



Single Building District Improvement Plan

Creative Montessori Academy

Creative Montessori Academy

Mr. Alan Carter
12701 McCann Ave.
SOUTHGATE, MI 48195-2408

TABLE OF CONTENTS

Introduction.....	1
 Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
 Improvement Plan Stakeholder Involvement	
Introduction.....	6
Improvement Planning Process.....	7
 Title I Schoolwide Diagnostic	
Introduction.....	9
Component 1: Comprehensive Needs Assessment.....	10
Component 2: Schoolwide Reform Strategies	15
Component 3: Instruction by Highly Qualified Staff.....	18
Component 4: Strategies to Attract Highly Qualified Teachers.....	19
Component 5: High Quality and Ongoing Professional Development.....	21
Component 6: Strategies to Increase Parental Involvement.....	22
Component 7: Preschool Transition Strategies.....	26
Component 8: Teacher Participation in Making Assessment Decisions.....	27
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	28

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources . . . 31

Evaluation: 33

SIP 2019-2020

Overview 36

Goals Summary 37

Goal 1: All students of Creative Montessori Academy will become proficient in Mathematics. 38

Goal 2: All students of Creative Montessori Academy will become proficient in Science. 41

Goal 3: All students of Creative Montessori Academy will become proficient in Social Studies. 45

Goal 4: All students of Creative Montessori Academy will become proficient in Reading. 49

Activity Summary by Funding Source 54

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 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

At Creative Montessori Academy every year invitation goes out to all staff to give their names to be part of the School Improvement Planning Team; Representative (1 teacher) from each of 4 houses, 1 teacher from Resource Room, 1-2 parent; administrators are chosen to be part of the team; all efforts are taken to include someone who has never been part of this team so that all get a chance to be part of this team. The team then selects a chair person; a time keeper/ minutes; and the administrator go through the role & responsibilities for each team member, the day/time for the year is planned & posted.

We also use subcommittees that help to gather input and direction throughout the year to build, implement, and evaluate the School Improvement Processes. These subcommittees include, parents, teachers, teaching assistants, and school staff.

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

Stakeholders: Staff, Parents & Students.

Teachers, Resource Room teachers, Parent(s), Technology Director, Principal.

Committee Chair: Teacher: Prepares Agenda for meeting; communicates with all team members regarding meeting times, dates & place.

Coordinates the committee meetings.

Team Members: Teachers are responsible for bringing in their respective house's concerns related to PD, academic goals & objectives, Parent involvement and community outreach activities. Parents are responsible to bring in concerns & comments from their side. Technology Director is responsible to bring in all data related to M-STEP/NWEA assessments and steer the group in the direction of data driven dialogue.

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

Once all of the analysis of data is done and goals and objective for the year is in place; school improvement committee members share it with all staff during PLC (monthly)meeting, Staff(monthly) meetings & PTO (monthly)meetings. These meetings are planned and scheduled on school calendar for the whole year.

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?

Under the current leadership team, a school improvement team was established. Creative Montessori Academy's School Improvement Team completed the Comprehensive Needs Assessment (CNA). This team consists of a 1 Title One teacher, one kindergarten teacher, one 1-3rd grade teachers, one 4-6th grade teachers, one 7-8th grade teacher, one resource room teacher, the student advocate, the Assistant Headmaster, Headmaster, and a parent. Title I Parents and students provide input during the CNA process at various PTO and Family Fun meetings. The school sends out weekly newsletters letting them know of PTO meetings and Family Fun Nights. The work that is completed by the team is consistently shared with the staff via staff meetings, PLC meetings and/or email communication. Although data analysis takes place throughout the school year, the major work of the comprehensive needs assessment has taken place in the Spring when state assessments results have become available. In the Fall of the school year, staff and the school improvement leaders continue to review the state and local assessment results. As noted below, review of the four types of data are ongoing.

Student achievement, perception, process and demographic data were reviewed by staff, parent groups, and Creative Montessori Academy staff. Data, both common assessments and local assessments (NWEA) is reviewed during PLC meetings that occur bi-weekly and professional development days. Staff analyze data by reviewing individual student work and collecting strengths and weaknesses based on the student work. Summaries of the analysis are given to the school improvement team and shared with stakeholders (management company, school board, parents and community members) during PTO meetings.

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?

Demographic Data

Student

- Enrollment for 2018-19 school year is 748 students K-8.
- 53% are Free/Reduced Lunch.
- 16% of the students receive Special Education Services.
- 51% of the students are male and 49% are female.
- Ethnicity of students enrolled: 45% white, 29% Black or African American, 17% Hispanic or Latino, 5% Multi-racial, and 4% Asian American
- The three main school districts students come from are Lincoln Park, Taylor and Southgate.

Enrollment by Grade Level

Grade

	2016-2017	2017-2018	2018-2019
Kindergarten	123	123	103
First Grade	94	111	118
Second Grade	106	85	103
Third Grade	94	98	81
Fourth Grade	83	87	92

Single Building District Improvement Plan

Creative Montessori Academy

Fifth Grade	71	73	81
Sixth Grade	59	66	64
Seventh Grade	50	49	61
Eighth Grade	57	46	45
Total	737	738	748

Grade Level Achievement

Population of Students Demonstrating Proficiency

Grade	2017 ELA	2018 ELA	2017 Math	2018 Math	2017 Science	2018 Science	2017 Social Studies	2018 Social Studies
3	37%	36%	30%	32%				
4	40%	33%	22%	18%	<12%			
5	37%	40%	<14%	19%			<14%	11.1%
6	32%	37%	<17%	13%				
7	58%	42%	30%	25%	<20%			
8	51%	63%	28%	38%			19%	26%

Sub Group Analysis

Percent of students meeting proficiency on M-Step

Subgroup:	2016-2017	2017-2018
African American	15%	18%
Hispanic	28%	30%
Asian	33%	38%
Caucasian	32%	37%
Two or more races	30%	25%
Economically Disadvantaged	20%	26%
ELL	16%	21%
Students with Disabilities	10%	10%

NWEA Testing

Reading (Winter scores)

Grade	Low			Low Avg.			Avg.			Hi Avg			High		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
K	29%	17%	22%	40%	31%	36%	24%	24%	18%	24%	15%	15%	9%	14%	9%
1	42%	26%	35%	20%	25%	24%	15%	14%	19%	9%	22%	13%	14%	13%	8%
2	19%	19%	17%	32%	30%	25%	19%	19%	20%	16%	20%	23%	14%	12%	15%
3	16%	19%	22%	20%	15%	26%	27%	26%	18%	21%	24%	23%	17%	16%	12%

Single Building District Improvement Plan

Creative Montessori Academy

4	19%	13%	20%	20%	20%	12%	16%	24%	22%	25%	30%	26%	19%	14%	19%
5	23%	15%	12%	18%	15%	21%	29%	26%	20%	18%	25%	27%	12%	19%	20%
6	25%	17%	11%	21%	18%	16%	20%	30%	24%	16%	24%	32%	18%	11%	17%
7	14%	17%	8%	16%	15%	20%	18%	25%	16%	37%	27%	39%	16%	17%	16%
8	10%	4%	11%	15%	13%	9%	25%	17%	24%	37%	26%	36%	12%	39%	20%

NWEA Testing

Math (Results of Winter)

Grade	Low			Low Avg.			Avg.			Hi Avg.			High		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
K	39%	23%	30%	28%	31%	25%	14%	15%	30%	9%	15%	6%	9%	15%	10%
1	40%	29%	36%	22%	19%	16%	15%	19%	23%	13%	19%	13%	11%	14%	13%
2	33%	29%	16%	21%	20%	24%	8%	8%	16%	13%	16%	16%	24%	27%	29%
3	29%	31%	37%	27%	29%	18%	26%	16%	23%	9%	11%	10%	8%	12%	13%
4	31%	20%	21%	26%	31%	37%	21%	28%	23%	11%	13%	10%	10%	8%	9%
5	43%	26%	26%	31%	33%	34%	15%	15%	29%	10%	11%	6%	1%	15%	5%
6	32%	32%	19%	39%	38%	27%	18%	18%	21%	9%	8%	17%	2%	5%	16%
7	20%	27%	25%	20%	23%	30%	25%	27%	23%	27%	17%	15%	8%	6%	8%
8	11%	4%	20%	9%	17%	18%	25%	28%	24%	33%	33%	24%	23%	17%	13%

Perception Data from Surveys

Parent Surveys (approximately 303 parents completed survey)

-92% of parents are overall satisfied with Creative Montessori Academy.

-90% of parents feel that their child's academic needs are being met.

-95% of parents say that their child feels safe while at school.

-95% of parents feel that the school's rules and behavioral expectations have been communicated clearly.

-89% of parents feel that their child has benefited from the school's character education program.

Programs and Process Data

CMA's Title One interventionists for reading and math reviewed the data of the students they serviced over the past two years. Students that they service are given the opportunity for tutoring and summer school.

- Fourth, fifth, and sixth grades showed the least amount of growth.
- The number of students seen in small group intervention decreases as the grade goes up.
- Most had only one or two students stay the same or go down in their score from fall to spring.
- Not enough students are exiting the small group intervention because of the growth (shown by the student list changing).

After their review they brought the data to the School Improvement Team and it was decided to add on one more full time reading and one more full time math Title One interventionist so more students could be serviced.

Surveys were sent to parents, students, and teachers from the tutoring program. (4 parent surveys returned, 9 student surveys returned, and 9 teacher surveys returned)

Single Building District Improvement Plan

Creative Montessori Academy

- 100% of the parent surveys returned said tutoring improved their child's work in the classroom.
- 66% of the parent surveys returned said tutoring improved their child's work on tests.
- 100% of the parent surveys returned stated that their child would participate in the tutoring program next year.
- 100% of the student surveys said tutoring improved their work in the classroom.
- 63% of the student surveys said tutoring improved their work on tests.
- 63% of the student surveys said that they would participate in the tutoring program next year.
- 75% of the teacher surveys said tutoring improved their students' work in the classroom.
- 63% of the teacher surveys said tutoring improved their students' work on tests.
- 100% of the teacher surveys said they want their students to participate in the tutoring program next year.

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.

When we examined the information and developed conclusions from the comprehensive needs assessment it was revealed that our school goals should focus on strategies for building students' skills in math, science and social studies. This year the staff implemented FOSS Science school wide. Next year we will be implementing a school wide social studies curriculum.

CMA's Title One interventionists for reading and math reviewed the data of the students they serviced over the past two years. Students that they service are given the opportunity for tutoring and summer school.

The academy offers multiple opportunities for parents to help in the school. Parents can volunteer in the classrooms and on field trips. They attend Family Fun Nights, Coffee with the Headmasters, PTO meetings, focus groups and are a part of the School Improvement Team.

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?

Based on the data presented, Creative Montessori Academy will continue to provide an intense, sustained effort in improving overall student achievement for all students in math, reading, science and social studies. We include differentiation strategies into all lessons to meet the individual needs of our students. Creative Montessori Academy's staff provides timely, effective and additional assistance to students.

Interventions: Students are identified on a weekly basis using student achievement data gathered from various assessments. Teaching staff develop and implement plans that include specific skills to address through the use of classroom based strategies. These strategies

Single Building District Improvement Plan

Creative Montessori Academy

implemented in the classroom are in a timely manner. Such strategies include small groups, technology implementation, peer to peer pairing, support staff assistance, guided reading groups, and reading and math interventionists push-in or push out services.

The goal is to improve our school wide proficiency for all subjects and student subgroups. We provide free and reduced breakfast and lunch to students who are disadvantaged. We have a homeless liaison and Title 1 intervention.

Component 2: Schoolwide Reform Strategies

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

At Creative Montessori Academy all teachers teach the Common Core State Standards that were adopted from the state of Michigan using the Montessori Curriculum. All activities and lessons are aligned to these standards within our school's curriculum map. By teaching to these standards, the school's expectations are to increase overall academic achievement. To address students' academic needs across all grade levels and content areas in support of helping students reach the State's standards, we will begin by examining various sources of data implemented at our school. We will review common assessments and NWEA data at every grade level during our PLC meetings. The analysis of this data will determine and pinpoint what standards are being missed, so teachers can determine what path to take next (Re-teach concept, differentiate further using small groups, etc.). The Academy will also use its school-wide initiatives to help address these needs. Teachers were trained with SIOP (Sheltered Instruction Observation Protocol) strategies to help the ELL students. If students do not master curriculum, teachers will use MTSS (Multi-Tier System of Supports) for each individual student, which provides the child(ren) with additional interventions in that particular area. To meet the school-wide goals outlined for math, reading, science, and social studies, Creative Montessori Academy will provide intense and sustained professional development on the specific strategies laid out in the school-wide plan. Creative Montessori Academy has a full time math and 2 full time reading interventionists which help to close the reading and math achievement gaps. Several programs and instructional strategies have been implemented with the new administrative team. Programs and strategies such as Multi-Tier System of Supports (MTSS), Data reviews through our PLCs and School Improvement Team, adding extra interventionists, adding a Student Advocate and building better relationships with stakeholders have proved to be working. The Academy would also like to implement several more instructional strategies in order to meet the needs of all of our students. These strategies include:

Math and ELA - Creative Montessori Academy uses Montessori Albanesi Curriculum for its Math English Language Arts instruction. The Albanesi Curriculum Program (A.C.P.) is a unique management scheme designed to guide teachers and students in selecting the Montessori activities that best serve the academic needs of individual students. Using the corresponding Review Tests, at the beginning of each school year, students will be assessed to determine on which Work Plan they should be placed. Over the course of the year, students will complete Work Plans, Curriculum Activity Cards, and Review Tests until they reach completion of their grade level work. Students will then take their final Grade Level Test. The final Grade Achievement Test is best given at least one month before the end of the school year, so as to give students sufficient time to concentrate on activities aimed at covering any remaining academic gaps they may still have. Then the same Grade Achievement Test may be given as a Post-Test one more time, so that students may demonstrate their highest academic competence.

Social Studies - Creative Montessori Academy will use the Michigan Citizenship Curriculum that was adopted by Oakland Schools. The Academy will use this curriculum to teach the four disciplines of social studies: history, geography, economics and civics. With an emphasis on primary and secondary resources in social studies, research from the BMCC Library suggests that using primary and secondary resources allows students to get a first hand account about the past.

Science - Creative Montessori Academy teachers have adopted the new Next Generation Science Standards. There is a push for inquiry based learning in science and we have adopted FOSS. FOSS (Full Option Science System) is a research-based science curriculum for grades K-8 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.

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).

The Montessori Albanesi Curriculum is aligned with the Michigan Common Core Standards and is used to enhance and accelerate student learning. The Albanesi Curriculum Program (A.C.P.) is a unique management scheme designed to guide teachers and students in selecting the Montessori activities that best serve the academic needs of individual students. Using the corresponding Review Tests, at the beginning of each school year, students will be assessed to determine on which Work Plan they should be placed. Over the course of the year, students will complete Work Plans, Curriculum Activity Cards, and Review Tests until they reach completion of their grade level work. Students will then take their final Grade Level Test. The final Grade Achievement Test is best given at least one month before the end of the school year, so as to give students sufficient time to concentrate on activities aimed at covering any remaining academic gaps they may still have. Then the same Grade Achievement Test may be given as a Post-Test one more time, so that students may demonstrate their highest academic competence.

SIOP (Sheltered Instruction Observation Protocol) in content areas is implemented in various levels. The SIOP® Model offers an empirically validated approach to teaching that helps prepare all students--especially English learners -to become college and career ready. By using SIOP the quality of instruction improves. It allows teachers to place a heavy emphasis on using academic vocabulary in every lesson that is taught. SIOP also helps train teachers with creating lessons that are engaging and incorporate a higher level of thinking.

Differentiated Instruction supports the school-wide plan as it increases the quality and quantity of instruction by providing students with different avenues to acquire content; processing, constructing, or making sense of ideas, and to develop teaching materials and assessment measures so that all students within a classroom can learn effectively. With differentiated instruction, this allows for the classroom teacher to meet the needs of all the students in the classroom.

Multi-Tiered Systems of Support (MTSS) is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners. It is a framework designed to ensure high-quality instruction. The MTSS framework aligns to the Michigan Continuous School Improvement Process.

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

All of the reform strategies directly speak to the findings of the Comprehensive Needs Assessment (CNA). Using PLC meetings to monitor the effective implementation of Multi-Tiered System of Supports (MTSS) for reading and math allows staff to identify students' needs for each instructional strategy and apply differentiation. Tier one efforts are aligning the Montessori Albanesi Curriculum with the Michigan Common Core State Standards. Tier 2 strategies involve Title One interventions which has doubled in size to meet the needs according to the comprehensive needs assessment. Also in Tier 2, we have additional intervention time during the school day for those who fall between the 21-59% mark. These strategies are needed in order to address the needs of our students.

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.

The schoolwide initiatives and instructional strategies implemented at the classroom level were researched and aligned not only to all students, but also subgroups including gender, socioeconomic, ELL, and students with disabilities. The strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support. These are: Differentiated Instruction- Multi-Tiered Systems of Support which will be used to combine high quality, responsive instruction; assessment; and evidence-based intervention. Extended Learning Time includes the After School Tutorial and Summer School Tutorial Programs. The students selected for these programs are those who need the most instructional support. Teachers and academic specialists provide additional small group and individual academic instruction in reading, writing and math outside of the school day as well as the school year. There are 4 specific Title 1 staff who work directly with the students in the 20% and below in the school. Any subgroup that falls within these specifications will receive the additional learning opportunities.

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

Creative Montessori Academy determines if these needs of students are being met in a variety of ways. One program that has been effective in determining if the students' needs are being met is our Multi-Tiered Systems of Support (MTSS) program. Struggling children are identified through a poor performance on a class-wide, school-wide, or district-wide screening intended to indicate which children may be at risk of academic or behavioral problems. A student may also be identified through other means, such as teacher observation. Teachers and support staff collect various forms of data, such as Pre and Post Assessment data from Montessori Albanesi Assessments, DRA, Fall, Winter and Spring NWEA Data and M-Step. The teachers collect DRA and Pre and Post Montessori Albanesi data and analyze it during their PLC meetings. NWEA data is collected school-wide by our Title One staff and analyzed in PLC meetings and all staff meetings to determine if we are meeting the needs of the students.

We continue to monitor students' needs by progress monitoring with a couple of things. The ones that are used in the classroom are Study Island and Montessori Albanesi Assessments for both ELA and Math. Teachers can monitor student progress on individual standards on the computer. Teachers collect and analyze this data on a regular basis. They meet biweekly in their grade level PLC meetings to determine what is working and what is not. Teachers also discuss specific strategies to use when providing remedial work/lessons.

Creative Montessori Academy identifies students who experience difficulty mastering the state's academic achievement assessment standards on M-Step at an advanced or proficient which also includes the Northwest Evaluation Association (NWEA) and grade level common assessments.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All paraprofessional educators meet the NCLB requirements for paraprofessional educators. Creative Montessori Academy's Human Resource Department monitors the personnel files.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers at Creative Montessori Academy meet the NCLB criteria for Highly Qualified teaching staff. Creative Montessori Academy's Human Resource Department monitors all personnel files.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Our turnover rate was 7.5% (3 teachers out of 40) left this school year, 2018-2019.

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

All key teaching personnel are highly qualified according to the state of Michigan. They all receive ongoing Montessori training which has a certification process. All teaching personnel enroll in ongoing professional development.

Staff Data

	0-3 years	4-8 years	9-15 years	> 15 years
Indicate how long teachers have been teaching.	6	6	15	13
Indicate the number of years, each of the teachers has been assigned to this school.	13	10	8	9

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

Creative Montessori Academy will continue to implement its teacher mentor program for teachers that have been teaching for three or less years. Our management company has created a mentor program that has guidelines to be followed by the mentor and mentee. The principal and administrative team will monitor the mentoring program by visiting mentor meetings and monitoring the online tool, Teachpoint, where mentors and mentees can use to keep record of their meetings and observations. The goals of this program will include:

- increase student achievement
- provide additional support to our new teachers
- enhance and improve teaching practices
- culture awareness proficiencies

To retain teachers, the school leadership allows the staff to have a say in decision making regarding curriculum and instructional strategies. Also, we have 1-2 days a month of Early Release time for students. This schedule is to provide time for teachers to develop professionally, but also have time to meet with their Professional Learning Communities (PLC) and have vertical grade level meetings. Doing this during the Early Release days instead of requiring teachers to stay late or be pulled out of their classrooms, will help retain quality teachers. The administrative team does random fun activities for the teachers. On occasion, the Headmasters put treats in the lounge or in their mailboxes. We also have catered lunches brought in on some PD days and dinner is provided on the late night for Parent-Teacher Conferences.

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

Since we are own district the same answer for #3 applies:

Creative Montessori Academy will continue to implement its teacher mentor program for teachers that have been teaching for three or less years. Our management company has created a mentor program that has guidelines to be followed by the mentor and mentee. The principal and administrative team will monitor the mentoring program by visiting mentor meetings and monitoring the online tool, Teachpoint, where mentors and mentees can use to keep record of their meetings and observations. The goals of this program will include:

- increase student achievement
- provide additional support to our new teachers
- enhance and improve teaching practices
- culture awareness proficiencies

To retain teachers, the school leadership allows the staff to have a say in decision making regarding curriculum and instructional strategies. Also, we have 1-2 days a month of Early Release time for students. This schedule is to provide time for teachers to develop professionally, but also have time to meet with their Professional Learning Communities (PLC) and have vertical grade level meetings. Doing this during the Early Release days instead of requiring teachers to stay late or be pulled out of their classrooms, will help retain quality teachers. The administrative team does random fun activities for the teachers. On occasion, the Headmasters put treats in the lounge or in their mailboxes. We also have catered lunches brought in on some PD days and dinner is provided on the late night for Parent-Teacher Conferences.

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?

Not Applicable

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.

Based on the Comprehensive Needs Assessment and the analysis of achievement data, Creative Montessori Academy has determined that there is a specific need to increase academic achievement in Math, social studies and Science. Based on the needs assessment, analysis of achievement data and resources for the M-Step assessment the staff will receive training on how to use the Montessori Albanesi Curriculum for both ELA and Math in the classroom. There will continue to be training for the science curriculum, FOSS. They will also receive professional development in the Michigan Social Studies curriculum provided by Wayne RESA.

At PLC meetings teachers meet to discuss data trends in their classrooms. They collaborate and create lesson plans to meet the needs of the students in their classes based on assessment data. Teachers meet to also discuss the pre-assessment data prior to teaching and then after teaching and administering the post assessment. They discuss student growth and how to improve their craft. Additionally, the school has a Literacy Coach who will provide professional development and coaching to the staff in reading.

Staff that attends workshops through RESA bring back information and materials in their PLC meetings and in the School Improvement meetings.

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

Creative Montessori Academy's professional development (PD) is sustained and ongoing throughout the 2018-2019 school year and will be next year as well. Creative Montessori Academy determines its PD based on results from the comprehensive needs assessment which is aligned to the goals, objectives, strategies, and activities of the overall school improvement plan. The Headmaster will provide opportunities for staff to enhance their professional growth in an effort to provide quality education to all of our students. The School Improvement team will monitor the effectiveness of PD provided by having the participants complete surveys on the specific PD in the next school year. The Academy will also know if the

PD is working through formative assessments, M-Step and NWEA testing. This data is reviewed along with local common assessment and report card data during PLC meetings that occur biweekly, professional development days and one-on-one meetings with the school leadership team.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents were invited to be involved in the design and implementation as well as the evaluation of the school-wide plan through various meetings such as Coffee with the Headmasters, Focus Groups, and various PTO meetings. Parents are asked to participate on the School Improvement team and are invited to those meetings. During the weeks of SIP meetings, a weekly newsletter goes out inviting parents to these meetings. Some parents were active members and their input was considered as much as any other member of the team. These parents also volunteer at the school and play a vital role on our Parent Teacher Association (PTO). Other ways parents are involved at the academy are parent surveys during open house, title I meetings, and parent teacher conferences. This data was analyzed and brought back to the School Improvement team and used to facilitate ongoing discussion amongst SIP team members

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

Parents are involved in the implementation, and will continue to be involved with the plan through support of their students and their teachers. Parents provide a valuable link between the school and the home that cannot be underestimated. Parents participated in parent education nights throughout the year. The Academy also hosts programs that are focused on learning at home and parenting skills that can improve children's academic achievement. These programs include: Title I meetings, NWEA MAP test, M-Step Support, Bullying, Health and Wellness Night, Montessori Parent Education Nights, Reading Month activities, and various curriculum events such as Bingo Night, Science and Art Fair and various content area meetings that discuss the implementation of the Common Core State Standards.

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

Parents were invited to the design, implementation and evaluation of the school-wide plan as participants on the school improvement team. The members that were involved, their input is considered as much as any other member. These parents regularly volunteered at the school and assist with the evaluation of the school-wide plan. In addition, Through various parent meetings such as Coffee with the Headmasters, Focus Groups, and PTO meetings, parents share their feedback regarding the success of the school in accomplishing it's goals. Parents also attend school board meetings where the school-wide plan is reviewed and evaluated.

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		CMA Parent Involvement Plan

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)

School staff annually shares the State's content expectations with parents, the state's annual assessment (M-Step) with parents, and how to

Single Building District Improvement Plan

Creative Montessori Academy

monitor their child's progress through PTO meetings and Annual Title One meetings.

Section 1118 (e) (2)

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: Family Fun Nights and at PTO meetings when Title One staff have activities that parents can do at home with their children.

Section 1118 (e) (3)

On-going professional development for staff on effective ways to increase parent involvement occurs annually through Montessori Parent Education Nights, House Meetings, Wayne RESA PD opportunities.

Section 1118 (e) (4)

Coordination with other programs for parent involvement includes:

Family Fun Nights

Volunteering in school and on field trips

PTO

Coffee with the Headmasters

Athletics

Robotics Club, Interact Club, Green Team

Section 1118 (e) (5)

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

Language versions of handbook as needed

Translators as needed for parent meetings

Section 1118 (e) (14)

Parents are provided with other reasonable support such as:

Parent-Teacher Organizations

Field Trip activities

Reading Group Mentors

Section 1118 (f)

Staff provide opportunities for full parent participation:

Translators

Documents in home language

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

Parent involvement is evaluated by attendance and participation at the following meetings/events:

- SIP Meetings
- Family Fun Nights
- Monthly PTO meeting attendance
- Parent-Teacher Conferences - one in Fall
- Classroom Volunteer hours
- Montessori Parent Education Nights
- Focus Groups

The Academy also evaluates the effectiveness of the actual meetings or workshops that are held. Surveys are done after Parent Education Nights, Title One meetings, Focus Groups and other things and are then collected and analyzed by the leadership team. Any necessary changes are made and documented for future references. Summaries of the analysis are given to the school improvement team and shared with stakeholders (management company, school board, parents and community members) during Headmaster meetings such as coffee with the Headmasters, PTO meetings, along with face to face meetings with parents and teachers.

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

We use these results to determine which events parents are most interested in participating in. Parent feedback will be one data source used to monitor and evaluate the improvement plan's effectiveness in increasing parent involvement and improving student achievement. The academy also analyzed parent surveys that were conducted at various school events. Summaries of the analysis are given to the school improvement team and shared with stakeholders (management company, school board, parents and community members) during Headmaster meetings such as coffee with the Headmasters, PTO meetings, Focus Groups, along with face to face meetings with parents and teachers.

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

The school-parent compact was developed by the school board in partnership with parents, and staff to support this valuable link between school and home. Parents also played a vital role in the development of this compact. Their voices were heard in various SIP meetings, Focus Groups and other PTO events. The School-Parent Compact was discussed during these meetings to decide whether or not revisions are needed for the following school-year.

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

The school-parent compact is shared, discussed, and signed at our open house in the fall, our fall parent teacher conferences and throughout the year at other events. The administrative team discusses with the staff prior to these meetings what all needs to be discussed with the parents. During these scheduled meetings, teachers spend about five minutes discussing the components of the student parent compact. This discussion lays the foundation of the partnership. The compact is also available online as well.

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

In the academy's middle school the school-parent compact is shared, discussed, and signed at our open house in the fall, our fall parent teacher conferences and throughout the year at other events. The administrative team discusses with the staff prior to these meetings what all needs to be discussed with the parents. During these scheduled meetings, teachers spend about five minutes discussing the components of the student parent compact. This discussion lays the foundation of the partnership. The compact is also available online as well.

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

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

The school uses language that is friendly to help parents understand the academic assessment results. Throughout the year, parents get one-on-one meetings to review their child's progress in the NWEA Student Data Worksheet with the child's teacher at conference time. The teacher reviews the results, shares the child's strength's and weaknesses in each sub skill, also shares graphs that provide a visual to help parents understand where their child is performing when compared to the normative scores. The Headmaster shares the academic assessment results throughout the year in various meetings with the parents. All meetings offer questions and answers and translations accommodations for the non-English speaking parents. We work with our management company to provide accommodations for parent with disabilities (braille). We offer meetings for parents to talk with teachers and the Headmasters at various times about assessment results.

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?

Creative Montessori Academy has a tuition based Preschool program. The school works closely with the preschool teachers, parents and students since we have the preschool siblings attend our academy. Parents are a part of our monthly parent involvement events, express their concerns and offer suggestions during the Coffee with the Headmasters. Parents play an important part throughout the year by participating, volunteering and being a part of the ongoing events as they take part in the activities. Preschool children enjoy PE in the gym and come to regular school assemblies that are age appropriate. The Academy also holds a Kindergarten Open House.

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?

Our preschool teachers work closely with our Kindergarten teachers to ensure that each preschool child is ready for the transition to Kindergarten. Parents have meetings/conferences with the Preschool staff. Our preschool has highly qualified staff that attend conferences throughout the year, and meet with the director weekly to review and enhance the preschool program. The school provides training to help parents be more prepared to have their children understand the expectations of kindergarten. Data on the current kindergarten students is shared from the NWEA in both math and reading. We discuss the trends and the areas of concerns with the parents to help them focus on the sub skills with their children to have them better prepared for the next grade. Teachers introduce themselves and offer support.

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 play an important part in being a part of the decisions regarding the use of school-based academic assessments. Teachers participate in developing local assessments through individual and grade level collaboration based on state guided standards, benchmarks and the common core standards. In addition, assessments are modified according to need based on recommendations and collaboration with all student support staff including Special Education teacher, Reading and Math Interventionists, or Headmasters. Throughout the year, teachers meet in the PLC meetings to review and analyze data to make well informed decisions. NWEA data, Montessori Albanesi data, common assessments, DRA, and M-STEP practice data are some of the varied and multiple data that the teachers review. The NWEA data results help teachers use data to drive instruction. The practice questions used for the MSTEP help teachers notice the trends and work closely with students regarding the new assessment. Additionally, the data provides information on flexible grouping.

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

Creative Montessori Academy's staff is involved in the student achievement data analysis by collecting data through a variety of methods. These methods include pre and post assessments from our Montessori Albanesi Curriculum, Northwest Evaluation Association (NWEA) testing data, 2016-2017 and 2017-2018 M-Step test scores, DRA Reading scores, Multi-Tier System of Supports (MTSS), and various Study Island assessments and assignments. These assessments, which are collaboratively developed by grade level teachers as part of our PLC meetings. Teachers analyze Northwest Evaluation Association (NWEA) assessments and common assessments within each grade level to identify strengths and weaknesses in order to improve academic achievement.

Teachers analyze student achievement data as a single class and as a grade level to identify areas of strength and weaknesses. As they conduct the analysis, teachers use a program called Multi-Tier Systems of Support (MTSS), which involves tiering students at three different levels. The first tier is Tier 1. In this tier, students will have access to researched based core curriculum and will be screened using the Northwest Evaluation Assessment (NWEA) three times in a year. If students are falling short of their grade level standards, an MTSS meeting is required to determine interventions for the classroom teacher to implement and/or move student to Tier 2. In Tier 2, students will receive researched based interventions in addition to the core curriculum with our Title One Interventionists, additional small group instruction, additional instruction in areas of deficits, progress monitoring twice a week, and ongoing parent communication. Teachers analyze those assessments to then determine if a student can go back to Tier 1, maintain Tier 2 with more interventions or move to Tier 3. In Tier 3, there will be continued interventions with additional intensive interventions from the support staff. These staff members increase time/intensity with the work. We also progress monitor once a week during Tier 3. If all interventions have been implemented with fidelity yet are unsuccessful, the team will consider observation or referral to the Special education Team and a parent meeting must be scheduled.

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.

Creative Montessori Academy identifies students who experience difficulty mastering the state's academic achievement assessment standards at an advanced or proficient includes the Northwest Evaluation Association (NWEA), Michigan Student Test of Educational Progress (M-Step), and grade level common assessments.

English Language Arts -

K-3

Identification for Selection: NWEA and other common assessments are used to determine whether students are not at proficiency for their grade level. Students who score below the 20th percentile will receive Title One interventions. There is support staff in place that work with these students in

small groups. We use Study Island as a program that closely monitors this content area.

4-8

Identification for Selection: NWEA and other common assessments are used to determine whether students are not at proficiency for their grade level. Students who score below the 20th percentile will receive Title One interventions. There is support staff in place that work with these students in small groups. We use Study Island as a program that closely monitors this content area.

Writing -

K-3

Identification for Selection: Students who earn a standard based of N "Needs Improvement" in Writing are identified as needing additional assistance. Close monitoring will allow staff to provide differentiated support that is fluid. As a student develops their skill, he/she may not need as much support.

4-8

Identification for Selection: Students who earn a letter grade of a D in Writing are identified as needing additional assistance. Close monitoring will allow staff to provide differentiated support that is fluid. As a student develops their skill, he/she may not need as much support.

Math -

K-3

Identification for Selection: NWEA and other common assessments are used to determine whether students are not at proficiency for their grade level. Students who score below the 20th percentile will receive Title One interventions. There is support staff in place that works with these students in small groups. We use Study Island as a program that closely monitors this content area.

4-8

Identification for Selection: NWEA and other common assessments are used to determine whether students are not at proficiency for their

Single Building District Improvement Plan

Creative Montessori Academy

grade level. Students who score below the 20th percentile will receive Title One interventions. There is support staff in place that work with these students in

small groups. We use Study Island as a program that closely monitors this content area.

Social Studies

K-3

Identification for Selection: Students who earn a standard based of N "Needs Improvement" in Social Studies are identified as needing additional assistance. Close monitoring will allow staff to provide differentiated support that is fluid. As a student develops their skill, he/she may not

need as much support.

4-8

Identification for Selection: Students who earn a letter grade of a D in Social Studies are identified as needing additional assistance. Close monitoring will allow staff to provide differentiated support that is fluid. As a student develops their skill, he/she may not need as much support.

Science

K-3

Identification for Selection: Students who earn a standard based of N "Needs Improvement" in science are identified as needing additional assistance. Close monitoring will allow staff to provide differentiated support that is fluid. As a student develops their skill, he/she may not need as much support.

4-8

Identification for Selection: Students who earn a letter grade of a D in science are identified as needing additional assistance. Close monitoring will allow staff to provide differentiated support that is fluid. As a student develops their skill, he/she may not need as much support.

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?

Creative Montessori Academy's staff provides timely, effective and additional assistance to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

English Language Arts

Reading

3-8

Interventions: Students are identified on a weekly basis using student achievement data gathered from various assessments. Teaching staff develop and implement plans that include specific skills to address through the use of classroom based strategies. These strategies implemented in the classroom are in a timely manner. Such strategies include small groups, technology implementation, peer to peer pairing, support staff assistance, guided reading groups, and reading interventionist push-in or push out services.

Single Building District Improvement Plan

Creative Montessori Academy

Writing

3-8

Interventions: Students are identified on a weekly basis using student achievement data gathered from various writing prompts and/or assessments. Teaching staff develop and implement plans that include specific skills to address through the use of classroom based strategies. These strategies implemented in the classroom are in a timely manner. Such strategies include small groups, technology implementation, peer to peer pairing, support staff assistance and one on one conferencing with the student.

Math

3-8

Interventions: Students are identified on a weekly basis using student achievement data gathered from various assessments. Teaching staff develop and implement plans that include specific skills to address through the use of classroom based strategies. These strategies implemented in the classroom are in a timely manner. Such strategies include small groups, technology implementation, peer to peer pairing, support staff assistance, and math interventionist push-in or push out services .

Science

3-8

Interventions: Students are identified on a weekly basis using student achievement data gathered from various assignments, labs, or assessments. Teaching staff develop and implement plans that include specific skills to address through the use of classroom based strategies. These strategies implemented in the classroom are in a timely manner. Such strategies include small groups, technology implementation, peer to peer pairing, support staff assistance.

Social Studies

3-8

Interventions: Students are identified on a weekly basis using student achievement data gathered from various assessments. Teaching staff develop and implement plans that include specific skills to address through the use of classroom based strategies. These strategies implemented in the classroom are in a timely manner. Such strategies include small groups, technology implementation, peer to peer pairing, support staff assistance.

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

Students' individual needs are being addressed through various forms of differentiated instruction. Using Raz Kids, guided reading groups, writing workshop, and Study Island, students work with the classroom teachers and assistants in small group setting or individually to assist students in getting academic concepts and skills. For students still struggling after intervention/accommodations from our Multi-Tier System of Supports (MTSS) process, students are then supported by an instructional specialist and evaluated for accommodations as a special needs students. Creative Montessori Academy will use and fully implement the SIOP model of instruction. Our staff continues to differentiate instruction daily for all individual students. The SIOP® Model offers an empirically-validated approach to teaching that helps prepare all students--especially English learners -to become college and career ready.

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.

Creative Montessori Academy ensures that there is coordination of federal, state, and local programs to support the school wide goals of the Academy in the core curriculum subjects of Mathematics, science, ELA, and social studies. The Academy works to have the necessary personnel, professional development, materials and student activities that will drive student achievement. The school-wide goals include improving student achievement in the core subject areas. Creative Montessori Academy will implement the following strategies toward the achievement of the SIP goals through the coordination and implementation of Federal, State and Local program and resources: Use of research based instructional practices, having a highly qualified teaching staff: PLCs, MTSS, parent involvement activities, technology use in the classrooms, Tutoring Program and Summer school, and timely assistance to address individual student needs.

The coordination and integration of resources is essential to the most efficient and effective manner to achieving the Academy goals and increased student achievement for all students.

The list of Federal, State, and Local programs are as follows:

Federal:

Title I a funds

Title II a funds

Title III LEP

Title III Immigrant

IDEA/Special Ed funds

National School Lunch Program

State:

School General Funds

31a At-risk funds

TRIG Technology Funds

Local:

Local businesses partners

Parent Support Groups

The integration of these funds provide for student support, staff training, supplemental teaching materials, and activities to increase achievement in the core curriculum for all students by providing extended learning opportunities, supplies, nutrition: opportunities for parent education, and training for staff to help close the achievement gap.

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.

Resource: General Fund (STATE) Description of support provided: Pays for teacher salaries, supplies, facilities and maintenance, and curriculum materials. Schoolwide Title I Component(s) Supported: 1,2,3,4,5,6,8,9

Resource: Title I Part A - (Federal) Description of support provided: Pays for paraprofessional educators, at-risk teachers and specialists.

Single Building District Improvement Plan

Creative Montessori Academy

Teacher assistants push in under the guidance of the general education teacher. The Reading Interventionists assists with at-risk students and those needing additional assistance. The funds from Title I also provide for supplemental materials for the core subject areas.

Chromebooks that

brings technology into the classrooms and for supplemental computer programs like Study Island, Raz Kids. The Academy provides support to classroom teachers. Tutoring program and Summer School provide extra support to students outside of the school day. Schoolwide Title I Component(s) Supported: 2,3,5,6,8,9

Resource: Title II Part A (Federal) Description of Support Provided: Funds professional development for all staff members and merit pay for teachers whose students show academic growth Schoolwide Title I Component(s) Supported: 2

Resource: Title III (Federal) Description of supported provided: Funds are recouped through a consortium with Wayne Resa (due to Creative Montessori Academy) having less than \$10,000.00 in funding) used to provide extra staff to work directly with the students who have been identified by the WIDA testing as: Entering, Beginning, and Developing. The students receive additional support in small groups and/or individual instruction. .

Schoolwide Title I Component(s) Supported: 2,5,8,9

Resource: Special Education IDEA - (Federal) Description of support provided: Funds the salaries of special education teachers and any specific resources used by those particular targeted students related to their disability Title I Schoolwide Diagnostic Supported: 2,9,5

Resource: Section 31A(STATE) Description of Support Provided: Funds At-risk students support, Literacy Coach, Student Advocate Schoolwide Title I Component(s) Supported: 2,3,9

Resource: Universal Nutrition Program Description: (Federal) of Support Provided: Provides funding for breakfast and free lunch during the school year.

Schoolwide Title I Component(s) Supported: 1

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.

Violence Prevention Programs - Restorative justice and CPI

Nutrition Programs - Free or reduced lunch

Housing Programs - Homeless liaison

Adult Education - Montessori Parent Education Nights

Evaluation:

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

Creative Montessori Academy evaluates its Schoolwide program at least twice a year. Various components are monitored, evaluated and updated on an ongoing basis. Once the schoolwide plan is developed for the following year, the School Improvement Team presents it to the school board for approval. At that time, the academy can implement the program to its fullest extent. Administration presents a plan to staff at the beginning of the school year, then they evaluate progress of the program in late February. At this time the School Improvement team meets with the Headmasters to develop or change anything for the following school year. All stakeholders are included in this meeting (i.e. parent group, management company representative, SIP members and school administration). Summaries of the analysis are given to the school improvement team and shared with stakeholders (management company, school board, parents and community members) during Headmaster meetings such as coffee with the Headmasters, PTO meetings, Focus Groups, along with face to face meetings with parents and teachers.

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

The school evaluates the results achieved by the schoolwide program using the state's annual assessments, NWEA, DRA, and M-STEP. The SIP Committee and Administration meet to discuss the spreadsheet with all of the students' data results (most current data used) to discuss, analyze and review the data results with a focus on the SIP goals while planning intervention support. During these meetings the SIP team evaluates its programs that the academy implemented in the plan to determine if the programs are successful. The Academy also uses the Michigan Department of Education's Program Evaluation Tool to evaluate a component from the School Improvement Plan.

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

The Academy determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards by reviewing data and comparing measurable results from one year or one learning cycle to another. The Academy looks at demographic data from a variety of assessments throughout the school year with ongoing action plans in place per the data results. The Academy uses the Program Evaluation Tool provided by MDE to review the data and if the program is effective or not. The Program Evaluation Tool allows Creative Montessori Academy to determine why the program may not have been effective and either how to adjust the program or to stop using the program. All programs are evaluated.

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?

All stakeholders meet to review and revise the plan based on the data results. Stakeholders are given different sections to review in teams with the data pertaining to the goal. Each team reports back to others on their findings allowing the rest of the stakeholders to provide their
SY 2018-2019

input. The final plan is revised after all stakeholders have provided feedback and input and all have agreed to the final plan. The final plan is then presented to the School Board, both to review the results of the current year plan and the new plan that will be submitted for the upcoming year

SIP 2019-2020

Overview

Plan Name

SIP 2019-2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students of Creative Montessori Academy will become proficient in Mathematics.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$147196
2	All students of Creative Montessori Academy will become proficient in Science.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$48999
3	All students of Creative Montessori Academy will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$64535
4	All students of Creative Montessori Academy will become proficient in Reading.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$304400

Goal 1: All students of Creative Montessori Academy will become proficient in Mathematics.

Measurable Objective 1:

57% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 higher order/critical thinking and real world applications of concepts in Mathematics by 06/20/2019 as measured by M-STEP & NWEA Assessments.

Status	Progress Notes	Created On	Created By
N/A	Based upon current NWEA and M-Step scores our focus will be on 4-6th math by using a Title 1 interventionist.	May 29, 2019	Lisa Loger
N/A	According to Scantron Achievement Assessments: Only 22% are below proficient status between the Fall and Winter testing cycles. A Spring test is on the docket for May.	March 13, 2014	Nicole Robinson

Strategy 1:

Response to Intervention - Data based decisions on interventions for each child who is struggling academically.

Category:

Research Cited: Dexter, D.D., Hughes, C. Field Studies of RTI Programs, Revised. RTI Action Network. Retrieved from <http://www.rtinetwork.org/learn/research/field-studies-rti-programs>

Christ, T. J., Burns, M.K., & Ysseldyke, J. E. (2005). Conceptual Confusion Within Response to Intervention: Clarifying Meaningful Differences. NASP Communique, Vol. 34, #3

VanDerHeyden, A. (2014). RTI & Math Instruction. RTI Action Network.

Tier:

Activity - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

Creative Montessori Academy

Teachers grades 1-7 will provide academic support to students for 3 weeks during the summer. Students will be given common assessments and/or NWEA test upon exiting the program to monitor effectiveness of program. Summer school supplies/materials, hands-on math manipulatives - geometric shapes, measuring devices, writing journals, and reading materials will be purchased to support program. This also includes Raz Kidz Plus (\$100).	Materials, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/22/2016	06/30/2020	\$40000	Title I Part A	Principal & SIP committee. Rebecca Goins
--	--	--------	---------	------------	------------	---------	----------------	--

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1-8 will receive small group targeted assistance by a highly qualified teacher after school. Teachers will use prescriptive learning activities for identified students. Students will be identified using M-STEP, NWEA, common assessments, teacher made assessments, and Title 1 Instructional Specialist input.	Technology , Academic Support Program	Tier 2	Monitor	08/22/2016	06/30/2020	\$8196	Title I Part A	Principal, Title one tutoring coordinator, and SIP team. Rebecca Goins

Activity - Title I Instructional Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I Instructional Specialist will provide push-in and pull-out one-on-one and in small group instruction throughout the school day. Services are provided to eligible students and are supplemental in nature. We will provide up to 2.0 FTE for math intervention.	Technology , Academic Support Program	Tier 2	Monitor	08/22/2016	06/30/2020	\$90000	Title I Part A	Michael Schmittou - Title 1 assistant Alan Carter - Headmaster Lisa Loger - Assistant Headmaster

Single Building District Improvement Plan

Creative Montessori Academy

Activity - Technology Enhanced Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Chromebook, laptops and desktops during After School Tutoring and during interventions to access web based programs purchased by the Academy. Programs include Study Island and Raz Kidz	Technology , Academic Support Program	Tier 2	Monitor	08/22/2016	06/30/2020	\$2000	General Fund	Title I instructional Specialists, general education teachers, and technology teacher/coordinator.

Activity - Albanesi Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Albanesi math program is a tiered, individualized hands-on math program. This program is aligned with Montessori Curriculum. This program provides geometry and Algebra manipulatives. One day of PD is done by CMA teaching staff	Academic Support Program	Tier 2	Monitor	01/18/2016	06/30/2020	\$6000	General Fund	General teaching staff, headmaster , and Title I instructional staff. PD and materials will also be made available for school staff for one day in August and then half a day during the year.

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

Single Building District Improvement Plan

Creative Montessori Academy

60 Chromebooks, 60 Chromebook licenses, 60 Ipad, 60 Ipad cases, 3 laptop carts, 60 sets of headphones, portable projector and screen, speakers	Technology	Tier 1	Evaluate	08/01/2018	06/30/2020	\$1000	General Fund	Alan Carter, Lisa Loger, Technology Coordinator
--	------------	--------	----------	------------	------------	--------	--------------	---

Goal 2: All students of Creative Montessori Academy will become proficient in Science.

Measurable Objective 1:

40% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 extracting scientific data from charts and graphs and be competent in using those data to analyze and predict. in Science by 06/16/2017 as measured by M-STEP..

Status	Progress Notes	Created On	Created By
N/A	Baseline data from NWEA assessment was recorded 2019-2020.	May 29, 2019	Lisa Loger
N/A	85% of CMA students are deemed proficient in Science according to Fall to Winter EdPerformance Assessments. One more assessment is scheduled for May.	March 13, 2014	Nicole Robinson

Strategy 1:

Montessori Differentiated Instruction - Implement Montessori Training in the Montessori Method for all staff at the beginning of the year and during the school year no less six times. The trainings will then be implemented within the classroom and throughout the instructional times in the whole school to differentiate the instruction for each student. This training is called MAPP and is given to all first through third year teachers as well as veterans as needed.

Category: Science

Research Cited: Montessori, M. (1995) The Absorbent Mind. Henry Holt Company, New York, NY.

Tier: Tier 1

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

Single Building District Improvement Plan

Creative Montessori Academy

Montessori consultant will provide professional learning about the Montessori Method and the implementation within their classroom. The program is called MAPP.	Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$16000	Title II Part A	Alan Carter, Headmaster Lisa Loger, Assistant Headmaster Montessori Consultant
---	-----------------------	--------	---------	------------	------------	---------	-----------------	--

Activity - FOSS Science Curriculum & Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FOSS curriculum and kits for K-8 science instruction	Technology, Materials, Curriculum Development	Tier 1	Evaluate	07/01/2018	06/30/2020	\$0	General Fund	Alan Carter Lisa Loger

Activity - Family Math & Literacy Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Fun Nights would include Science/Art Fair, Montessori Parent Education Nights, Health and Wellness, etc.	Parent Involvement	Tier 1	Evaluate	08/01/2018	06/30/2020	\$1000	Title I Part A	Alan Carter

Activity - FOSS Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refill kits and living materials for FOSS Science curriculum.	Curriculum Development	Tier 1	Implement	07/01/2018	06/30/2020	\$14039	Title IV Part A	Alan Carter Lisa Loger Kelly Rose

Single Building District Improvement Plan

Creative Montessori Academy

Activity - STEM Classroom Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 3D printers, 20 spools of #D Printer Filament, video camera and accessories, Green screen and accessories, 15 Drone kits, 12 Makey Makey's, 18 Ozobots, 4 snap circuit kits, code and go mouse kits, 4 Keva Planks, 15 Bloxels, \$2000 in consumables	Academic Support Program	Tier 1	Monitor	01/01/2019	06/30/2022	\$1000	General Fund	Alan Carter, Lisa Loger, Allison Goroni, Erin Guillen

Strategy 2:

Principal Leadership Development - By developing leaders for schools with best practices and the right theory then these leaders will help to establish schools that are high achieving specifically in science education. This includes Ruby Payne Poverty Instruction, Charlotte Danielson Training.

Category: Learning Support Systems

Research Cited: Louv, R. (2008). Last child in the woods. New York, NY: Workman Publishing.

Tier: Tier 1

Activity - Principal Leadership Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leader Ongoing Professional Development This includes Leaders Retreat for two for \$1800 lodging & registration + \$500 in travel. This Retreat is on Effective Instructional Leadership with a focus on at risk students.	Technology, Professional Learning	Tier 1	Monitor	06/01/2017	06/30/2020	\$5500	Title II Part A	Alan Carter and Lisa Loger

Activity - MAPSA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus on Student Achievement and Safe Schools. Registration Fees = \$400	Professional Learning	Tier 2	Implement	11/01/2018	11/30/2019	\$400	Title II Part A	Alan Carter and Lisa Loger

Single Building District Improvement Plan

Creative Montessori Academy

Activity - MDE School Improvement Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two School Leaders will attend the MDE School Improvement conference in Lansing during November. This includes \$400 per person for the conference & \$120 per night per room at a total \$2160 in total.	Professional Learning	Tier 1	Evaluate	11/01/2018	11/30/2018	\$2160	Title II Part A	Lisa Loger Kelly Rose

Activity - MTSS At Work Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS at Work Training for 7 staff members in Grand Rapids, MI - Vendor Kent ISD - September 16, October 15, November 14, and February 11, 2018- \$0 per person for registration fees and materials = \$0, group transportation at \$250 = \$1000	Professional Learning	Tier 1	Evaluate	08/01/2018	06/30/2020	\$1000	Title II Part A	Alan Carter Lisa Loger

Activity - Instructional Leader's Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Leader's Academy is provided by Choice Schools that is designed to provide teachers training on becoming leader's in their school. \$1,000 per teacher per school year	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2020	\$5000	Title II Part A	Alan Carter Lisa Loger

Activity - School Leader's Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leader's Institute is provided through Choice Schools to train teachers in becoming a School Leader. \$900 per teacher per year	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2020	\$900	Title II Part A	Alan Carter Lisa Loger

Single Building District Improvement Plan

Creative Montessori Academy

Activity - PLC At Work Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
15 teachers to attend PLC At Work! conference in Detroit, MI August 6-8, 2019. Conference fees and meals	Professional Learning	Tier 1	Evaluate	01/01/2019	06/30/2022	\$0	No Funding Required	Alan Carter and Lisa Loger

Strategy 3:

Crisis Prevention Institute - CPI will be given to all staff members so that they can provide the safest environment for their students. This will help to increase safety and decrease disruption so that students can increase their learning.

Category: Learning Support Systems

Research Cited: A 93% reduction in restraint use. Zero workers' compensation claims. A surge in staff confidence and morale. A new awareness of the power of prevention. <http://www.crisisprevention.com/Resources/Case-Studies/Nonviolent-Crisis-Intervention-Training-Case-Study>

Tier: Tier 1

Activity - CPI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for staff in Crisis Prevention	Behavioral Support Program	Tier 2	Monitor	08/01/2016	06/30/2020	\$2000	Title I Part A	Alan Carter Lisa Loger Rachel Moul

Goal 3: All students of Creative Montessori Academy will become proficient in Social Studies.

Measurable Objective 1:

Single Building District Improvement Plan

Creative Montessori Academy

65% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 as measured by M-STEP in Social Studies by 06/18/2016 as measured by M-STEP & building common assessments.

Status	Progress Notes	Created On	Created By
N/A	Starting Fall 2019 we will be using MC3 curriculum and interim assessments to boost M-Step scores.	May 29, 2019	Lisa Loger
N/A	According to current MEAP scores, the students at CMA are testing above average in this content area. Achievement = 0.3868; Improvement = 0.4868; Gap = -0.6453	March 13, 2014	Nicole Robinson

Strategy 1:

Response to Intervention - Data based decisions on interventions for each child who is struggling academically. Students will be identified through M-STEP, NWEA, and common and teacher made assessments.

Category:

Research Cited: Dexter, D.D., Hughes, C. Field Studies of RTI Programs, Revised. RTI Action Network. Retrieved from <http://www.rtinetwork.org/learn/research/field-studies-rti-programs>

Tier: Tier 2

Activity - Interactive Field trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One-to-one teacher instruction/review of social studies content, hands-on experiences during interactive field trips (e.g. Greenfield Village) that will include guest speakers, and interactive lessons.	Field Trip, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	\$0	No Funding Required	CMA House Leads

Activity - Setting the Stage for Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A one day training that will focus on Setting the Stage for Success. training for all school staff.Dr. Tina Boogren is the speaker. The cost is \$95 per person for 93 persons. Transportation cost is \$500 for two charter buses. Total cost is \$9335.	Professional Learning, Academic Support Program	Tier 1	Evaluate	08/01/2017	06/20/2019	\$9335	Title II Part A	Al Carter Lisa Loger Kelly Rose

Single Building District Improvement Plan

Creative Montessori Academy

Activity - Montessori Parent Education Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three to Four meeting will occur throughout the year specifically designed for parents to learn about Montessori Methods, classroom materials, and Title 1 programs and initiatives.	Parent Involvement, Community Engagement	Tier 1	Implement	08/01/2017	06/30/2020	\$0	No Funding Required	Alan Carter, Lisa Loger, House Leaders

Activity - Student Advocate/Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student advocate will work with at risk students and monitor behavior.	Behavioral Support Program	Tier 1	Monitor	01/08/2018	06/30/2020	\$50000	Section 31a	Alan Carter Lisa Loger Rachel Moul

Activity - Homeless Student Supplies (Mckinney-Viento)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Money set aside for materials and supplies for homeless students.	Materials	Tier 2	Monitor	09/05/2017	06/30/2020	\$200	Title I Part A	Meghan Bryant and Rachel Moul

Activity - Social Studies PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Creative Montessori Academy

Social Studies PD with David Hales at Wayne RESA for 2 days, one in August and one in March.	Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Lisa Loger Alan Carter Mike Groeb
--	---	--------	-----------	------------	------------	-----	---------------------	---

Activity - Building Student Relationships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One of the best ways to decrease student discipline and increase student achievement is building positive student relationships. Vendor is Michael Brandwein. Cost of the PD is \$3500, travel expenses \$1500.	Behavioral Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$5000	Title II Part A	Alan Carter Lisa Loger

Strategy 2:

Project Based Learning - Project Based Learning will be set in the middle school and act as a driving method along with our Montessori curriculum to engage students in cross curricular learning culminating in projects and presentations.

Category: Social Studies

Research Cited: Project Based Teaching by Suzie Boss with John Larmer

Understanding by Design Meets Neuroscience by Jay McTighe and Judy Willis, M.D.

Pedagogy of Confidence by Yvette Jackson

Tier: Tier 1

Activity - PBL PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development provided for staff to create a Project Based Learning environment for students starting Fall 2019.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2022	\$0	No Funding Required	Alan Carter Lisa Loger Erin Guillen

Single Building District Improvement Plan

Creative Montessori Academy

Activity - Field Experience	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities for staff to visit other PBL schools and/or museums, businesses where PBL can be supported for curriculum development.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2022	\$0	No Funding Required	Alan Carter Lisa Loger

Goal 4: All students of Creative Montessori Academy will become proficient in Reading.

Measurable Objective 1:

75% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 all Reading objectives. in Reading by 06/20/2019 as measured by classroom assessments, NWEA assessments, and M-Step.

Status	Progress Notes	Created On	Created By
N/A	According to NWEA, most students either completing their third year in a row at CMA or finishing their 7th and 8th grade years are at or surpassed the benchmarks for Reading in the Spring testing window.	May 22, 2017	Alan Carter

Strategy 1:

Title 1 Instructional Specialists - The part-time Title 1 Instructional Specialist will provide push-in and pull-out services for students identified to need further support in Reading.

Category:

Research Cited: VanScoy, L. J. (1997). A study to determine the effects of in-class and pull-out instruction for title 1 students in reading; Borman, G.D & Agostino, J.V. (1996). Title 1 and student achievement: meta-analysis of federal evaluation results; Rickles, J.H. & Barnhart, M.K. (2007) The impact of supplemental educational services participation on student achievement 2005-06.

Tier: Tier 2

Single Building District Improvement Plan

Creative Montessori Academy

Activity - Title 1 Instructional Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Instructional Specialist will provide academic support to identified students through push-in and pull-out activities. Services are provided to eligible students and are supplemental in nature. Student eligibility will be regularly reviewed using NWEA, common assessments, and state mandated assessments. We will provide up to 1.0 FTE for reading intervention.	Technology , Academic Support Program	Tier 2	Monitor	08/24/2015	06/30/2020	\$55000	Title I Part A	Alan Carter, Lisa Loger, Andrea Biggar

Strategy 2:

Response to Interventions - Data based decisions on intervention for each child who is struggling academically.

Category: English/Language Arts

Research Cited: Dexter, D.D., Huges,, C. Field Studies of RTI Programs, Revised. RTI Action Network. Retrieved from <http://www.rtinetwork.org/learn/research/field-studies-rti-programs>.

Christ,T.J., Burns, M.K., &Ysseldyke, J.E. (2005). Conceptual Confusion Within Response to Intervention:Clarifying Meaningful Differences. NASP Communique, Vol. 34, #3

VanDerHeyden, A. (2014). RTI Math Instruction. RTI Action Network.

Tennant, J. etal (2014). Students'ratings of teacher support and academic and social-emotional well-being. School Psychology Quartely

Tier: Tier 2

Activity - Technology Enhanced Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Study Island interactive computer program to create individualized activities to support student learning. Data from NWEA testing will be imported into Study Island to create targeted intervention.	Technology , Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	\$15000	Title I Part A	Al Carter, Headmaster Lisa Loger, Assistant Headmaster Technology Coordinator

Single Building District Improvement Plan

Creative Montessori Academy

Activity - Raz Kids/on-line reading program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will access Raz kids on-line reading program. This program includes interactive e-books at multiple levels in English and Spanish.	Technology , Academic Support Program	Tier 2	Monitor	01/18/2016	06/30/2020	\$2000	Title I Part A	Title I instructional staff, general education, and technology teacher/coordinator.

Activity - SRA reading lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read stories at individualized levels, answer comprehension questions, and complete language activities.	Academic Support Program	Tier 2	Monitor	01/18/2016	06/30/2020	\$0	No Funding Required	Title I instructional staff and general education teachers

Activity - 31A Montessori Instructional Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Academic support for working one-on-one with at-risk students on their individual work plans.	Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2020	\$200000	Section 31a	Al Carter, Headmaster Lisa Loger, Assistant Headmaster

Single Building District Improvement Plan

Creative Montessori Academy

Activity - High Interest Leveled Reading Material	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity will purchase high interest leveled reading material for students to utilize in developing and increasing their reading levels. This includes purchases from Scholastic, Time for Kids, Scope, and Up Front reading materials.	Materials	Tier 1	Monitor	12/14/2016	06/30/2019	\$0	No Funding Required	Al Carter Lisa Loger Kelly Rose

Activity - Albanesi Language Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Albanesi Language kits are tiered, individualized hands-on English Language Arts and Reading program. This program is aligned with Montessori Curriculum	Direct Instruction	Tier 1	Monitor	12/14/2016	06/30/2020	\$0	No Funding Required	Lisa Loger Shannon Stacy

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach up to 1.0 FTE will be working with teachers to give academic support to for ways they can help students in classroom. Also work with students in K-3 as academic support.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2020	\$26200	Title I Part A	Alan Carter Lisa Loger Andrea Biggar

Activity - SIOP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive SIOP Training once in August and another day throughout the year. The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.	Academic Support Program	Tier 1	Evaluate	08/01/2018	06/30/2019	\$0	No Funding Required	Alan Carter Lisa Loger

Single Building District Improvement Plan

Creative Montessori Academy

Activity - High Interest Low Level Reading Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group sets of high interest low level reading books for grades 4-8.	Curriculum Development	Tier 1	Implement	07/01/2018	06/30/2020	\$0	No Funding Required	Alan Carter Lisa Loger Kelly Rose

Activity - Literacy Coach Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7 days of training for Literacy Coach on required documentation, assessment tools, and advanced study in the five areas of literacy as it pertains to the new 3rd grade reading bill, using Fontas and Pinnell, IRIP, and supporting MTSS. PD will be monthly, September - April Vendor: The Center for School Advancement - Materials included in cost . Total \$5000	Professional Learning	Tier 2	Implement	08/01/2018	06/30/2019	\$6200	Title II Part A	Alan Carter Lisa Loger Andrea Biggar

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
Setting the Stage for Success	A one day training that will focus on Setting the Stage for Success. training for all school staff. Dr. Tina Boogren is the speaker. The cost is \$95 per person for 93 persons. Transportation cost is \$500 for two charter buses. Total cost is \$9335.	Professional Learning, Academic Support Program	Tier 1	Evaluate	08/01/2017	06/20/2019	\$9335	Al Carter Lisa Loger Kelly Rose
Literacy Coach Professional Development	7 days of training for Literacy Coach on required documentation, assessment tools, and advanced study in the five areas of literacy as it pertains to the new 3rd grade reading bill, using Fontas and Pinnell, IRIP, and supporting MTSS. PD will be monthly, September - April Vendor: The Center for School Advancement - Materials included in cost. Total \$5000	Professional Learning	Tier 2	Implement	08/01/2018	06/30/2019	\$6200	Alan Carter Lisa Loger Andrea Biggar
Building Student Relationships	One of the best ways to decrease student discipline and increase student achievement is building positive student relationships. Vendor is Michael Brandwein. Cost of the PD is \$3500, travel expenses \$1500.	Behavioral Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$5000	Alan Carter Lisa Loger
MAPSA Conference	Focus on Student Achievement and Safe Schools. Registration Fees = \$400	Professional Learning	Tier 2	Implement	11/01/2018	11/30/2019	\$400	Alan Carter and Lisa Loger
MTSS At Work Training	MTSS at Work Training for 7 staff members in Grand Rapids, MI - Vendor Kent ISD - September 16, October 15, November 14, and February 11, 2018- \$0 per person for registration fees and materials = \$0, group transportation at \$250 = \$1000	Professional Learning	Tier 1	Evaluate	08/01/2018	06/30/2020	\$1000	Alan Carter Lisa Loger
Montessori Staff Training	Montessori consultant will provide professional learning about the Montessori Method and the implementation within their classroom. The program is called MAPP.	Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$16000	Alan Carter, Headmaster Lisa Loger, Assistant Headmaster Montessori Consultant

Single Building District Improvement Plan

Creative Montessori Academy

MDE School Improvement Conference	Two School Leaders will attend the MDE School Improvement conference in Lansing during November. This includes \$400 per person for the conference & \$120 per night per room at a total \$2160 in total.	Professional Learning	Tier 1	Evaluate	11/01/2018	11/30/2018	\$2160	Lisa Loger Kelly Rose
Principal Leadership Development	School Leader Ongoing Professional Development This includes Leaders Retreat for two for \$1800 lodging & registration + \$500 in travel. This Retreat is on Effective Instructional Leadership with a focus on at risk students.	Technology, Professional Learning	Tier 1	Monitor	06/01/2017	06/30/2020	\$5500	Alan Carter and Lisa Loger
Instructional Leader's Academy	Instructional Leader's Academy is provided by Choice Schools that is designed to provide teachers training on becoming leader's in their school. \$1,000 per teacher per school year	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2020	\$5000	Alan Carter Lisa Loger
School Leader's Institute	School Leader's Institute is provided through Choice Schools to train teachers in becoming a School Leader. \$900 per teacher per year	Professional Learning	Tier 1	Implement	08/01/2018	06/30/2020	\$900	Alan Carter Lisa Loger

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Carts	60 Chromebooks, 60 Chromebook licenses, 60 Ipads, 60 Ipad cases, 3 laptop carts, 60 sets of headphones, portable projector and screen, speakers	Technology	Tier 1	Evaluate	08/01/2018	06/30/2020	\$1000	Alan Carter, Lisa Loger, Technology Coordinator
Albanesi Math	Albanesi math program is a tiered, individualized hands-on math program. This program is aligned with Montessori Curriculum. This program provides geometry and Algebra manipulatives. One day of PD is done by CMA teaching staff	Academic Support Program	Tier 2	Monitor	01/18/2016	06/30/2020	\$6000	General teaching staff, headmaster, and Title I instructional staff. PD and materials will also be made available for school staff for one day in August and then half a day during the year.

Single Building District Improvement Plan

Creative Montessori Academy

STEM Classroom Supplies	2 3D printers, 20 spools of #D Printer Filament, video camera and accessories, Green screen and accessories, 15 Drone kits, 12 Makey Makey's, 18 Ozobots, 4 snap circuit kits, code and go mouse kits, 4 Keva Planks, 15 Bloxels, \$2000 in consumables	Academic Support Program	Tier 1	Monitor	01/01/2019	06/30/2022	\$1000	Alan Carter, Lisa Loger, Allison Goroni, Erin Guillen
Technology Enhanced Intervention	Students will use Chromebook, laptops and desktops during After School Tutoring and during interventions to access web based programs purchased by the Academy. Programs include Study Island and Raz Kidz	Technology , Academic Support Program	Tier 2	Monitor	08/22/2016	06/30/2020	\$2000	Title I instructional Specialists, general education teachers, and technology teacher/coordinator.
FOSS Science Curriculum & Kits	FOSS curriculum and kits for K-8 science instruction	Technology , Materials, Curriculum Development	Tier 1	Evaluate	07/01/2018	06/30/2020	\$0	Alan Carter Lisa Loger

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies PD	Social Studies PD with David Hales at Wayne RESA for 2 days, one in August and one in March.	Curriculum Development, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Lisa Loger Alan Carter Mike Groeb
Interactive Field trips	One-to-one teacher instruction/review of social studies content, hands-on experiences during interactive field trips (e.g. Greenfield Village) that will include guest speakers, and interactive lessons.	Field Trip, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	\$0	CMA House Leads
High Interest Low Level Reading Books	Small group sets of high interest low level reading books for grades 4-8.	Curriculum Development	Tier 1	Implement	07/01/2018	06/30/2020	\$0	Alan Carter Lisa Loger Kelly Rose
Montessori Parent Education Nights	Three to Four meeting will occur throughout the year specifically designed for parents to learn about Montessori Methods, classroom materials, and Title 1 programs and initiatives.	Parent Involvement, Community Engagement	Tier 1	Implement	08/01/2017	06/30/2020	\$0	Alan Carter, Lisa Loger, House Leaders

Single Building District Improvement Plan

Creative Montessori Academy

SRA reading lab	Students will read stories at individualized levels, answer comprehension questions, and complete language activities.	Academic Support Program	Tier 2	Monitor	01/18/2016	06/30/2020	\$0	Title I instructional staff and general education teachers
PBL PD	Professional Development provided for staff to create a Project Based Learning environment for students starting Fall 2019.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2022	\$0	Alan Carter Lisa Loger Erin Guillen
SIOP Training	All staff will receive SIOP Training once in August and another day throughout the year. The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.	Academic Support Program	Tier 1	Evaluate	08/01/2018	06/30/2019	\$0	Alan Carter Lisa Loger
Albanesi Language Kits	Albanesi Language kits are tiered, individualized hands-on English Language Arts and Reading program. This program is aligned with Montessori Curriculum	Direct Instruction	Tier 1	Monitor	12/14/2016	06/30/2020	\$0	Lisa Loger Shannon Stacy
PLC At Work Conference	15 teachers to attend PLC At Work! conference in Detroit, MI August 6-8, 2019. Conference fees and meals	Professional Learning	Tier 1	Evaluate	01/01/2019	06/30/2022	\$0	Alan Carter and Lisa Loger
Field Experience	Opportunities for staff to visit other PBL schools and/or museums, businesses where PBL can be supported for curriculum development.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2022	\$0	Alan Carter Lisa Loger
High Interest Leveled Reading Material	This activity will purchase high interest leveled reading material for students to utilize in developing and increasing their reading levels. This includes purchases from Scholastic, Time for Kids, Scope, and Up Front reading materials.	Materials	Tier 1	Monitor	12/14/2016	06/30/2019	\$0	Al Carter Lisa Loger Kelly Rose

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach	Literacy Coach up to 1.0 FTE will be working with teachers to give academic support to for ways they can help students in classroom. Also work with students in K-3 as academic support.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2020	\$26200	Alan Carter Lisa Loger Andrea Biggar

Single Building District Improvement Plan

Creative Montessori Academy

Title 1 Instructional Specialist	Title 1 Instructional Specialist will provide academic support to identified students through push-in and pull-out activities. Services are provided to eligible students and are supplemental in nature. Student eligibility will be regularly reviewed using NWEA, common assessments, and state mandated assessments. We will provide up to 1.0 FTE for reading intervention.	Technology , Academic Support Program	Tier 2	Monitor	08/24/2015	06/30/2020	\$55000	Alan Carter, Lisa Loger, Andrea Biggar
Title I Instructional Specialist	The Title I Instructional Specialist will provide push-in and pull-out one-on-one and in small group instruction throughout the school day. Services are provided to eligible students and are supplemental in nature. We will provide up to 2.0 FTE for math intervention.	Technology , Academic Support Program	Tier 2	Monitor	08/22/2016	06/30/2020	\$90000	Michael Schmittou - Title 1 assistant Alan Carter - Headmaster Lisa Loger - Assistant Headmaster
Family Math & Literacy Nights	Family Fun Nights would include Science/Art Fair, Montessori Parent Education Nights, Health and Wellness, etc.	Parent Involvement	Tier 1	Evaluate	08/01/2018	06/30/2020	\$1000	Alan Carter
Summer School Program	Teachers grades 1-7 will provide academic support to students for 3 weeks during the summer. Students will be given common assessments and/or NWEA test upon exiting the program to monitor effectiveness of program. Summer school supplies/materials, hands-on math manipulatives - geometric shapes, measuring devices, writing journals, and reading materials will be purchased to support program. This also includes Raz Kidz Plus (\$100).	Materials, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/22/2016	06/30/2020	\$40000	Principal & SIP committee. Rebecca Goins
Homeless Student Supplies (Mckinney-Vento)	Money set aside for materials and supplies for homeless students.	Materials	Tier 2	Monitor	09/05/2017	06/30/2020	\$200	Meghan Bryant and Rachel Moul
Raz Kids/on-line reading program	Students will access Raz kids on-line reading program. This program includes interactive e-books at multiple levels in English and Spanish.	Technology , Academic Support Program	Tier 2	Monitor	01/18/2016	06/30/2020	\$2000	Title I instructional staff, general education, and technology teacher/coordinator.

Single Building District Improvement Plan

Creative Montessori Academy

Technology Enhanced Intervention	Teachers will use Study Island interactive computer program to create individualized activities to support student learning. Data from NWEA testing will be imported into Study Island to create targeted intervention.	Technology , Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	\$15000	Al Carter, Headmaster Lisa Loger, Assistant Headmaster Technology Coordinator
CPI Training	Training for staff in Crisis Prevention	Behavioral Support Program	Tier 2	Monitor	08/01/2016	06/30/2020	\$2000	Alan Carter Lisa Loger Rachel Moul
After School Tutoring	Students in grades 1-8 will receive small group targeted assistance by a highly qualified teacher after school. Teachers will use prescriptive learning activities for identified students. Students will be identified using M-STEP, NWEA, common assessments, teacher made assessments, and Title 1 Instructional Specialist input.	Technology , Academic Support Program	Tier 2	Monitor	08/22/2016	06/30/2020	\$8196	Principal, Title one tutoring coordinator, and SIP team. Rebecca Goins

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
FOSS Science	Refill kits and living materials for FOSS Science curriculum.	Curriculum Development	Tier 1	Implement	07/01/2018	06/30/2020	\$14039	Alan Carter Lisa Loger Kelly Rose

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
31A Montessori Instructional Aide	Classroom Academic support for working one-on-one with at-risk students on their individual work plans.	Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2020	\$200000	Al Carter, Headmaster Lisa Loger, Assistant Headmaster
Student Advocate/Behavior Interventionist	Student advocate will work with at risk students and monitor behavior.	Behavioral Support Program	Tier 1	Monitor	01/08/2018	06/30/2020	\$50000	Alan Carter Lisa Loger Rachel Moul