



Single Building District Improvement Plan

West MI Academy of Environmental Science
West MI Academy of Environmental Science

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

West Michigan Academy of Environmental Science creates a School Improvement committee that consists of teachers, administrators, parents and support staff. We believe in the importance of incorporating all stakeholders when making decisions about the best methods to improve the school. Each year we open the School Improvement Committee up to all interested stakeholders. We ask for willing, eager, participants and accept all that are interested. We schedule meetings at various times throughout the school year to accommodate all participants, and to work around all stakeholders' schedules. The School Improvement Plan is presented to the Academy's board for their input and approval.

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

Our School Improvement Plan committee consists of teachers, administrators, parents and support staff. We hold meetings for all stakeholder groups to attend at the same time. This allows all voices to be heard and shared with the team as a whole. Each team member is responsible for working with the group to discuss what is best for the academy and the academic achievement of our students.

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

The principals present monthly to the board of directors. For the 2017-2018 SBDIP, progress on goals will be referenced throughout the year to ensure goals and objectives are being met and ownership is being taken by all stake holders.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted in afterschool meetings with a variety of stakeholders present. These stakeholders include parents, teachers, special education teachers, Title I staff, and school leaders.

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?

We used NWEA\MAP data, M-STEP, Fountas/Pinnel Benchmark Levels, AP Biology, AP Earth Science, MME, Title I qualifiers, Free/reduced lunch data, and number of Homeless Youth to identify gaps in student achievement.

The results of the CNA indicated that, while the school is upwards of 70% free/reduced lunch and 60% At-Risk identified, the majority of our students continue to perform at or above grade level. This is notwithstanding the socioeconomic factors that would indicate otherwise. West Michigan Academy of Environmental Science continues to outperform area and state schools and districts of similar size and demographics.

Based on the last three years of AYP data, WMAES is continuing an overall trend in increasing state standardized test scores towards the new proficiency targets for the 2021-2022 M-STEP proficiency goal of 85% of all students being proficient in all M-STEP area assessments.

For fall 2016, WMAES had a Scorecard Proficiency of 85.2%, which is a "Lime" ranking, and a School Ranking statewide percentile of 76%.

Based on formal and informal parent and teacher surveys, WMAES continues to be an overall positive place for families to educate children and, based on low staff turnover, for educators to work for.

For demographic analysis, we examined the family reported demographic information in PowerSchool, attendance and discipline information along with free/reduced lunch percentages and Title I qualifiers. What we concluded was that the students who have been enrolled at WMAES for 3+ years (legacy students) academically outperform students newly enrolled at WMAES.

One of the causes for gaps in scores is our transient school population. Many students who enroll at WMAES are coming from low income families and schools that are struggling or failing to make AYP per State and Federal guidelines. Also, there was a shift in teacher assignments in grade and subject areas.

Our areas of priority are to continue to grow the academic success of our students, continue to encourage and support our graduates to go into a higher education program, and establish an alumni program all the while increasing our student population.

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.

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The school goals are connected to priority needs and the needs assessment through the data analysis of M-STEP, MME, Explore/Plan, NWEA\MAP, local assessments, and classroom grades.

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?

As we are a school-wide Title I school, the goals that we have in place are tailored to the needs of our students regardless of the cause of their disadvantage. This is evident through the use of Individualized Student Learning Plans (ISLPs) that all classroom teachers create, collaborate with the students on, and evolve as the school year progresses. Additionally, we have an after school academic program, Academic Acceleration (AA) to provide further academic support for those students identified as below grade level/at-risk for failure. Furthermore, we offer summer school to reduced the risk of the "summer slide" in students.

Component 2: Schoolwide Reform Strategies

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

Some of the strategies that we used are bi-monthly collaborative teacher planning sessions (Professional Learning Committees), increasing the amount of technology time for students in grades K-12 with the use of Chromebooks and/or tablets, placing students in additional after school small group instruction as needed, utilizing cross-curricular instruction so that students will use concepts from one class in another, having students involved in project based learning-All K-12 teachers will provide hands-on learning through an inquiry based approach focusing on environmental issues, along with critical thinking skills-using deciphering/decoding techniques to encourage critical thinking and using evidence to support claims when interpreting informational texts.

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).

Through the use of research-based methods and strategies, students will be exposed to the latest evidenced based pedagogical practices that have shown to increase the quality and quantity of instruction. Teachers and school leaders are encouraged to seek out professional development opportunities to enhance their educational knowledge to accelerate and enrich the curriculum for all students.

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

The research-based reform strategies align with the findings of the CNA by supporting the strategies that the school improvement team came up with to improve the academic success of all students at WMAES. All strategies noted in the School Improvement Plan are evidenced based, from a variety of educational research programs, that have documented student academic success.

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.

All students, regardless of academic standing will receive whole group instruction. Within each class and subject matter, based on academic need derived from local assessment results, academically lower students will receive small group instruction. These small groups will receive targeted instruction from math and/or reading specialists, in coordination with the classroom teacher, on a daily basis. Furthermore, those students that need additional academic resources will have those opportunities available to them after school in a content area small group.

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

WMAES determines if the needs of the students are being met through classroom assessments, NWEA\MAP scores, M-STEP, MME, Explore/Plan scores, and local assessments. The teachers and staff at WMAES monitor grades on a daily basis to determine which students

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require additional after school small group instruction. If, by the end of the school week, students do not meet a certain academic requirement, those academically behind students are placed in the after school academic program.

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 teachers and instructional staff meet the definition of High Qualified Staff as outlined in NCLB.	

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 and instructional staff meet the requirements for highly qualified under NCLB.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We hired 16 new employees and 4 changed roles-an 36% turnover rate for the 2016-2017 school year. The turnover rate was due to an increase in classrooms (we opened our new elementary building this year) which created four new teaching positions and an elementary administration position, the secondary administrator took a new position so the counselor moved into his role and we filled her role, three teachers changed roles within the school, 8 new hires in the secondary, and a new school social worker.

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

Out of 55 teachers, 20% have 0-4 years of experience, 60% have 5-10 years of experience, and 20% have 11+ years of experience.

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

The school has implemented opportunities for professional and personal growth within the school and management company. Also the school, through the management company, provides opportunities for staff to be promoted from within through the Future Leaders Institute program. Furthermore, we have 62 acres of land that house a variety of natural habitats (fields, prairie, woodland, and pond) for students to explore and learn from. We also have a vegetable garden where we grow some of our produce for school lunches in the fall. The staff are encouraged to "get the kids out of the classroom" to show that learning doesn't have to remain within the four walls of the classroom.

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

The district has implemented opportunities for professional and personal growth within the school and management company. Also the district, through the management company, provides opportunities for staff to be promoted from within through the Future Leaders Institute program. The management company also provides reimbursement for tuition at accredited colleges and universities.

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?

The high turnover rate for the previous year was an anomaly primarily due to the opening of the new building and the transitions within the district.

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.

Educational staff at WMAES will actively pursue and participate in professional development opportunities, through various academic and government agencies, that pertain to their roles as educators to benefit the staff and students at WMAES. Our principals at WMAES will actively pursue and participate in professional development opportunities, through MASSP and other professional organizations, that pertain to their roles as school leaders to benefit the staff and students at WMAES.

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

This professional learning is sustained and ongoing through the opportunities that staff have through the year, school and calendar, to further enhance their pedagogical skills through programs such as Michigan Council of Teachers of Mathematics (MCTM), Michigan Association of Secondary School Principals (MASSP), Michigan Science Teachers Association (MSTA), Michigan Department of Education and professional learning opportunities through the Kent Intermediate School District. Furthermore, our management company is hosting the fourth consecutive year of Choice University (CU). CU is a Professional Development program that reviews and reinforces pedagogical topics in a sustained and ongoing manner.

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

Component 6: Strategies to Increase Parental Involvement

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

We have numerous parents, with students in a variety of grades, involved in the design of the schoolwide plan. Parents are invited to be on, and have accepted, numerous committees to enhance the education and the educational experience of their children.

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

Parents are active participants in the implementation of the school wide plan. They participate in parent teacher conferences three times a school year, in bi-annual family nights, in informational meetings (back to school events, parent information nights-elementary, middle school, high school, financial aid information nights, to name a few), along with participating in grade transition events- from pre-k to kindergarten, 5th grade to 6th grade, and 8th to 9th grade.

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

Parents are involved in the evaluation of the schoolwide plan by providing feedback through multiple means. Parents communicate their feedback through the use of questionnaires, either through the use of on-line surveys or paper evaluations after school events, and through direct communication to school leaders and teachers.

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

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

The school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f) by the following:

(1) WMAES will provide parents information on the State's Content Expectations, Assessments, and ways to monitor their child's progress by:

- a. Staff provides syllabi with the Grade Level Content Expectations to students and parents so that parents are aware of the required outcomes during the first week of school.
- b. Elementary staff host an annual fall Parent Curriculum Night to share the State's curriculum parents.
- c. K-12 Individual Student Learning Plans for all students which are shared with parents at conference times three times a year.
- d. Grades 3-11 State M-STEP and MME/ACT reports, NWEA/MAP, Explore and PLAN parent reports are shared with parents at conferences and/or are mailed home.

(2) WMAES will provide materials and training to help parents work with their children at home through activities such as:

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- a. Providing parents events to train parents on monitoring their child's progress through the parent portal through online access at home.
- b. Providing parent events at school to train parents on literacy strategies through Readers' Workshops to help at home.
- c. Providing parents with an on-line math textbook or CDs to help with math at home.
- d. Providing parents with printable books for parents to read with students at home.
- e. Providing parents with Financial Aid parent workshops to assist parents in helping apply for financial assistance.

(3) WMAES will train staff on effective parent involvement by:

- a. Providing staff with an annual training on effective strategies for engaging parents in their child's learning. Staff will be utilizing the School, Family and Community Partnerships Action Handbook.

(4) WMAES will collaborate with other programs to coordinate parent involvement by:

- a. Inviting outside agencies to participate in the Family Night to provide families with community information and resources.
- b. Participating in Park Parties
- c. Collaborating with the Food Service Department on providing families with Free Meal Applications for the National School Meals Program.

(5) WMAES will provide parents with information in a language and format they can understand by:

- a. The student handbook is provided in both English and Spanish.
- b. At the Readers' Workshop, Spanish students will be available to assist Spanish speaking parents.
- c. K-12 math textbooks provide glossaries in both English and Spanish.
- d. Employing three translators on staff to translate for parents during Parent/Teacher Conferences or other times as needed.

- e. Newsletters and other parent communications are written in parent-friendly language.
- f. Comprehension Toolkit-reading materials in grades K-8 provide Spanish version of passages on CD.

(14) WMAES will provide other reasonable support for parent involvement as parents may request by:

- a. Staff provide homework if students are ill.
 - b. Staff provide additional homework as requested for families going out of town.
 - c. Staff provide information on a timely basis regarding meal accommodations.
 - d. Staff provide alternate Parent/Teacher Conference times.
 - e. Staff encourage parents to volunteer.
 - f. Staff provide an automated attendance program.
 - g. Staff provide free child-care during academic intervention support for siblings.
- (f) WMAES will provide full opportunities for participation of parents with Limited English Proficiency, with Disabilities, or for parents of Migratory students by:
- a. Translators
 - b. Handicap Accessible Building
 - c. Use technology as a communication tool for those that cannot come to school.
 - d. Free wireless service for families that need
 - e. Alternative Parent/Teacher conference times for migratory families

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

WMAES surveys parents after each major parent involvement event, (at least four times a year) to determine if parent needs were met and if not, what more can the school do to assist them and/or to meet the parent's needs.

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

WMAES staff analyze the surveys and the results are used to guide the decision making process for future parent involvement activities at the school.

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

The Home/School compact was developed with the assistance of the school administrator, staff, and parents. Since the original development of the compact, the schoolwide transition team has reviewed and revised the compact with parent input and it is now uploaded in AdvancEd. The Home/School compact will be shared with parents at Open House/Orientation, Parent-Teacher Conferences, and Curriculum Nights.

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

The School-Parent Compact is used at elementary-level parent teacher conferences to facilitate communication between the classroom teacher and child's parent\guardian. The compact allows the school to keep the parent and child accountable for their educational experience while allowing the parent and child to keep the school accountable for educating the child.

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

The School-Parent Compact is used at middle school and high school parent teacher conferences to facilitate communication between the classroom teacher and child's parent\guardian. The compact allows the school to keep the parent and child accountable for their educational experience while allowing the parent and child to keep the school accountable for educating the child.

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

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

The school has three bilingual staff members that can translate individual student academic assessment results into Spanish. Academic assessment results are handed to parents at Parent/Teacher conferences and at a parent information night for ACT/MME scores in a parent (user) friendly format. These events permit a face to face meeting with the teacher or school counselor who can then explain the scores in a
SY 2016-2017

manner the parent can comprehend,

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?

WMAES connects preschool age children with Kindergarten classrooms frequently. Preschool students have the opportunity to see the Kindergarten teachers and students on a daily basis. Furthermore, Pre-K and Kindergarten teachers collaborate on a bi-monthly basis through PLCs.

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?

WMAES provides opportunities for parents to attend preschool and kindergarten information nights. The preschool information night is held in the fall to manage parents expectations of what their child is going to learn, throughout the school year, to best prepare their child for kindergarten. The kindergarten information night, held in the spring, is to reinforce the learning that has occurred over the school year and discuss the best fall placement for their child. Furthermore, Pre-K and Kindergarten teachers collaborate on a bi-monthly basis through PLCs. Preschool teachers are also encouraged to attend professional development opportunities to increase their pedagogical skills.

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?

The teachers provide their decision making input regarding the use of school-based academic assessments through bi-monthly PLCs, bi-monthly staff meetings, and as-needed meetings with school leaders. The assessments used include M-STEP, NEWA\MAP data, reading benchmarks, AP Biology, AP Earth Science and MME along with classroom academic and behavioral expectations.

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

Teachers are involved in student achievement data analysis by using the data to drive individual student instruction (ISLPs). The decision making process takes place during bi-monthly PLCs.

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.

English Language Arts

Reading

Grade Span: K-12

Identification/Criteria for Selection: Not proficient on M-STEP/MME exam or below grade level in reading ability in local assessments.

Writing

Grade Span: K-12

Identification/Criteria for Selection: Not proficient on M-STEP/MME exam or below grade level in writing ability in local assessments.

Math

Grade Span: K-12

Identification/Criteria for Selection: Not proficient on M-STEP/MME exam or below grade level in math ability in local assessments.

Science

Grade Span: K-12

Identification/Criteria for Selection: Not proficient on M-STEP/MME exam or below grade level in science ability in local assessments.

Social Studies

Grade Span: K-12

Identification/Criteria for Selection: Not proficient on M-STEP/MME exam or below grade level in social studies ability in local assessments.

Instructional staff use staff meetings and bi-monthly PLCs to review the State's academic achievement assessment standards so that students may score at an advance or proficient level. The instructional staff receives their grade level informational State assessment data from school leaders and have additional support through Kent ISD's IGOR (Information Gathering to Obtain Results) platform. Instructional staff also use results from the thrice yearly administered NWEA\MAP to assess and monitor student academic growth. This is in addition to identifying students, on a weekly basis, who are performing below grade level in any of the five content areas-reading, writing, math, science, and social studies.

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?

English Language Arts

Reading

Grade Span: K-12

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Interventions: Whole group instruction, small group instruction, one on one instruction, after school small group instruction

Writing

Grade Span: K-12

Interventions: Whole group instruction, small group instruction, one on one instruction, after school small group instruction

Math

Grade Span: K-12

Interventions: Whole group instruction, small group instruction, one on one instruction, after school small group instruction

Science

Grade Span: K-12

Interventions: Whole group instruction, small group instruction, one on one instruction, after school small group instruction

Social Studies

Grade Span: K-12

Interventions: Whole group instruction, small group instruction, one on one instruction, after school small group instruction

Timely, effective, additional assistance is provided to students by general education teachers, Title I teachers, or special education teachers, depending upon the academic needs of the individual student. The services are provided through ISLPs, differentiated instruction, and small group instruction, and/or one on one instruction. The small groups will receive targeted instruction from reading and math specialists, in coordination with the classroom teacher, on a daily basis. After school small group instruction is facilitated either by the classroom teacher or through an academic specialist.

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

Students' individual needs are being addressed through differentiated instruction in the classroom by the Individualized Student Learning Plan (ISLP) that teachers collaborate with each student in their class on in the development of. The ISLP is created to address each student's unique academic need. Through the ISLP, the student communicates with the teacher the best practice that they learn. Some of the ways that teachers at WMAES are differentiating are through technology, project based learning, small groups, and one on one instruction.

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.

Title I, Part A-provides funds for the employment of 4 Title I specialists, 2 math and 2 reading. These specialists coordinate and collaborate with general and special education teachers to construct and implement differentiated instruction techniques to meet the needs of students who are below grade level in reading, math, and writing. Specialists also consult with general education teachers for best practices regarding students who are below grade level in social studies and science. Funds also contribute to the support of allowing WMAES to host a summer school program for additional academic support for children who are below current grade level in Reading, Math, Science, Writing, or Social Studies. These funds also assist in the development and hosting of parental involvement pieces to increase positive parental activity in the education of their children. Title I Part A funds also allow WMAES to purchase technology to support the students in their academic success. This investment allows the school to meet the goals and strategies of our plan.

Title II, Part A (Teacher & Principal Training and Recruitment)-provides funds for teachers and principals to attend workshops (training) that aligns with the school improvement plan. The information that the staff receives from these workshops is then disseminated to other team members.

Title II, Part A (Professional Development) provides funds for the school to host or to send teachers and other educational staff to professional development opportunities for staff members to become aware of and then utilize the latest evidenced based pedagogical methods that support the school improvement plan.

Section 31a (State At Risk) via Title I A-provide funds for the employment of 4 Title I specialists, 2 math and 2 reading. These specialists coordinate and collaborate with general and special education teachers to construct and implement differentiated instruction techniques to meet the needs of students who are below grade level in reading, math, and writing. Specialists also consult with general education teachers for best practices regarding students who are below grade level in social studies and science. Funds also contribute to the support of allowing WMAES to host a summer school program for additional academic support for children who are below current grade level in Reading, Math, Science, Writing, or Social Studies. Funding from 31a funds also support the role of the McKinney/Vento liaison, school student ancillary staff (social worker, PT, speech).

GSRP-provides additional funds that supply two teachers and two paraprofessionals to prepare pre-kindergarten students for future school success. These funds also supply money for the teaching materials that are needed to ensure that students receive the education needed to meet our school improvement goals.

Nutrition Program (free/reduced lunch)-provides funds that permit the school to supply healthy breakfast and lunches to students who would otherwise go without food. With the opportunity to eat meals at school, students are more likely to be invested in their education.

McKinney/Vento (Homeless students)-provides funds for school supplies, transportation vouchers, school uniforms, and/or hygiene kits for identified students who meet the federal definition of school aged homeless. This resource helps WMAES meet the SIP goals by allowing the student to focus more on academics rather than worrying about how they are going to get to school, if they are going to meet the school's uniform code, etc.

State School Aid (Foundation Allowance)-general funds that supply the school with needed economic resources to hire staff, educational materials, and other items necessary for the school to meet or exceed our school improvement plan.

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.

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1. Comprehensive Needs Assessment: WMAES will use State School Aid (Foundation Allowance) to help analyse and disseminate data gleaned from the Comprehensive Needs Assessment so that WMAES can monitor and adapt, as needed, achievement of the School Improvement Plan.
2. Schoolwide Reform Strategies: WMAES will use State School Aid (Foundation Allowance) along with Title I A funds to implement, as needed, any schoolwide reform strategies that will assist WMAES in achieve the goals in the SIP.
3. Highly Qualified Staff: WMAES will use the resources from the State School Aid (Foundation Allowance) to pay the salaries of Highly Qualified Staff to ensure that all students enrolled at WMAES receive an education from an educator that meets the NCLB guidelines of Highly Qualified.
4. Attract and Retain Highly Qualified Staff: WMAES will use Title II part a to attract and retain educators that meet the NCLB guidelines of Highly Qualified educators.
5. Professional Development: WMAES will use Title II part a funds to support the continuing development of teachers to sustain Highly Qualified status and to become knowledgeable in the latest evidenced based educational practices.
6. Parental Involvement: WMAES will use Title I a funds to support parent information nights, curriculum nights and other activities to increase a parent's involvement in their child's education.
7. Preschool Transition: WMAES will use funds supporting GSRP to deliver a high quality education to support all enrolled preschool students in their development for kindergarten readiness.
8. Assessment Decisions: WMAES will use Title I and II funds that we receive to improve the academic achievement of our students not only at the local (school) level, but also to assist the State by piloting computer based dynamic assessments.
9. Timely & Additional Assistance: WMAES will use some Title Ia funds to support academically below grade level students (academically "At-Risk" students) through small groups, after school and/or summer school programs based on the academic need of the child.
10. Coordination & Integration of Federal, State & Local Resources: WMAES will use some 31a funds to supplement the resources needed to have a coordinator oversee the integration of Federal and State resources.

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.

The school coordinates and integrates the Federal, State and Local programs and services in a grade level manner by implementing a school wide charter education program and having a Bully Investigator on site to help reduce negative behaviors that could impact academic performance. Through our free and reduced lunch program and the school policy of only healthy food for school snacks, we support meals\snacks that meet or exceed Federal guidelines for healthy meals. With our McKinney\Vento liaison we are able to direct homeless families to county agencies that can assist in transitional housing. We support students attending vocational and\or technical training at the Kent Intermediate School District.

Evaluation:

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

The School Improvement Team, consisting of academic specialists, teachers, parents, and (as advisers) school leaders, reconvenes annually in the spring to discuss and analyse the school year and the programs that are in place. We look at assessment data (student and schoolwide), parental evaluations of school events, and student grades to determine what programs worked, what needs to be modified, and what needs to be removed.

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.

WMAES evaluates the results achieved by the schoolwide program through bi-weekly PLCs (for local indicators of academic achievement), staff meetings (to disseminate the data from the State's annual assessment), and the year in review SIT meeting (to further analyse the data and evaluate the programs that we offer).

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.

WMAES monitors the schoolwide program's impact on student achievement by the annual growth on M-STEP, AP Biology, AP Earth Science and MME assessments. Along with comparing student growth from Fall to Spring on NWEA\MAP and benchmark reading assessments.

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?

The school utilizes the School Improvement Team, consisting of Academic Specialists, General and Special Education Teachers, Parents, and School Leaders to, as necessary, revise the plan based on the outcomes of the evaluation to ensure continuous improvement of students in the schoolwide program.

2017-2018 SBDIP

Overview

Plan Name

2017-2018 SBDIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at WMAES will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$188251
2	Students at WMAES will be proficient in science	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$44724
3	Students at WMAES will be proficient in reading.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$161798
4	Students at WMAES will be proficient in social studies	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$45988
5	Students at WMAES will be proficient on the local writing assessment.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$57329

Goal 1: Students at WMAES will be proficient in math.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 at grade level in Mathematics by 06/14/2019 as measured by MSTEP and NWEA.

Strategy 1:

Math Vocabulary - Staff at WMAES will implement daily content math vocabulary during math lessons.

Category: Mathematics

Research Cited: Marzano, R.(2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA. Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Curriculum Implementation Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will receive ongoing professional development training throughout the school year on math curriculum utilizing Common Core State Standards (CCSS) and EngageNY.org (MS and HS) along with Go Math! (ELE). Implementation training will be conducted by Kent Intermediate School District (KISD) and other State approved venues.	Professional Learning, Technology	Tier 1	Monitor	08/14/2017	06/08/2018	\$9500	Title II Part A, General Fund	Principals, teachers, and academic support staff

Activity - Math Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will be provided time to identify the Common Core vocabulary in math. Teachers will post math vocabulary in the classrooms and incorporate math vocabulary into the daily instructional math lessons. Parents will be provided a copy of the grade-level vocabulary. Teachers will plan activities during professional development in the fall.	Direct Instruction, Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$0	No Funding Required	All teachers, paraprofessionals, and principals.
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Activity - Writing Common Assessments in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will identify and, as needed, create common assessments based on EngageNY.org (MS/HS) and Go Math! (ELE) for our math curriculum K-12. This will begin in Aug at our professional development session and continue throughout the academic year for expected completion to be June of 2017.	Curriculum Development, Technology	Tier 1	Monitor	08/14/2017	06/08/2018	\$4500	General Fund	Math instructional staff

Activity - Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will use chromebooks to practice various vocabulary strategies on various online tools. The chromebooks will allow teachers to use these resources in the classroom.	Technology, Academic Support Program	Tier 2	Evaluate	08/14/2017	06/08/2018	\$0	No Funding Required	All instructional staff

Activity - Math Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administrators will evaluate the effectiveness of the math strategy on improving student achievement by using the MDE Program Evaluation Tool. The team will determine if the building level math objective was reached, and if not, make the appropriate adjustments to instructional strategies.	Curriculum Development, Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$0	No Funding Required	Instructional staff and administrators.

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Strategy 2:

Timely and Additional Math Interventions - Staff will implement an MTSS approach to provide reteaching to students not yet mastering the state standards in math. Identified students will receive differentiated instruction in an effort to help them master the state standards.

Category:

Research Cited: Marzano, R.(2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA. Association for Supervision and Curriculum Development.

How to overcome the deficiencies that hamper the achievement of so many students using vocabulary and background knowledge.

Tier: Tier 2

Activity - After School Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified At-Risk students will be provided reteaching opportunities to increase math skills. This will run Sept. through June for 45 minutes, Monday through Thursday. Students in grades K-12 will have this opportunity.	Direct Instruction	Tier 2	Monitor	09/11/2017	06/01/2018	\$25000	General Fund	Instructional staff and administrators.

Activity - Multi-Tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Math Specialists will be trained during professional development on Multi-Tiered Systems of Support (MTSS) differentiated strategies which will increase student achievement. By administering the RTI math program to give supplemental instruction to those students who fall within tiers two and three, these students have the opportunity to obtain academic success. Push-in and pull-out strategies will be utilized by the Math Specialists and will occur daily for a minimum of 45 minutes.	Technology, Academic Support Program	Tier 2	Monitor	08/28/2017	06/08/2018	\$5750	Title II Part A	All teachers and Math Specialists.

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Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - NWEA training for data disaggregation.	Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$1750	Title II Part A	Math teachers and self-contained classroom teachers will take data from NWEA assessments and implement math interventions to ensure student success.

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Individualized Activities	Technology, Academic Support Program	Tier 1	Evaluate	08/14/2017	06/08/2018	\$750	Title II Part A	All K-5 instructional staff, secondary math staff

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

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An elementary math instructional aid will work with students in smaller groups under teacher direction to individualize learning	Technology ,Academic Support Program	Tier 2	Evaluate	08/28/2017	06/08/2018	\$28589	Section 31a	1.0 FTE Elementary Instructional Aid Salary \$19,522.62 + benefits \$9,066.30= \$28,588.92
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Activity - Math Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math specialists (2) will work with students below grade level to support academic progress toward grade level (grades K-8)	Academic Support Program	Tier 2	Evaluate	08/28/2017	06/08/2018	\$94964	Section 31a	Lower and Upper Elementary Math Specialists

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The summer school instructional staff will implement strategies to help students become proficient in math on the M-STEP.	Technology ,Academic Support Program	Tier 2	Monitor	06/11/2018	07/19/2018	\$13750	Section 31a	Summer School Staff- \$12,500 salary & \$1,250 benefits

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study island will allow our MAP data to link individually with a plan for each student. This will allow students to work at their level to ensure interventions where needed. This is a common core based program.	Technology ,Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$2948	General Fund	2-8 instructional staff

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Activity - Math Fact Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is a grades 1-5 program to increase math fact fluency and can be reinforced at home.	Parent Involvement, Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$750	General Fund	All 1st through 5th grade math staff.

Goal 2: Students at WMAES will be proficient in science

Measurable Objective 1:

35% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 at grade level in Science by 06/14/2019 as measured by MSTEP and NWEA/IMAP in grades 6-8.

Strategy 1:

Project Based Learning - All teachers will provide hands-on learning through an inquiry based approach focusing on environmental issues.

Category:

Research Cited: Archer, A., & Hughes, C. (2011). *Explicit Instruction*. New York, NY: The Guilford Press.

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Tomlinson, C., (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*.

Alexandria, VA; Association for Supervision & Curriculum Development.

Harvey, S., and Goudvis, A. (2000). *Strategies That Work*. Markham, Ontario: Stenhouse Publishers

SY 2016-2017

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Tier: Tier 1

Activity	Project Based Learning Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on project based learning in science integrating all content area standards. As this activity is now in the "evaluate" phase, allocated resources are adjusted accordingly.		Professional Learning, Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$1750	Title II Part A	Instructional staff and administrators.

Activity	Science Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administrators will evaluate the effectiveness of the science strategy on improving student achievement by using the MDE Program Evaluation Tool. The team will determine if the building level science objective was reached, and if not, make the appropriate adjustments to instructional strategies.		Curriculum Development	Tier 1	Evaluate	08/14/2017	06/08/2018	\$0	No Funding Required	Instructional staff and administrators.

Activity	Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will evaluate their knowledge and get training on advanced computing and smart boards to help teach project based learning to students. Due to the number of new staff being hired in for the 2016-2017 school year, this activity phase has been reset to "Implement".		Technology	Tier 1	Implement	08/14/2017	06/08/2018	\$0	No Funding Required	Science instructional staff and administrators.

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Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Olympiad is a project based initiative for our students which allows students to have a hands on experience with the scientific method.	Extra Curricular	Tier 1	Evaluate	08/14/2017	06/08/2018	\$1500	General Fund	Science Team

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - MACUL Conference	Professional Learning, Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$2776	Title II Part A	Technology Teacher, Admin, Classroom teacher

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Next Gen Science Standards	Direct Instruction, Curriculum Development, Professional Learning, Technology, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/14/2017	06/08/2018	\$750	General Fund	K-12 science staff.

Strategy 2:

Timely and Additional Science Interventions - After-school program is offered to students not mastering the state standards in science.

Category:

SY 2016-2017

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Research Cited: Marzano, R., Pickering, D., and Pollock, J. (2004). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York, NY; Prentice-Hall.

Tomlinson, C., (1999). The Differentiated Classroom: Responding to the Needs of All Learners.

Alexandria, VA; Association for Supervision & Curriculum Development.

Tier: Tier 1

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - After School Science Program	Academic Support Program	Tier 2	Evaluate	09/11/2017	06/01/2018	\$21000	General Fund	Instructional Staff and Administration

Identified At-Risk students will be provided reteaching opportunities to increase science skills. This will run Sept. through June for 45 minutes, Monday through Thursday. Students in grades K-12 will have this opportunity.

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Summer School	Academic Support Program	Tier 2	Evaluate	06/11/2018	07/19/2018	\$13750	Section 31a	Summer school staff Salary = \$12500 + Benefits \$1250=13750

The summer school instructional staff will implement strategies to help students become proficient in science on the MI-STEP.

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Study Island	Technology, Academic Support Program	Tier 2	Evaluate	08/28/2017	06/08/2018	\$3198	General Fund	2-8 Instructional Staff

Study island will allow our MAP data to link individually with a plan for each student. This will allow students to work at their level to ensure interventions where needed. This is a common core based program.

Goal 3: Students at WMAES will be proficient in reading.

Measurable Objective 1:

72% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 on the reading NWEA. in English Language Arts by 06/14/2019 as measured by MAP proficiency data.

Strategy 1:

Comprehension Strategies - Teachers will incorporate reading comprehension strategies into all core areas utilizing informational text in instruction.

Category:

Research Cited: Harvey, S. and Goudvis, A. (2000). Strategies That Work. Markham, Ontario; Stenhouse Publishers.

Boushey, G. & Moser, J. (2009). The Cafe' Book, Portland, Maine; Stenhouse Publishers.

Boushey, G. & Moser, J. (2006). Daily 5, Portland, Maine; Stenhouse Publishers.

Tier: Tier 1

Activity - Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use the Daily 5 and Cafe strategies to increase comprehension skills for all students. Teachers in grades 6-8 will use higher order questioning skills, graphic organizers, and writing across the curriculum to increase comprehension skills for all students. Comprehension strategies will be evidenced in daily lesson plans and regular principal walk-throughs.	Direct Instruction, Technology	Tier 1	Evaluate	08/28/2017	06/08/2018	\$0	No Funding Required	Instructional staff and administrators

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Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - After School Reading Program	Technology, Academic Support Program	Tier 2	Evaluate	09/11/2017	06/01/2018	\$22000	General Fund	Instructional Staff and Administration
Identified At-Risk students will be provided reteaching opportunities to increase reading skills. This will run Sept. through June for 45 minutes, Monday through Thursday. Students in grades K-12 will have this opportunity.								

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Timely and Additional Reading Interventions	Direct Instruction, Academic Support Program	Tier 1	Evaluate	08/28/2017	06/08/2018	\$0	No Funding Required	Principals, teachers, and academic support staff.
Teachers will use individualized instruction to ensure academic progress is made.								

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - K-12 EngageNY	Direct Instruction, Curriculum Development, Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/14/2017	06/08/2018	\$2080	Title II Part A	K-12 ELA staff and administrators.
1 day of Professional Development for ELA teachers in grades K-12 on classroom implementation of Engage New York ELA curriculum.								

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Activity - In-Class Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-class instructional coaching for K-12 ELA teachers	Direct Instruction, Curriculum Development, Professional Learning, Technology, Academic Support Program, Teacher Collaboration	Tier 1		08/14/2017	06/08/2018	\$7500	Title II Part A	K-12 ELA teachers and school administrators

Strategy 2:

Timely and Additional Reading Interventions - Reading intervention specialists will provide daily 45 minute reading interventions through push-in and/or pull-out services in grades K-8 for identified Title 1 students not yet mastering the state standards.

Category:

Research Cited: Harvey, S. and Goudvis, A. (2000). *Strategies That Work*. Markham, Ontario; Stenhouse Publishers.

Boushey, G. & Moser, J. (2009). *The Cafe' Book*, Portland, Maine; Stenhouse Publishers.

Boushey, G. & Moser, J. (2006). *Daily 5*, Portland, Maine; Stenhouse Publishers.

Tier: Tier 2

Activity - Reading Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administrators will evaluate the effectiveness of the reading strategy on improving student achievement by using the MDE Program Evaluation Tool, page 5. The team will determine if the building level reading objective was reached, and if not, make the appropriate adjustments	Direct Instruction, Technology	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	No Funding Required	Instructional staff and administrators.

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Activity - Summer school sessions for reading comprehension strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school will be set up to integrate reading comprehension strategies to help students become proficient on the MSTEP assessment. The summer school will run for 40 days, from 8:00-11:55 PM.	Direct Instruction, Academic Support Program	Tier 2	Evaluate	06/11/2018	07/19/2018	\$13750	Section 31a	The summer school instructional staff will implement strategies to help students become proficient in reading on the MSTEP. Salary \$12500 + Benefits \$1250= \$13,750

Activity - Instructional Aid	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An elementary instructional aid will work with students in smaller groups under teacher direction to individualize reading learning skills and strategies.	Technology, Academic Support Program	Tier 2	Evaluate	08/28/2017	06/08/2018	\$40024	Section 31a	1.4 FTE Instructional Aid Salary=\$27,331.67 + Benefits \$12,692.83 =\$40,024.50

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Activity - Reading Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialists (1.5) will work with students to ensure academic progress is being made with those students that are below grade level in grades K-5.	Technology, Academic Support Program	Tier 2	Evaluate	08/21/2017	06/08/2018	\$68246	Section 31a	Reading Specialist Salary \$53,476.51 + Benefits \$14,768.50 = \$68245.01

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study island will allow our MAP data to link individually with a plan for each student. This will allow students to work at their level to ensure interventions where needed. This is a common core based program.	Technology, Academic Support Program	Tier 1	Evaluate	08/28/2017	06/08/2018	\$3198	General Fund	Instructional Staff

Activity - Training for Reading Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7 days of training for Reading Specialist on required documentation, assessment tools, and advanced study in the five areas of literacy as it pertains to the new 3rd grade reading bill.	Supplemental Materials, Curriculum Development, Professional Learning, Academic Support Program, Teacher Collaboration	Tier 2		08/14/2017	06/08/2018	\$5000	Title II Part A	Elementary Reading Specialist and elementary administration

Goal 4: Students at WMAES will be proficient in social studies

Measurable Objective 1:

40% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 on the MSTEP in Social Studies by 06/14/2019 as measured by achieving a proficient score on the social studies MSTEP.

Strategy 1:

Social Studies Vocabulary - Teachers will use grade-level social studies vocabulary in their everyday lessons

Category:

Research Cited: Marzano, R. (2004) Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Social Studies Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administrators will evaluate the effectiveness of the social studies strategy on improving student achievement by using the MDE Program Evaluation Tool, page 5. The team will determine if the building level social studies objective was reached, and if not, make the appropriate adjustments to instructional strategies.	Curriculum Development, Technology	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	No Funding Required	Instructional Staff and administrators

Activity - Social Studies Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post social studies vocabulary in the classroom, provide list of vocabulary to parents, and incorporate content vocabulary in daily lessons.	Direct Instruction, Technology	Tier 1	Evaluate	08/28/2017	06/08/2018	\$0	No Funding Required	Instructional Staff and Administrators

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Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will allow students to individualize their learning around social studies material/curriculum.	Technology ,Academic Support Program	Tier 2	Evaluate	08/28/2017	06/08/2018	\$3198	General Fund	Sixth through eighth grade staff

Strategy 2:

Timely and additional social studies interventions - After-school program will be offered to students not mastering state standards in social studies.

Category:

Research Cited: Marzano. R., Pickering, D., and Pollock, J. (2004). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York, NY; Prentice-Hall.

Tomlinson, C. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA; Association for Supervision & Curriculum Development.
Tier: Tier 2

Activity - After School Social Studies Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified At-Risk students will be provided reteaching opportunities to increase social studies skills. This will run September through June for 45 minutes, Monday through Thursday. Students in grades K-12 will have this opportunity.	Direct Instruction, Technology ,Academic Support Program	Tier 2	Evaluate	09/11/2017	06/01/2018	\$22000	General Fund	Instructional Staff and Administrators

Activity - Anti Bullying training for staff and students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students and staff will be trained on anti-bullying campaigns that will run throughout the school year. These campaigns will run at all grade levels K-12 and will be present at all classroom levels. With an anti-bullying policy in place, students and staff must be trained and the training reviewed in a formal setting.	Behavioral Support Program, Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$0	No Funding Required	All staff and administrators.
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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will allow students to get additional learning to re-teach material that was not mastered.	Technology, Academic Support Program	Tier 2	Evaluate	06/11/2018	07/19/2018	\$13750	Section 31a	Summer School staff salary \$12,500 + Benefits \$1,250=\$13,750

Activity - Leader Training - Focusing resources on At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for school leaders on effective instructional leadership, focusing resources on At-Risk students.	Behavioral Support Program, Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Implement	08/14/2017	06/08/2018	\$2200	Title II Part A	2 school administrators

Activity - Homeless\Special Populations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Disseminating information to students and their families regarding housing and other environmental supports to facilitate the education of their child at WMAES.	Parent Involvement; Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/14/2017	06/08/2018	\$100	Title I Part A	Teachers, administrators, and support staff.
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Activity - PD on classroom management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 day of professional development for 37 instructional staff members on August 24, in Lansing, MI-speaker Brian Mandler speaking on classroom management and meeting the needs of all students.	Behavioral Support Program, Parent Involvement; Policy and Process, Technology, Teacher Collaboration	Tier 1	Implement	08/14/2017	06/08/2018	\$4740	Title II Part A	37 staff members and school administrators.

Goal 5: Students at WMAES will be proficient on the local writing assessment.

Measurable Objective 1:

57% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 on the local writing assessment given. in English Language Arts by 06/14/2019 as measured by MSTEP, NWEA data, CTBS (Tera Nova), Dibles, EXPLORE, PLAN or MME.

Strategy 1:

Timely and Additional Title I writing instruction - In grades K-12, Title I staff provide supplemental writing instruction to students

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identified by classroom teachers as not being proficient in writing.

Category:

Research Cited: Tomlinson, C and McTighe, J. (2006) Integrating Differentiated Instruction and Understanding by Design. Association for Supervision and Curriculum Development. Alexandria, VA.

Tier: Tier 2

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - After School Writing Program								
Identified At-Risk students will be provided reteaching opportunities to increase writing skills. This will run Sept. through June for 45 minutes, Monday through Thursday. Students in grades K-12 will have this opportunity.	Direct Instruction, Technology, Academic Support Program	Tier 2	Evaluate	09/11/2017	06/01/2018	\$21000	General Fund	Instructional staff and administration

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Writing Assessments								
Student writing samples will be assessed through local and common assessments.	Direct Instruction, Technology, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/08/2018	\$0	No Funding Required	All K-12 English Language Arts teachers and reading support staff.

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - PLC institute training								

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PLC Institute training for 3 staff members in Grand Rapids, MI from August 9-11, 2017.	Behavioral Support Program, Policy and Process, Curriculum Development, Professional Learning, Technology, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/09/2017	08/11/2017	\$2370	Title II Part A	3 staff members and school administrators.
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Activity - MAS/FPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAS/FPS Bootcamp-1 day in Grand Rapids, MI for 3 administrators,	Parent Involvement, Policy and Process, Community Engagement, Direct Instruction, Curriculum Development, Professional Learning, Technology, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/14/2017	06/08/2018	\$850	Title II Part A	3 school administrators.

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Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
.50 FTE school social worker position to work with general, at-risk, and special education student population.	Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/14/2017	06/08/2018	\$30109	Section 31a	School Social Worker Salary \$23,175.00 + Benefits \$6,933.50 = \$30,108.50

Strategy 2:

Common Writing Curriculum - The strategy will be implemented in grades K-5 utilizing Core Knowledge Language Arts and grades 6-12 utilizing Engage NY. Both curricula are a combination of on-line and classroom provided reading materials.

Category: English/Language Arts

Research Cited: Tomlinson, C and McTighe, J. (2006) Integrating Differentiated Instruction and Understanding by Design. Association for Supervision and Curriculum Development. Alexandria, VA.

Tier: Tier 1

Activity - CKLA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will use common grade level planning times to engage in horizontal scope and sequence development and implementation of CKLA.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/21/2017	06/08/2018	\$1500	General Fund	All K-5 teachers, administrators, and reading support staff.

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Activity - EngageNY	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will use common grade level planning times to engage in horizontal scope and sequence development and implementation of CKLA.	Career Preparation /Orientation, Direct Instruction, Technology Teacher Collaboration	Tier 1	Implement	08/28/2017	06/08/2018	\$1500	General Fund	Teachers, administrators, and reading support staff.

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
MAS/FPS	MAS/FPS Bootcamp-1 day in Grand Rapids, MI for 3 administrators,	Parent Involvement, Policy and Process, Community Engagement, Direct Instruction, Curriculum Development, Professional Learning, Technology, Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/14/2017	06/08/2018	\$850	3 school administrators.
PD on classroom management	1 day of professional development for 37 instructional staff members on August 24, in Lansing, MI-speaker Brian Mender speaking on classroom management and meeting the needs of all students.	Behavioral Support Program, Parent Involvement, Policy and Process, Technology, Teacher Collaboration	Tier 1	Implement	08/14/2017	06/08/2018	\$4740	37 staff members and school administrators.

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K-12 EngageNY	1 day of Professional Development for ELA teachers in grades K-12 on classroom implementation of Engage New York ELA curriculum.	Direct Instruction, Curriculum Development, Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/14/2017	06/08/2018	\$2080	K-12 ELA staff and administrators.
Multi-Tiered System of Support	Teachers and Math Specialists will be trained during professional development on Multi-Tiered Systems of Support (MTSS) differentiated strategies which will increase student achievement. By administering the RTI math program to give supplemental instruction to those students who fall within tiers two and three, these students have the opportunity to obtain academic success. Push-in and pull-out strategies will be utilized by the Math Specialists and will occur daily for a minimum of 45 minutes.	Technology, Academic Support Program	Tier 2	Monitor	08/28/2017	06/08/2018	\$5750	All teachers and Math Specialists.
NWEA training for data disaggregation.	Train staff to become familiar with NWEA reports for students and parents, using Excel for analysis of the data, and using compatible computer programs to create individualized activities based on results.	Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$1750	Math teachers and self-contained classroom teachers will take data from NWEA assessment results and implement math interventions to ensure student success.
Project Based Learning Professional Development	Teachers will receive training on project based learning in science integrating all content area standards. As this activity is now in the "evaluate" phase, allocated resources are adjusted accordingly.	Professional Learning, Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$1750	Instructional staff and administrators.

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Curriculum Implementation Training	Teachers and support staff will receive ongoing professional development training throughout the school year on math curriculum utilizing Common Core State Standards (CCSS) and EngageNY.org (MS and HS) along with Go Math! (ELE). Implementation training will be conducted by Kent Intermediate School District (KISD) and other State approved venues.	Professional Learning, Technology	Tier 1	Monitor	08/14/2017	06/08/2018	\$6000	Principals, teachers, and academic support staff
MACUL Conference	A technology teacher, classroom teacher and administrator will participate in the MACUL conference to obtain best practices within technology.	Professional Learning, Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$2776	Technology Teacher, Admin, Classroom teacher
Training for Reading Specialists	7 days of training for Reading Specialist on required documentation, assessment tools, and advanced study in the five areas of literacy as it pertains to the new 3rd grade reading bill.	Supplemental Materials, Curriculum Development, Professional Learning, Academic Support Program, Teacher Collaboration	Tier 2		08/14/2017	06/08/2018	\$5000	Elementary Reading Specialist and elementary administration
Individualized Activities	Training staff on an adaptive math computer program, Study Island, to create individualized plans and activities for students based on their NWEA\IMAP data.	Technology, Academic Support Program	Tier 1	Evaluate	08/14/2017	06/08/2018	\$750	All K-5 instructional staff, secondary math staff
Leader Training - Focusing resources on At-Risk Students	PD for school leaders on effective instructional leadership, focusing resources on At-Risk students.	Behavioral Support Program, Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Implement	08/14/2017	06/08/2018	\$2200	2 school administrators

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PLC institute training	PLC Institute training for 3 staff members in Grand Rapids, MI from August 9-11, 2017.	Behavioral Support Program, Policy and Process, Curriculum Development, Professional Learning, Technology, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/09/2017	08/11/2017	\$2370	3 staff members and school administrators.
In-Class Coaching	In-class instructional coaching for K-12 ELA teachers	Direct Instruction, Curriculum Development, Professional Learning, Technology, Academic Support Program, Teacher Collaboration	Tier 1		08/14/2017	06/08/2018	\$7500	K-12 ELA teachers and school administrators

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Specialists	The math specialists (2) will work with students below grade level to support academic progress toward grade level (grades K-8)	Academic Support Program	Tier 2	Evaluate	08/28/2017	06/08/2018	\$94964	Lower and Upper Elementary Math Specialists
Reading Specialist	Reading specialists (1.5) will work with students to ensure academic progress is being made with those students that are below grade level in grades K-5.	Technology, Academic Support Program	Tier 2	Evaluate	08/21/2017	06/08/2018	\$68246	Reading Specialist Salary \$53,476.51 + Benefits \$14,768.50 = \$68245.01

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Summer school sessions for reading comprehension strategies	Summer school will be set up to integrate reading comprehension strategies to help students become proficient on the MSTEP assessment. The summer school will run for 40 days, from 8:00-11:55 PM.	Direct Instruction, Academic Support Program	Tier 2	Evaluate	06/11/2018	07/19/2018	\$13750	The summer school instructional staff will implement strategies to help students become proficient in reading on the MSTEP. Salary \$12500 + Benefits \$1250 = \$13,750
Instructional Aid	An elementary instructional aid will work with students in smaller groups under teacher direction to individualize reading learning skills and strategies.	Technology, Academic Support Program	Tier 2	Evaluate	08/28/2017	06/08/2018	\$40024	1.4 FTE Instructional Aid Salary = \$27,331.67 + Benefits \$12,692.83 = \$40,024.50
Summer School	The summer school instructional staff will implement strategies to help students become proficient in math on the M-STEP.	Technology, Academic Support Program	Tier 2	Monitor	06/11/2018	07/19/2018	\$13750	Summer School Staff- \$12,500 salary & \$1,250 benefits
Summer School	The summer school instructional staff will implement strategies to help students become proficient in science on the M-STEP.	Academic Support Program	Tier 2	Evaluate	06/11/2018	07/19/2018	\$13750	Summer school staff Salary = \$12500 + Benefits \$1250 = 13750

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School Social Worker	.50 FTE school social worker position to work with general, at-risk, and special education student population.	Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/14/2017	06/08/2018	\$30109	School Social Worker Salary \$23,175.00 + Benefits \$6,933.50 = \$30,108.50
Instructional Aid	An elementary math instructional aid will work with students in smaller groups under teacher direction to individualize learning	Technology, Academic Support Program	Tier 2	Evaluate	08/28/2017	06/08/2018	\$28589	1.0 FTE Elementary Instructional Aid Salary \$19,522.62 + benefits \$9,066.30 = \$28,588.92
Summer School	Summer School will allow students to get additional learning to re-teach material that was not mastered.	Technology, Academic Support Program	Tier 2	Evaluate	06/11/2018	07/19/2018	\$13750	Summer School staff salary \$12,500 + Benefits \$1,250 = \$13,750

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Common Assessments in Math	Instructional staff will identify and, as needed, create common assessments based on EngageNY.org (MS\HS) and Go Math! (ELE) for our math curriculum K-12. This will begin in Aug at our professional development session and continue throughout the academic year for expected completion to be June of 2017.	Curriculum Development, Technology	Tier 1	Monitor	08/14/2017	06/08/2018	\$4500	Math instructional staff

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Math Fact Fluency	This is a grades 1-5 program to increase math fact fluency and can be reinforced at home.	Parent Involvement, Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$750	All 1st through 5th grade math staff.
Study Island	Study island will allow our MAP data to link individually with a plan for each student. This will allow students to work at their level to ensure interventions where needed. This is a common core based program.	Technology, Academic Support Program	Tier 1	Evaluate	08/28/2017	06/08/2018	\$3198	Instructional Staff
CKLA	Teachers in grades K-5 will use common grade level planning times to engage in horizontal scope and sequence development and implementation of CKLA.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/21/2017	06/08/2018	\$1500	All K-5 teachers, administrators, and reading support staff.
After School Reading Program	Identified At-Risk students will be provided reteaching opportunities to increase reading skills. This will run Sept. through June for 45 minutes, Monday through Thursday. Students in grades K-12 will have this opportunity.	Technology, Academic Support Program	Tier 2	Evaluate	09/11/2017	06/01/2018	\$22000	Instructional Staff and Administration
After School Writing Program	Identified At-Risk students will be provided reteaching opportunities to increase writing skills. This will run Sept. through June for 45 minutes, Monday through Thursday. Students in grades K-12 will have this opportunity.	Direct Instruction, Technology, Academic Support Program	Tier 2	Evaluate	09/11/2017	06/01/2018	\$21000	Instructional staff and administration
After School Social Studies Program	Identified At-Risk students will be provided reteaching opportunities to increase social studies skills. This will run September through June for 45 minutes, Monday through Thursday. Students in grades K-12 will have this opportunity.	Direct Instruction, Technology, Academic Support Program	Tier 2	Evaluate	09/11/2017	06/01/2018	\$22000	Instructional Staff and Administrators
Study Island	Study island will allow our MAP data to link individually with a plan for each student. This will allow students to work at their level to ensure interventions where needed. This is a common core based program.	Technology, Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$2948	2-8 instructional staff
Study Island	Study island will allow our MAP data to link individually with a plan for each student. This will allow students to work at their level to ensure interventions where needed. This is a common core based program.	Technology, Academic Support Program	Tier 2	Evaluate	08/28/2017	06/08/2018	\$3198	2-8 Instructional Staff

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After School Science Program	Identified At-Risk students will be provided reteaching opportunities to increase science skills. This will run Sept. through June for 45 minutes, Monday through Thursday. Students in grades K-12 will have this opportunity.	Academic Support Program	Tier 2	Evaluate	09/11/2017	06/01/2018	\$21000	Instructional Staff and Administration
Curriculum Implementation Training	Teachers and support staff will receive ongoing professional development training throughout the school year on math curriculum utilizing Common Core State Standards (CCSS) and EngageNY.org (MS and HS) along with Go Math! (ELE). Implementation training will be conducted by Kent Intermediate School District (KISD) and other State approved venues.	Professional Learning, Technology	Tier 1	Monitor	08/14/2017	06/08/2018	\$3500	Principals, teachers, and academic support staff
After School Math Program	Identified At-Risk students will be provided reteaching opportunities to increase math skills. This will run Sept. through June for 45 minutes, Monday through Thursday. Students in grades K-12 will have this opportunity.	Direct Instruction	Tier 2	Monitor	09/11/2017	06/01/2018	\$25000	Instructional staff and administrators.
Study Island	Study Island will allow students to individualize their learning around social studies material/curriculum.	Technology, Academic Support Program	Tier 2	Evaluate	08/28/2017	06/08/2018	\$3198	Sixth through eighth grade staff
EngageNY	Teachers in grades K-5 will use common grade level planning times to engage in horizontal scope and sequence development and implementation of CKLA.	Career Preparation /Orientation, Direct Instruction, Technology, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/08/2018	\$1500	Teachers, administrators, and reading support staff.
Next Gen Science Standards	Professional development on Next Gen Science Standards including coaching on academic strategies. This is through the Kent ISD.	Direct Instruction, Curriculum Development, Professional Learning, Technology, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/14/2017	06/08/2018	\$750	K-12 science staff.
Science Olympiad	Science Olympiad is a project based initiative for our students which allows students to have a hands on experience with the scientific method.	Extra Curricular	Tier 1	Evaluate	08/14/2017	06/08/2018	\$1500	Science Team

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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Homeless\Special Populations	Disseminating information to students and their families regarding housing and other environmental supports to facilitate the education of their child at WMAES.	Parent Involvement, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/14/2017	06/08/2018	\$100	Teachers, administrators, and support staff.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Assessments	Student writing samples will be assessed through local and common assessments.	Direct Instruction, Technology, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/08/2018	\$0	All K-12 English Language Arts teachers and reading support staff.
Social Studies Vocabulary	Teachers will post social studies vocabulary in the classroom, provide list of vocabulary to parents, and incorporate content vocabulary in daily lessons.	Direct Instruction, Technology	Tier 1	Evaluate	08/28/2017	06/08/2018	\$0	Instructional Staff and Administrators
Anti Bullying training for staff and students	Students and staff will be trained on anti-bullying campaigns that will run throughout the school year. These campaigns will run at all grade levels K-12 and will be present at all classroom levels. With an anti-bullying policy in place, students and staff must be trained and the training reviewed in a formal setting.	Behavioral Support Program, Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$0	All staff and administrators.
Math Vocabulary Development	Teachers will be provided time to identify the Common Core vocabulary in math. Teachers will post math vocabulary in the classrooms and incorporate math vocabulary into the daily instructional math lessons. Parents will be provided a copy of the grade-level vocabulary. Teachers will plan activities during professional development in the fall.	Direct Instruction, Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$0	All teachers, paraprofessionals, and principals.

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Timely and Additional Reading Interventions	Teachers will use individualized instruction to ensure academic progress is made.	Direct Instruction, Academic Support Program	Tier 1	Evaluate	08/28/2017	06/08/2018	\$0	Principals, teachers, and academic support staff.
Chromebooks	Teaching staff will use chromebooks to practice various vocabulary strategies on various online tools. The chromebooks will allow teachers to use these resources in the classroom.	Technology, Academic Support Program	Tier 2	Evaluate	08/14/2017	06/08/2018	\$0	All instructional staff
Reading Evaluation	Instructional staff and administrators will evaluate the effectiveness of the reading strategy on improving student achievement by using the MDE Program Evaluation Tool, page 5. The team will determine if the building level reading objective was reached, and if not, make the appropriate adjustments	Direct Instruction, Technology	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	Instructional staff and administrators.
Reading Comprehension	K-5 teachers will use the Daily 5 and Cafe strategies to increase comprehension skills for all students. Teachers in grades 6-8 will use higher order questioning skills, graphic organizers, and writing across the curriculum to increase comprehension skills for all students. Comprehension strategies will be evidenced in daily lesson plans and regular principal walk-throughs.	Direct Instruction, Technology	Tier 1	Evaluate	08/28/2017	06/08/2018	\$0	Instructional staff and administrators
Math Evaluation	Instructional staff and administrators will evaluate the effectiveness of the math strategy on improving student achievement by using the MDE Program Evaluation Tool. The team will determine if the building level math objective was reached, and if not, make the appropriate adjustments to instructional strategies.	Curriculum Development, Technology	Tier 1	Evaluate	08/14/2017	06/08/2018	\$0	Instructional staff and administrators.
Technology Training	Instructional staff will evaluate their knowledge and get training on advanced computing and smart boards to help teach project based learning to students. Due to the number of new staff being hired in for the 2016-2017 school year, this activity phase has been reset to "Implement".	Technology	Tier 1	Implement	08/14/2017	06/08/2018	\$0	Science instructional staff and administrators.
Science Evaluation	Instructional staff and administrators will evaluate the effectiveness of the science strategy on improving student achievement by using the MDE Program Evaluation Tool. The team will determine if the building level science objective was reached, and if not, make the appropriate adjustments to instructional strategies.	Curriculum Development	Tier 1	Evaluate	08/14/2017	06/08/2018	\$0	Instructional staff and administrators.

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Social Studies Evaluation	Instructional staff and administrators will evaluate the effectiveness of the social studies strategy on improving student achievement by using the MDE Program Evaluation Tool, page 5. The team will determine if the building level social studies objective was reached, and if not, make the appropriate adjustments to instructional strategies.	Curriculum Development, Technology	Tier 1	Monitor	08/28/2017	06/08/2018	\$0	Instructional Staff and administrators
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