiated Instruction

--Small groups within Guided Math

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--Use of Math Manipulatives

--Use of xtramath.com - using this technology to enhance instruction weekly.

Tier 2: Teachers are provided with a 60 minute block dedicated to math. During this time teachers will utilize manipulatives and internet resources. Teachers will utilize Dream Box to increase math concept practice time for students. Teachers will work with small groups of students to provide additional support on math concepts.

Tier 3: The interventionist will work with small group of students utilizing manipulatives, Math Recovery and other resources to move students from current level of ability to mastery of concepts.

Social Studies:

Tier 1: Using visual and auditory text to meet learning styles to aid in understanding information. Doing hands on projects and experiments.

To meet comprehension, students will work in leveled reading groups focusing on informational text. Using technology to reinforce concepts.

Tier 2: Teachers will introduce students to timelines and various graphic organizers to arrange key concepts and events from history and geography.

Tier 3: Through the use of leveled text, teachers provide remediation on social studies concepts. Students are provided with choice activities such as making a project such as a timeline or writing a report to demonstrate mastery of a concept. Students are provided with learning tools such as charts, graphs and maps.

Science:

Tier 1: Using visual and auditory text to meet learning styles to aid in understanding information. Doing hands on projects and experiments.

To

meet comprehension, students will work in leveled reading groups focusing on informational text. Using technology to reinforce concepts.

Tier 2: Teachers will use informational text in English Language Arts (ELA) blocks and problem solving strategies from Math and ELA to supplement the Science curriculum.

Tier 3: Through the use of leveled text, students are remediated on science concepts, or given the chance to expand their knowledge.

Students are provided with choice activities such as making a project such as a diagram or writing a report to demonstrate mastery of a concept. Students are provided with learning tools such as charts, graphs and science labs.

All Content Areas

--Extended Learning Time - we have a longer school day and a longer school year, allowing for additional instructional time.

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

Reading:

Teachers will use Fountas and Pinnell Benchmark Assessment System and NWEA to monitor the progress of a student's reading level to determine grade level proficiency. Teachers will assess students using the Fountas and Pinnell Benchmark Assessment System every 6 weeks. In addition, students are assessed with the NWEA 3 times per year (fall, winter, spring). Data gathered from these assessments will inform teachers if/when the lowest achieving students are no longer in the lowest range.

Writing:

Teachers will use genre specific rubrics from Writing Pathways, as well as classroom observations, to monitor the progress of a student's writing abilities and to determine grade level proficiency. Data gathered from these assessments will inform teachers if/when the lowest achieving students are no longer in the lowest range.

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Math:

Teachers will use NWEA, classroom assessments, and observations to monitor the progress of a student in math to determine grade level proficiency. Data gathered from these assessments will inform teachers if/when the lowest achieving students are no longer in the lowest range.

Science:

Teachers will use report card data to monitor for grade level proficiency. Data gathered from these assessments will inform teachers if/when the lowest achieving students are no longer in the lowest range.

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teaching staff at East Shore Leadership Academy are highly qualified. The expectation is that teachers will have a valid Michigan teaching certified in the area that they are assigned. ESLA meets the requirements of the Michigan Department of Education Highly Qualified directive.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Last year we had 11 teachers.

This year we have 14 teachers, due to increased enrollment.

4 of our current teachers have left for other positions.

All 4 positions have been filled.

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

Of our 14 teachers:

10 have 1-3 years' experience

0 have from 4-6 years' experience

2 have from 7-10 years' experience

2 have 16 or more years' experience

29% of our teachers have Master's Degree

100% of our teachers have Bachelor's Degree

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

East Shore Leadership Academy is a public school academy that opened in the Fall of 2014. In an effort to attract Highly Qualified staff, ESLA posts all job openings with the Michigan Association of Public School Academies, Indeed, ESLA Facebook, and the ESLA website with expectations that meet the Highly Qualified criteria.

All applicants are screened via the leadership team by doing the following: screening of resumes (certification), experience, locations, references, recommendations and transcripts. The leadership team will discuss all possible candidates and set up interviews, interview with teacher, select, and possibly have final candidates set up lesson plan and teach a lesson to determine whom will be hired.

ESLA retains teachers by providing support in all ways (instruction, Professional Development, mentors, coaching days, excellent benefits and morale boosters).

Qualities of East Shore Leadership Academy:

There is a high degree of professional autonomy in which teachers are supported and trusted in exercising their judgment on best practices.
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assessments, curriculum, programs and student needs. Teachers are selected for leadership roles according to their strengths. Teachers provide professional development for the staff as well as leading the staff in the process of Leader in Me. Teachers feel valued for their strengths being recognized and being able to act upon them. There is a family-like culture amongst the staff where they strive to work together to provide the best for our students and to support one another. Most importantly, the staff value one another and enjoy working together to bring to life the mission of our school.

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

Initiatives the district has implemented to attract and retain highly qualified teachers is to advertise on the Michigan Association of Public School Academies (MAPSA), Indeed, East Shore Leadership Academy website and networking with other schools.

In order to retain teachers the district encourages a high degree of professional autonomy in which they are supported and trusted in exercising their judgment on best practices, assessments, curriculum, programs and student needs. The district strives to select teachers for leadership roles according to their strengths. The district strives to motivate the staff to value the strengths of one another and to bring to life the mission of the school. The district selects teachers to provide professional development for the staff as well as leading the staff in the process of Leader in Me.

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

We have not experienced a high turnover rate.

We make an effort to select prospective teachers that have worked in similar demographic schools.

We assign more mentor time for new teachers.

Component 5: High Quality and Ongoing Professional Development

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

All staff receive ongoing professional development that is aligned with the comprehensive needs assessment and the goals of the school improvement plan. Our process lifted the need to have a coherent vertically and horizontally aligned curriculum across all grades and content areas.

Therefore, all staff will receive the following ongoing and systemic training:

- Learning Success to help teachers implement differentiated instruction in all core areas to improve student achievement
- Reading: Fountas & Pinnell Leveled Literacy Intervention, Lexia Core 5 (Reading computer based program), instructional leveled books, and small group instruction, and Think CERCA
- Writing: Writer's Workshop approach, Writing Pathways, 45 minute and small group instruction
- Math: NWEA Measure of Academic Progress (MAP) to implement a school wide math intervention program that will increase our student proficiency, small group instruction, and Dreambox Math computer program, and Math Recovery
- Science: This was covered during our Reading PD through the science trade books.
- Social Studies: The use of globes and atlases; This is covered during our Reading PD through social studies trade books.
- School Improvement Conference
- PD for MAS/FPS Special Populations, Michigan Testing Conference, AdVance Ed, Special Education Law, Title Boot Camp and various other topics.

Parent Liaison will provided professional development to our parents in the 2018-19 school year. To assist with meeting academic and basic needs.

All staff will receive professional development in providing differentiated instruction for CCSS grade-level objectives, use of nonlinguistic organizers, teaching and learning for academic and domain vocabulary, CCSS pedagogy and rigor, and positive behavior interventions [PBIS].

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

A professional development plan, with regular common planning times built in to the teachers' daily schedule, will reflect and honor the time needed for this professional learning. Furthermore, ESLA will develop and utilize the "Trainer of Trainers" model to support ongoing implementation of all strategies in this plan.

Due to having only one grade level teacher (except K) we do not have grade level PLC but we do have whole school PLC meetings (staff meetings) which are held monthly. As ESLA increases in size and we have more than one teacher per grade level then we will use the PLC model. The PLC model will also be used to evaluate implementation of all strategies. We also have instituted teacher feedback surveys after professional development opportunities so that we can offer the staff the most relevant and ongoing professional development to assist them in their classrooms.

Lastly, during our Mentor meetings (two times a month for 30 minutes), mentors meet with with mentees (teacher who have taught less then 3 full years) on the following topics: Daily 5, Writer's Workshop, Leader in Me, Classroom Management, Differentiated Instruction and Common Core State Standards.

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

Component 6: Strategies to Increase Parental Involvement

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

ESLA has parents involved in the design of the schoolwide plan through a variety of processes. All parents are surveyed twice a year (Fall and Spring) and are asked to give feedback regarding school culture, student academics and assessments, school programs and activities, improving parental involvement, along with any ideas and input that they feel should be communicated with the school.

ESLA has parents on the SIT and has a parent on the ELSA school board, which also gives feedback on the school culture, student academics, and assessments.

ESLA holds Leader in Me meetings in which the process is shared with parents and how the 7 Habits can be applied and used at home as well as being provided with printed resources about the 7 Habits.

ELSA offers parent nights and Title I nights that discuss core academic areas and train parents on how they can assist their student at home. Then parents are asked for their feedback on the parent nights so that changes can be made at the next parent night.

ELSA has parent meetings that are held on a pre-planned schedule that not only involves the SIT but parent training in relation to the school's mission and vision, goals, and assessments.

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

Parents help implement the schoolwide plan by supporting the strategies and activities at home. Through parent training, information and materials, parents are familiar with the strategies we are using and are able to assist their child/ren with homework and extra activities.

Parents also volunteer in school and in classrooms and assist teachers with the implementation of the schoolwide plan.

Once the surveys are completed, the results are reviewed by the school staff during staff meetings and Professional Development days, by the School Improvement Team (which includes parents), and the Board (which includes a parent).

At School Improvement meetings, it is determined if changes need to be made and how these changes are going to be implemented. The SIT also evaluates parent involvement and determines additional ways of involving parents. Then communication of these implementations are given to our parents via newsletters or parent meetings, so that parents understand the changes being made. Lastly, all surveys, materials, and any school information are available to meet the needs of all parents with attention given to LEP parents, migrant parents, and parents with students who have disabilities (if applicable).

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

Parents are surveyed twice a year - in the fall and the late spring. Results are shared via the website with parents and the general population.

Parents who are involved on the SIT will receive monthly feedback as to how the school is doing and the results of survey data and general assessment data in order to make appropriate changes

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

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

Section 1118(e)(1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and local assessments, and how to monitor their child's progress.

School staff annually shares the State's content expectations with parents, the state's annual assessment (M-STEP) with parents, and how to monitor their child's progress.

--Title I Curriculum Night presentations include Common Core State Standards

--Parent Conferences

--Parent copy of Grade Level Scope and Sequence

--Students receiving additional assistance will be progress-monitored on a monthly basis depending on student need.

Information will be shared with parents when appropriate

--Intervention summary available at conferences to provide information and answer questions about assessments

--Power School

--Parent Liaison to assist parents with academic and basic needs with a focus on foster children and homeless

Section 1118(e)(2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement.

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

These include:

--New family orientation

--Kindergarten Orientation Day

--Provide lists of community resources to individual parents and assistance in accessing these resources, as needed

--Title I Curriculum Night presentations

--Weekly school newsletters / Classroom newsletters / District publications

--Classroom Website - provides parents with materials and resources to help their child achieve success

--Family Fun Nights - e.g. Winter Wonderland and Fun Fest

--Leader In Me Meetings (how the 7 Habits can be applied at home)

--All parents are provided with a scope and sequence at the beginning of the year so they can be aware of what is being taught each month and support this at home with activities that are sent home

--Parents are able to volunteer in the classroom for special activities such as our Winter Wonderland craft rotation, or at school-wide functions for the community such as Summer Fest

--Parents are also encouraged to volunteer for daily activities within the classroom

Section 1118(e)(3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school.

On-going professional development for staff on effective ways to increase parent involvement occurs annually.

--East Shore Leadership Academy values and respects parent involvement in the school community. Parent involvement will be discussed as part of the professional development plan in the spring. Staff will attend workshops and implement new ideas for effective parent

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communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact. District will in-service teachers on how to utilize district website to post classroom newsletters and add materials and resources to the Parent Tab. The data that is collected from parent surveys given will be used to develop ideas, workshops, and effective parent/teacher communication.

Section 1118(e)(4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children.

Coordination with other programs for parent involvement includes:

- Transition to Kindergarten: activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations
- Head Start

Section 1118(e)(5) Shall ensure information is shared with parents in a language and format they can understand.

Information is shared with parents in a language and format they can understand. Examples include:

- School Newsletter / Classroom Newsletters / District Newsletters written in a parent friendly language
- Accommodations for parents with physical handicaps (visual, hearing, cognitively impaired, etc.) and ELL (translators and interpreters)
- Emails / text / phone calls
- All information is shared with parents in user-friendly language with educational terms and acronyms explained

Section 1118(e)(14) Shall provide other reasonable support for parental involvement activities as parents may request.

Parents are provided with other reasonable support such as:

- Make every effort to accommodate parent requests (appropriate and reasonable) to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement
- Social Work services available for special needs

Section 1118(f) Shall provide other reasonable support for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

Staff provide opportunities for full parent participation:

- Providing assistance to those requiring accommodations, utilizing support services provided by ISD, when necessary;
- Meetings held on the ground floor to accommodate parents with physical disabilities; for hearing impaired we would have written material and writing utensils available; for visually impaired we would assist the parent in contacting specific organizations, and for the cognitively impaired we would have user friendly written material;
- Provide classwork to migratory children as necessary to help them maintain connection to school work (may refer to ISD for additional resources).

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

Parent feedback is obtained through surveys to assess parent satisfaction with the activities in the parent involvement component.

We keep track of parent/teacher conference attendance as well as tracking attendance for all parent meetings.

We keep a record of parent volunteers and engagement so that they can be recognized at volunteer appreciation event at the end of the year.

Attendance at events is taken with a counter due to the vast turnout at some of our events. Our Winter Wonderland had approximately 450 people in attendance over the last two years. The event included: Santa, gifts, cocoa, tattoos, cookies, and a horse drawn carriage. Summer Fun Fest had approximately 300 people attend. We had a petting zoo, tattoos, bike safety, free bike helmets, bounce houses, games and food.

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

Surveys given to parents twice a year will assist us in evaluating the parent involvement component. Parent involvement and feedback will be used to make appropriate changes to the schoolwide plan.

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

The parent compact was developed in August of 2014. When the plan was first developed the school was in its first year of operation so teachers and administrators developed the compact. Now, being in our third year parents are provided with the opportunity to provide input. Appropriate feedback is taken into consideration when revising the school-parent compact at the beginning of each school year.

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

The compact is provided to the parents so that they may understand the school-parent-child relationship. The compact is reviewed along with having a discussion to ensure that all parties involved understand the compact. Components of the compact are discussed at parent-teacher conferences as well and how each party is meeting the agreement.

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

The compact is provided to the parents so that they may understand the school-parent-child relationship. The compact is reviewed along with having a discussion to ensure that all parties involved understand the compact. Components of the compact are discussed at parent-teacher conferences as well and how each party is meeting the agreement.

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

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

At Parent/Teacher conferences parents are provided with a student report of data and an opportunity for explanations and questions where needed. Parents also receive the parent report that accompanies NWEA results. All educational terms and acronyms are explained.

At this time we do not have language barriers; however, if needed, we could utilize the services of the St. Clair ISD for translation and/or interpretation.

Component 7: Preschool Transition Strategies

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

We house 3 preschool programs at East Shore Leadership Academy: 2 GSRP programs and 1 Head Start program. Students who attend the Head Start and GSRP programs located in our building are able to visit the kindergarten classrooms and participate in the calendar/morning message routine as well as a shared reading activity. The preschool students have access to the kindergarten playground and are able to interact and play with the kindergarten students as well as the kindergarten teachers. Preschool teachers are provided with resources such as sight words, ABC charts, letter cards, and sight word books that they were able to send home with their students.

For students who may have difficulty with transitioning from preschool to kindergarten, they are welcomed into the kindergarten classroom on a regular basis with their preschool teacher. The child/ren are given a picture book of the classroom and the teacher, as well as the daily schedule for the parent and child to look at over the summer to prepare for their first day of kindergarten.

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

The school conducts a Kindergarten Round Up. Parents as well as children are welcomed into the classroom for a Power Point presentation. The presentation covers what a day in kindergarten looks like, the Common Core State Standards, and activities kindergarten students participate in such as Fall on the Farm, Winter Wonderland, and other fun days. Parents are provided with resources such as ABC charts, ABC cards, number cards, sight words, sight word books, ideas for at home activities to support math, literacy, social, emotional, and language growth.

Kindergarten Round Up occurs during the spring. Parents and prospective kindergarten students are welcomed into the school for a presentation and to meet the kindergarten staff. The kindergarten staff presents what a day in kindergarten looks like, as well as special events in kindergarten. Curriculum, Common Core State Standards and end of year kindergarten expectations are shared.

Activities and resources are shared so parents may gain a better understanding of what is expected at the beginning, middle and end of the year. The kindergarten staff and the preschool staff worked collaboratively to help ease the transition of an individual student who had severe anxiety about the transition. The student was able to spend time in the kindergarten classroom and was able to create a Kindergarten Picture Book of the classroom that he may look at and talk about over the summer.

Parents are provided with a Parent Guide to the Common Core State Standards, as well as many other resources such as sight word lists, book lists, math activities, and reading activities to do at home.

The kindergarten staff shares with the preschool staff the Common Core State Standards so they are aware of what is expected of a child entering kindergarten. A checklist was created of what a child should be able to do upon entering kindergarten, such as counting and recognizing numbers to 10, recognizing upper and lowercase letters, shape and color recognition, name writing and recognizing a few sight words.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers have creative license to create academic assessments in all subject areas. Teachers use a variety of methods such as thumbs up or thumbs down, exit tickets, authentic assessments, and teacher observations.

More specifically, in terms of reading, teachers are encouraged to utilize a variety of assessment tools from the Fountas & Pinnell Benchmark Assessment System as necessary for their students. In addition, teachers use reading assessments at least 4 times per year, per student.

In terms of mathematics, science, and social studies, teachers are given the creative liberty to use a variety of formative and summative assessments based on the given topic/unit.

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

NWEA is analyzed at professional developments. The NWEA (MAP) website is navigated in detail and is used as a resource to individually instruct students.

Teachers analyze the NWEA and Fountas and Pinnell data to seek out the student's individual needs. Teachers then research programs and/or instructional activities to support the instructional needs of the students. Lastly, teachers use the NWEA website to analyze specific student data and use said data to individually meet the students' academic needs.

Teachers use the information gathered during informal assessments (thumbs up, thumbs down, exit tickets, etc.) to adjust their instruction, such as pulling a small group for those still struggling with a concept, or re-teaching a whole group lesson through a different modality.

Using reading data (Fountas and Pinnell) and math NWEA data, students are grouped or regrouped for instruction to best meet their learning needs.

At this current time, there is only one teacher per grade level with the exception of Kindergarten. During a post observation conference, teachers analyze their data (Fountas and Pinnell, and NWEA) with the principal to then discuss how this data will drive their instruction and changes that are going to be made in accordance with student learning needs.

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

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

READING - Grades K-8

--Identified by NWEA test (given 3 times a year)

--Identified by Fountas & Pinnell (given 4 times a year)

--Lexia Core 5 (taken by all students, auto placement given to entering students) & Think CERCA for 3rd-8th graders.

--Between Fountas & Pinnell and NWEA scores, the lowest achieving students are pulled for interventions. Interventions are given by both the classroom teacher and the reading interventionist. Fountas and Pinnell is used to determine intervention IF a student has entered after NWEA testing. Teachers will administer a "where to start" word placement test which will provide a corresponding Fountas and Pinnell reading level to begin a running record assessment.

--What is Lexia Core 5 - it is an individualized reading curriculum for all abilities (Tiers I, II, and III) for students whose reading levels are below 5th grade. Students learn, practice and consolidate fundamental literacy skills by interacting with the online program, receiving teacher-led lessons, and completing independent, paper-based activities using Skill Builders. Real-time student data is captured and reported to teachers for instructional planning and for helping students reach grade-level benchmarks. Think CERCA is a program used for grades 3-8 that reached students on their instructional level while using grade level appropriate text.

WRITING - (All grades use writing program "Writing Pathways" and Common Core Standards) Lucy Calkins unit of study

--Pre & Post assessments of "Writing Pathways" program (This program is designated for K-8) given by classroom teacher per writing genre

--Common Core Standards used by all grade levels K-8

--Small group instruction will be provided by the classroom teacher based on the needs of the classroom.

MATH - (All grades use Common Core Standards. Grades K-6 will use Math Expressions, Grades 7-8 will use Holt/McDougal) for all grade levels K-8

--Common Core Standards used by all grade levels K-8, Math Expressions K-6, Holt/McDougal 7-8, and Math Recovery K-8)

--The math interventionist will have small group intervention/instruction with the lowest 15% of the school based on NWEA scores (not including our special education students). We have two interventionist. They will be using Math Recovery to assist with instruction.

--Technology using Dream Box

--Small group instruction will be provided by the classroom teacher based on needs of the classroom.

--Identified by NWEA test (given 3 times a year)

--Based upon classroom assessments (pre-assessments, mid assessments, post assessments, daily assignments, observations, exit slips) the teacher selects the bottom 20-25% to receive additional customized daily instruction.

SCIENCE (K-7 uses Science Fusion)

--Students are identified through pre & post assessments given by the classroom teacher.

--Low performing students will have interventions given by the classroom teacher by reteaching in a small group setting

SOCIAL STUDIES (Grades 3-7 uses Harcourt Social Studies)

--Students are identified through pre & post assessments given by the classroom teacher.

--Low performing students will have interventions given by the classroom teacher by reteaching in a small group setting

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

Reading (K-8)

- Reading Interventionist for lowest percentile.
- Leveled Literacy Intervention (LLI) - small group instruction by classroom teacher for the lowest 6 students per grade level, used daily across all grade levels, students enter and exit based on meeting grade level proficiency
- Use of Think CERCA - using this technology weekly to enhance instruction used grades 3-8.
- Use of www.mytestbook.com - using this technology daily to enhance instruction in reading and math in 3rd grade. It is based on student's individual readiness in content area in 3rd grade

Writing (K-8)

- Writer's Workshop
- "Writing Pathways" program used to grade writing that is produced during Writer's Workshop
- Writing pieces across content areas

Math

- Math Interventionist for lowest percentile
- Differentiated Instruction
- Small groups within Guided Math
- Use of Math Manipulatives
- Use of xtramath.com - using this technology to enhance instruction weekly. Used mainly in lower elementary grades, based on student's individual readiness
- Use of Dream Box
- Math Recovery

Science

- Using visual and auditory text to meet learning styles to aid in understanding information. Doing hands on projects and experiments. To meet comprehension, students will work in leveled reading groups focusing on informational text. Using technology to reinforce concepts.

Social Studies

- Using visual and auditory text to meet learning styles to aid in understanding information. Doing hands on projects and experiments. To meet comprehension, students will work in leveled reading groups focusing on informational text. Using technology to reinforce concepts.

All Content Areas

- Extended Learning Time - we have a longer school day and a longer school year, allowing for additional instructional time.

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

All Content Areas

- Interventionists/Coaches assist with small group instruction.
- Small group differentiated instruction is completed based on student's individual readiness of the content area and individual learning styles

and needs.

--Student seating is based on individual needs and readiness.

Reading

--Guided Reading Groups and Daily 5 in grades K-8 allow for small group differentiated instruction on a daily basis. This small group differentiated instruction is structured in order to maximize student learning according to individual student learning needs.

Writing

--Small group differentiated instruction during writing enables students' individual needs to be met through Writer's Workshop. Writer's Workshop is a structured system in which many lessons are developed based on the needs of the students that allows for student choice of writing topic within the genre that is being taught.

Math

--Guided Math Groups in grades K-8 allow for small group differentiated instruction on a daily basis. This small group differentiated instruction is structured in order to maximize student learning according to individual student learning needs.

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

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

East Shore Leadership Academy (ESLA) resources are coordinated in the following manner:

** ESLA's General Fund covers salaries and benefits for all staff, teaching supplies, text books, classroom furniture, operations, maintenance, and school-wide online curriculum.

** ESLA's 31a funds may include a K-3 support person to assist with reading, one elementary teacher (k-2), and possibly professional development that is geared toward the core content areas.

** ESLA's Title I funds will be used for two Math Intervention persons, Reading Interventions and coach, Math Expressions, Holt/McDougal, Math Recovery, and Think CERCA reading online reading program, Leader in Me resource license, Dreambox to meet allotted time and targeted instructional materials for grades K-8.

** ESLA's IDEA Special Education Funds will be used to supplement the special education program.

** ESLA's Title II will be used for the Leader in Me Workshops and Learning Success for all staff and professional development opportunities related to the core content areas.

**ESLA's Title IV funds were transferred to Title I funds to be used for the Math/Reading materials and parent liaison.

** ESLA's local resources include but are not limited to:

--The Salvation Army donates gifts at Christmas and ESLA turns around and gives them out to children in need within the community at the school's annual Winter Wonderland event.

--Various other community entities become involved at the school's Summer Safety Festival (Port Huron Police, Petting Zoo, Pony rides, Bike and Helmet Safety etc.)

--There is a partnership with the local YMCA to offer physical education opportunities at ESLA and at the YMCA throughout the school year, and classroom business partners who will work with their prospective grade levels. The local soup kitchen also works hand in hand at times with the school in offering fresh veggies and extra food items.

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

Component 1 - Comprehensive Needs Assessment

--ESLA uses General Funds that will allow staff to collect and analyze data, administer surveys and develop goals, strategies and activities.

Component 2 - School Wide Reform Strategies

--ESLA uses General Funds to provide Tier 1 strategies which are typically done in the regular classroom.

--ESLA uses Title 1 Funds to allow and support interventions and support services such as in Tier 2 and 3 by a Reading and Math Intervention person.

--ESLA Title IV funds were transferred to Title I funds to be used parent liaison and materials.

--The school also utilizes 31a funds to support a lower elementary teacher.

Component 3 - Attract Highly Qualify Teachers

--ESLA uses General Funds to attract HQ teachers by placing ads with online services as well as state universities, and MAPSA.

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Component 4 - Retain Teachers

- ESLA uses General Funds to retain teachers by providing targeted and school wide professional development opportunities.
- ESLA uses Title IIA funds to support professional development needs.

Component 5 - Professional Development

- ESLA uses General Funds, Title I and II funds, and available grant funds to allow for professional development for staff. I

Component 6 - Parent Involvement

- ESLA uses Title I Funds for refreshments for family nights, give a ways, materials, and events.

Component 7 - Preschool Transition

- ESLA uses General Funds to work with area day care centers by offering workshops, brochures, and school literature.

Component 8 - Assessment Decision

- ESLA uses General Funds so teachers can develop assessments, do a data gap analysis, and to meet to assess results and plan accordingly.

Component 9 - Timely, Additional Assistance

- ESLA uses General Funds to carry out Tier 2 strategies. ESLA uses Title I, Title IV Funds to incorporate a parent liaison and materials for Title I students, who employ Tier 3 strategies. 31A is used to assist in funding a lower elementary teacher and reading interventionist.

Component 10 - Coordination of Resources

- ESLA uses General Funds, Title I and 31a Funds to coordinate resources at this time by meeting with all staff monthly and the SIT in order to evaluate goals and strategies and resource needs.

Evaluation

- ESLA uses General Funds in order to meet and evaluate how the process and the plan is working at least three times a year. Results determine what to target and revisit

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

East Shore Leadership Academy develops goals and strategies to reach out to the immediate community as well as the school families. It is one of the core beliefs to be a beacon within the Olde Town area of Port Huron which is the area of highest need in St. Clair County.

All students who attend East Shore Leadership Academy are offered free breakfast and lunch through the federal lunch program. The school wide process, The Leader In Me by Stephen Covey, who is the author of The 7 Habits of Highly Effective People, is the primary Positive Behavior Support program. Also streamlined into The Leader In Me is the schools' Etiquette program and Learning Styles which profiles each child's manner in which they learn and retrieve information. These are provided through our general fund.

ESLA leases three rooms to the local Head Start program and many times they have fed into ESLA's Kindergarten program.

ESLA is a partner with the local YMCA who offers additional physical education to all students at ESLA.

Evaluation:

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

School administrators monitor the implementation of strategies through classroom observations, walk-throughs, lesson plans, school wide assessment data, informal and formal observations and discussions at staff meetings and professional development sessions.

ESLA is also heavily monitored through their Authorizer, Northern Michigan University (NMU), the ESLA school board, administrators and staff. The school-wide goals are evaluated on a monthly basis by the ESLA school board, Management Company, NMU and administrators, as well as quarterly by staff.

ESLA also uses the Title I program evaluation tool to evaluate our Title Program.

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

With each assessment a gap analysis will be conducted using the following venues and will be cross referenced with the School Improvement Plan as well as any future goal and strategy setting both school wide and through the SIT:

** Staff Professional Development topics in relation to strategies

** NWEA comparisons using spring, winter and fall scores as well as 3 year trends

** M-Step and NWEA will be used as a whole and individually to determine if students are meeting their academic goals and if not how they can be used to improve instruction and the delivery of instruction.

** Fountas and Pinnell will be used to compare to grade level norms and NWEA as compared to national norms and the State's annual assessment compared to state-wide norms.

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

To determine how the lowest achievers are making progress, staff will analyze all student assessment data as follows:

** Teachers, students and staff will closely monitor the gap analysis results of NWEA to help ensure the gap is narrowing and the school-wide program is doing what it states.

** Teachers will monitor reading by using Fountas and Pinnell assessment results to determine academic reading growth. Reading interventionist/academic coaches will use the Leveled Literacy Intervention program to monitor students. Staff will use math interventionist/academic coach to monitor growth progress for the lowest achieving students

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

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and make necessary changes that will focus on improvement.

ESLA will use the program evaluation tool to assess the effectiveness of all the goals and selected strategies.

The SIT will update the plan annually by using all of the assessment results mentioned throughout the evaluation.

The SIT will also meet monthly to evaluate any data that is completed as well as during monthly staff meetings and grade level meetings.

2018-19

Overview

Plan Name

2018-19

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students in grades K-8 will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
2	Students in grades K-8 will become proficient in math performance.	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$122203
3	Students in grades K-8 will become proficient in science concepts.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$5752
4	Students in grades K-8 will become proficient in social studies concepts.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$5752
5	Students in grades K-8 will become proficient in reading.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$73518
6	Students in grades K-8 will have access to the necessaries to help with their education.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$3750

Goal 1: Students in grades K-8 will become proficient writers.

Measurable Objective 1:

100% of Black or African-American, Asian, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance working toward grade level expectations. in Writing by 06/21/2019 as measured by K-8 continuum for assessing writing..

Strategy 1:

Writing Pathways writing rubrics - Writing Pathways - During the 90 minute ELA block, or during cross-curricular opportunities, teachers will implement a writing workshop including one-on-one conferencing, peer editing, and revising.

Category: English/Language Arts

Research Cited: "Writing Pathways", Lucy Calkins

Tier: Tier 1

Activity - Writer's Workshop/writing rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage teachers to implement the Daily 5 into classrooms with a writing center to enhance writing abilities.	Teacher Collaboration	Tier 1	Getting Ready	09/04/2017	06/06/2019	\$0	No Funding Required	All teachers

Strategy 2:

Writing - At least 30 minutes are allotted daily for writing.

Category: English/Language Arts

Research Cited: Writing Pathways

Tier: Tier 1

Activity - Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is an instructional-design methodology that offers activities that give all learners a way to connect a deeper understanding of content.	Technology , Materials	Tier 1	Getting Ready	09/06/2016	06/21/2019	\$0	No Funding Required	All teachers

Strategy 3:

Small Group Instruction in Writing - Teachers will work with small groups in writing according to each students proficiency level on the writing rubric.

Category:

Research Cited: Learning Continuum by Teachers College

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Tier: Tier 2

Activity - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing in full sentences to include adding details, punctuation, grammar and spelling.	Academic Support Program	Tier 2	Implement	09/06/2016	06/21/2019	\$0	No Funding Required	Classroom Teacher

Goal 2: Students in grades K-8 will become proficient in math performance.

Measurable Objective 1:

A 5% increase of Black or African-American, Asian, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency according to grade level NWEA scores in Mathematics by 06/06/2019 as measured by NWEA/MAP and State Assessment.

Strategy 1:

Math - Grade level teachers are given 60 minute block dedicated for math.

Category: Mathematics

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction" by Robert J. Marzano

Tier: Tier 1

Activity - Dream Box	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize manipulatives and internet resources and work together on how to use them effectively to enhance student performance. Additional laptops or iPads will need to be purchased to obtain allotted time.	Technology	Tier 1	Getting Ready	09/04/2018	06/21/2019	\$5500	Title IV Part A	all staff

Activity - PD- Webinar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for staff on Dreambox program	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/21/2019	\$300	Title II Part A	all staff

Strategy 2:

Math - teachers will use technology to increase math concept practice time

Category: Mathematics

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction" by Robert J. Marzano

SY 2017-2018

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Tier: Tier 1

Activity - Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 Math program	Materials	Tier 1	Getting Ready	07/02/2018	06/21/2019	\$798	Title IV Part A	All Staff

Strategy 3:

Title One Highly Qualify Math Interventionists - Title One - Two Highly Qualify Math Interventionists will provide support to all targeted students with math assignments and collaboration with the classroom teacher. They will also use math manipulatives.

Category: Mathematics

Research Cited: NEA Policy Brief (2008) Closing the Gap Through Extended Learning Opportunities.

Tier: Tier 2

Activity - Classroom and Supplemental Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two part-time Title 1 Math Interventionists will work in cooperation with teachers to provide academic support for classroom activities in order to bring students up to the performance standards of their grade level.	Academic Support Program	Tier 2	Implement	07/02/2018	06/21/2019	\$107101	Title I Part A	Title I Math Interventionists and administration

Activity - Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Coordinator will plan, direct, and over site Title I programs.	Academic Support Program	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$3259	Title I Part A	Title I Staff and Administration

Activity - PD- Math Recovery PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math Recovery is a 10 day intensive intervention program to transform numeracy education, to connect research with practice, to empower educators to advance student mathematical thinking and success. This PD is in Cadillac, Mi and one staff member will be trained by the Math Recovery consultant in Nov. and Feb. Hotel is \$125 plus tax with a total for six nights approximately \$900. Mileage is 220 miles (counting both ways) and that cost is \$230 per visit, which gives a total for 2 times \$460. Per diem is for 4 days at \$220 each with a total of \$440.00 Title IV funding – Cost \$1,800	Professional Learning	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$1800	Title IV Part A	Math interventionist
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Activity - Math Intervention Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Intervention Supplies such as books, flashcards, math games, and other materials.	Materials	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$200	Title IV Part A	Math Interventionist

Activity - Math Intervention Supplies for students and teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase supplies needed for students during intervention times. Materials needed would consist of dry erase markers, card stock, tape, post it note, along with other materials.	Materials	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$700	Title IV Part A	Math Interventionists

Strategy 4:

Extended Learning Opportunities - Teachers will provide tutoring to students in K-8 after school to allow extended time for math enrichment.

Category: Mathematics

Research Cited: NEA Policy Brief (2008) Closing the Gap Through Extended Learning Opportunities.

Tier: Tier 2

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select Highly Qualify teachers will tutor Title I identified students through the after school programs in the area of math to ensure mastery of the concepts taught throughout the year.	Academic Support Program	Tier 2	Implement	07/02/2018	06/21/2019	\$470	Title I Part A	Certified Instructional Staff Title I Tutors

Activity - Tutoring Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I coordinator identifies and placement of eligible students, training, and supervision of tutoring staff, over site of compliance requirements,	Academic Support Program	Tier 2	Implement	07/02/2018	06/21/2019	\$1875	Title I Part A	HQ Staff Administration

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Activity - Title I Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESLA staff will provide parent training and materials to support students at home in order to secure their knowledge of the subject area. Teachers will execute a series of evening activities where students will become actively involved in math competitions, projects, and games.	Direct Instruction	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$200	Title IV Part A	All instructional staff, Title I staff, and Administration

Goal 3: Students in grades K-8 will become proficient in science concepts.

Measurable Objective 1:

A 5% increase of Black or African-American, Asian, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by showing growth on MStep and teacher generated assessments in Science by 06/06/2019 as measured by MStep Science.

Strategy 1:

Science - Cross-Curricular - Teachers will use informational text in ELA blocks and problem solving strategies from Math and ELA to supplement the Science curriculum

Category: Science

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction" by Robert J. Marzano

Tier: Tier 1

Activity - Science & technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use science materials and internet for additional resources	Teacher Collaboration, Technology	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$0	No Funding Required	All staff

Strategy 2:

Extended Learning Opportunities - Highly Qualified Teachers will provide tutoring for K-8 students after-school to allow extended time for science enrichment.

Category: Science

Research Cited: NEA Policy Brief (2008) Closing the Gap Through Extended Learning Opportunities

Tier: Tier 2

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Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified Title I students will have opportunities to participate in after school tutoring to provided additional instructional support.	Academic Support Program	Tier 2	Getting Ready	09/03/2018	06/21/2019	\$469	Title I Part A	Highly Qualified teachers will provide science instruction
Activity - Tutoring Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I coordinator identifies and placement of eligible students, training, and supervision of tutoring staff, over site of compliance requirements.	Academic Support Program	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$1875	Title I Part A	Title I staff and Administration
Activity - Title I Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Science Night is held for students to showcase their specials projects and their accomplishments in the field of Science to their families.	Parent Involvement	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$150	Title IV Part A	All Instructional Staff, Title I Staff, and Administration
Activity - Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Coordinator will plan, direct, and over site Title I programs.	Academic Support Program	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$3258	Title I Part A	Title I Staff and Administration

Goal 4: Students in grades K-8 will become proficient in social studies concepts.

Measurable Objective 1:

A 5% increase of Black or African-American, Asian, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Social Studies on MStep in Social Studies and teacher generated assessments in Social Studies by 06/08/2018 as measured by MSTEP Social Studies.

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Strategy 1:

Timelines - Timelines and other graphic organizers - Teachers will introduce students to timelines and various graphic organizers to arrange key concepts and events from history and geography.

Category: Social Studies

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction" by Robert J. Marzano

Tier: Tier 1

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to create timelines and graphic organizers to assist in student's learning and knowledge	Academic Support Program	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$0	No Funding Required	All staff

Strategy 2:

Extended Learning Opportunities - Teachers will provide tutoring to students K-8 after school to allow extended time for Social Studies enrichment.

Category: Social Studies

Research Cited: NEA Policy Brief (2008) Closing the Gap Through Extended Learning Opportunities.

Tier: Tier 2

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified Title I students will have opportunities to participate in after school tutoring to provide additional instructional support.	Academic Support Program	Tier 2	Getting Ready	01/07/2019	06/21/2019	\$469	Title I Part A	HQ Teachers and Administration

Activity - Tutoring Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I after school coordinator identifies and placement of eligible students, training and supervision of tutoring staff, over site of compliance requirements	Academic Support Program	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$1875	Title I Part A	Teachers and Administration

Activity - Title I Career Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title I Career Night is held for students to present career opportunities.	Parent Involvement	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$150	Title IV Part A	All staff and Administration
Activity - Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Coordinator will plan, direct, and oversee Title I programs.	Academic Support Program	Tier 2	Getting Ready	08/13/2018	06/21/2019	\$3258	Title I Part A	Title I Staff and Administration

Goal 5: Students in grades K-8 will become proficient in reading.

Measurable Objective 1:

A 5% increase of Black or African-American, Asian, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency according to grade level NWEA scores, Fountas and Pinnell levels and/or state assessments in English Language Arts by 06/06/2019 as measured by NWEA scores or Fountas and Pinnell levels.

Strategy 1:

Title I Reading Intervention - Title I Intervention will include and full time reading coach (1 FTE) and a Reading/Math Coach (1 FTE) will provide support to Title I eligible students in Reading and collaboration with classroom teachers.

Category: English/Language Arts

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction" by Robert J. Marzano

Tier: Tier 2

Activity - HQ Reading Academic Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I - Highly Qualified Full Time Reading Academic Coach will work with small groups of identified Title I students to increase reading proficiency levels and work in collaboration with classroom teachers.	Academic Support Program	Tier 2	Getting Ready	08/13/2018	06/21/2019	\$67316	Title I Part A	Title I Staff and Administration
Activity - Reading Intervention Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials needed to improve reading instruction such as games, sand mats, reading books, and other materials.	Materials	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$400	Title IV Part A	reading intervention staff

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Strategy 2:

Extended Learning Opportunities - Teachers will provide tutoring to students in grades K - 8 to allow extended time for reading enrichment.

Category: English/Language Arts

Research Cited: NEA Policy Brief (2008) Closing the Gap Through Extended Learning Opportunities.

Tier: Tier 2

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected HQ teachers will tutoring identified students through the after school programs in the area of Reading to ensure mastery of concepts taught throughout the year.	Academic Support Program	Tier 2	Implement	01/07/2019	06/21/2019	\$469	Title I Part A	Certified instructional staff and Title I Staff
Activity - Tutoring Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I After school coordinator will identify and placement of eligible students, training and supervision of tutoring staff, over site compliance requirements.	Academic Support Program	Tier 2	Implement	07/02/2018	06/21/2019	\$1875	Title I Part A	HQ staff and administration
Activity - Title I Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESLA staff will provide a parent training and materials to support students at home in order to secure knowledge of Reading. Teachers will execute of evening activities where students will become actively involved in competition, projects, and games.	Parent Involvement	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$200	Title IV Part A	All Instructional Staff and Administration
Activity - Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Coordinator will plan, direct, and over site Title I programs.	Academic Support Program	Tier 2	Getting Ready	08/13/2018	06/21/2019	\$3258	Title I Part A	Title I Staff and Administration

Goal 6: Students in grades K-8 will have access to the necessities to help with their education.

Measurable Objective 1:

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demonstrate a behavior African-American, Asian, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races students by 06/08/2018 as measured by applying and completing leadership roles.

Strategy 1:

Title I Parent Liaison - ELSA will employ a Part Time Parent Liaison.

Category: School Culture

Research Cited: www.2.ed.gov/parentinvolve/report.html

Tier: Tier 1

Activity - Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Liaison will plan and coordinate school - parent communications.	Parent Involvement	Tier 1	Getting Ready	07/02/2018	06/21/2019	\$3100	Title IV Part A	Parent Liaison, General Staff, and Administration

Activity - Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase additional supplies for students meeting the definition of homelessness according to McKinney-Vento.	Materials		Getting Ready	08/06/2018	06/21/2019	\$250	Title IV Part A	Liaison

Activity - Transportation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide necessary transportation for students who meet the definition of homelessness according to McKinney-Vento.	Policy and Process	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$400	Title I Part A	Liaison

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD- Webinar	PD for staff on Dreambox program	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/21/2019	\$300	all staff

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Career Night	Title I Career Night is held for students to present career opportunities.	Parent Involvement	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$150	All staff and Administration
Title I Math Night	ESLA staff will provide parent training and materials to support students at home in order to secure their knowledge of the subject area. Teachers will execute a series of evening activities where students will become actively involved in math competitions, projects, and games.	Direct Instruction	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$200	All instructional staff, Title I staff, and Administration
Dream Box	Teachers will utilize manipulatives and internet resources and work together on how to use them effectively to enhance student performance. Additional laptops or iPads will need to be purchased to obtain allotted time.	Technology	Tier 1	Getting Ready	09/04/2018	06/21/2019	\$5500	all staff
Math Intervention Supplies for students and teachers	Purchase supplies needed for students during intervention times. Materials needed would consist of dry erase markers, card stock, tape, post it note, along with other materials.	Materials	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$700	Math Interventionists
Math Expressions	K-6 Math program	Materials	Tier 1	Getting Ready	07/02/2018	06/21/2019	\$798	All Staff
Title I Reading Night	ESLA staff will provide a parent training and materials to support students at home in order to secure knowledge of Reading. Teachers will execute of evening activities where students will become actively involved in competition, projects, and games.	Parent Involvement	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$200	All Instructional Staff and Administration

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Reading Intervention Supplies	Materials needed to improve reading instruction such as games, sand mats, reading books, and other materials.	Materials	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$400	reading intervention staff
Math Intervention Supplies	Math Intervention Supplies such as books, flashcards, math games, and other materials.	Materials	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$200	Math Interventionist
Supplies	Purchase additional supplies for students meeting the definition of homelessness according to McKinney-Vento.	Materials		Getting Ready	08/06/2018	06/21/2019	\$250	Liaison
PD- Math Recovery PD	Math Recovery is a 10 day intensive intervention program to transform numeracy education, to connect research with practice, to empower educators to advance student mathematical thinking and success. This PD is in Cadillac, Mi and one staff member will be trained by the Math Recovery consultant in Nov. and Feb. Hotel is \$125 plus tax with a total for six nights approximately \$900. Mileage is 220 miles (counting both ways) and that cost is \$230 per visit, which gives a total for 2 times \$460. Per diem is for 4 days at \$220 each with a total of \$440.00 Title IV funding – Cost \$1,800	Professional Learning	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$1800	Math interventionist
Title I Science Night	Title I Science Night is held for students to showcase their special projects and their accomplishments in the field of Science to their families.	Parent Involvement	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$150	All Instructional Staff, Title I Staff, and Administration
Liaison	Parent Liaison will plan and coordinate school - parent communications.	Parent Involvement	Tier 1	Getting Ready	07/02/2018	06/21/2019	\$3100	Parent Liaison, General Staff, and Administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Prompts	This is an instructional-design methodology that offers activities that give all learners a way to connect a deeper understanding of content.	Technology, Materials	Tier 1	Getting Ready	09/06/2016	06/21/2019	\$0	All teachers
Writer's Workshop/writing rubrics	Encourage teachers to implement the Daily 5 into classrooms with a writing center to enhance writing abilities.	Teacher Collaboration	Tier 1	Getting Ready	09/04/2017	06/06/2019	\$0	All teachers

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Graphic Organizers	Teachers will work collaboratively to create timelines and graphic organizers to assist in student's learning and knowledge	Academic Support Program	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$0	All staff
Science & technology	Teachers will use science materials and internet for additional resources	Teacher Collaboration, Technology	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$0	All staff
Writing	Writing in full sentences to include adding details, punctuation, grammar and spelling.	Academic Support Program	Tier 2	Implement	09/06/2016	06/21/2019	\$0	Classroom Teacher

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After-School Tutoring	Identified Title I students will have opportunities to participate in after school tutoring to provided additional instructional support.	Academic Support Program	Tier 2	Getting Ready	09/03/2018	06/21/2019	\$469	Highly Qualified teachers will provide science instruction
Transportation	Provide necessary transportation for students who meet the definition of homelessness according to McKinney-Vento.	Policy and Process	Tier 1	Getting Ready	09/03/2018	06/21/2019	\$400	Liaison
After-School Tutoring	Identified Title I students will have opportunities to participate in after school tutoring to provide additional instructional support.	Academic Support Program	Tier 2	Getting Ready	01/07/2019	06/21/2019	\$469	HQ Teachers and Administration
Title I Coordinator	Title I Coordinator will plan, direct, and over site Title I programs.	Academic Support Program	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$3259	Title I Staff and Administration
Title I Coordinator	Title I Coordinator will plan, direct, and over site Title I programs.	Academic Support Program	Tier 2	Getting Ready	08/13/2018	06/21/2019	\$3258	Title I Staff and Administration
HQ Reading Academic Coach	Title I - Highly Qualified Full Time Reading Academic Coach will work with small groups of identified Title I students to increase reading proficiency levels and work in collaboration with classroom teachers.	Academic Support Program	Tier 2	Getting Ready	08/13/2018	06/21/2019	\$67316	Title I Staff and Administration
Tutoring Coordinator	Title I after school coordinator identifies and placement of eligible students, training and supervision of tutoring staff, over site of compliance requirements	Academic Support Program	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$1875	Teachers and Administration

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After-School Tutoring	Selected HQ teachers will tutoring identified students through the after school programs in the area of Reading to ensure mastery of concepts taught throughout the year.	Academic Support Program	Tier 2	Implement	01/07/2019	06/21/2019	\$469	Certified instructional staff and Title I Staff
Classroom and Supplemental Staff Collaboration	Two part-time Title 1 Math Interventionists will work in cooperation with teachers to provide academic support for classroom activities in order to bring students up to the performance standards of their grade level.	Academic Support Program	Tier 2	Implement	07/02/2018	06/21/2019	\$107101	Title I Math Interventionists and administration
Title I Coordinator	Title I Coordinator will plan, direct, and over site Title I programs.	Academic Support Program	Tier 2	Getting Ready	08/13/2018	06/21/2019	\$3258	Title I Staff and Administration
After-School Tutoring	Select Highly Qualify teachers will tutor Title I identified students through the after school programs in the area of math to ensure mastery of the concepts taught throughout the year.	Academic Support Program	Tier 2	Implement	07/02/2018	06/21/2019	\$470	Certified Instructional Staff Title I Tutors
Title I Coordinator	Title I Coordinator will plan, direct, and over site Title I programs.	Academic Support Program	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$3258	Title I Staff and Administration
Tutoring Coordinator	Title I After school coordinator will identify and placement of eligible students, training and supervision of tutoring staff, over site compliance requirements.	Academic Support Program	Tier 2	Implement	07/02/2018	06/21/2019	\$1875	HQ staff and administration
Tutoring Coordinator	Title I coordinator identifies and placement of eligible students, training, and supervision of tutoring staff, over site of compliance requirements.	Academic Support Program	Tier 2	Getting Ready	07/02/2018	06/21/2019	\$1875	Title I staff and Administration
Tutoring Coordinator	Title I coordinator identifies and placement of eligible students, training, and supervision of tutoring staff, over site of compliance requirements,	Academic Support Program	Tier 2	Implement	07/02/2018	06/21/2019	\$1875	HQ Staff Administration