



Single Building District Improvement Plan

Three Oaks Public School Academy

Three Oaks Public School Academy

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|---------------------------|---|-------------------|
| 1. | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | Three Oaks Public School Academy has chosen to do their SIP 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.

6 School Improvement Meetings were scheduled over the course of the 2018-2019 SY

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

Parents, Teachers, community members and Administration were part of the SI Team

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

The final SIP is emailed to stakeholders and available on the schools website

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our comprehensive needs assessment was conducted after reviewing student assessment data and surveys completed by parents, staff and students. We also discuss our needs during PLC's, staff meetings, family nights, and school improvement team meetings.

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

Student data shows the need for increased quality of initial reading instruction and more specialized reading interventions. Our students struggle in the area of science. There is also a need for improvement in student attendance. Student data shows the need for increased quality of initial reading instruction and more specialized reading interventions. Our students struggle in the area of science. There is also a need for improvement in student attendance. We need to improve our initial instruction in reading and science and offer communication and resources to help families improve attendance. Our intervention programs are effective, but need to be more specialized in reading instruction. Our students are performing well in math teaching higher level thinking skills to master assessments. We need to be more consistent and improve our school wide academic vocabulary. We need to offer more hands on learning activities for parents during family nights.

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.

Our goal is that all of our students will meet and exceed the state standards on given assessments to be on track for college and career readiness. If our students are not performing at that level we evaluate initial instruction and interventions and alter our programs to meet our students needs.

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?

The ISLP addressed the needs of all children for intervention and/or enrichment programs.

Component 2: Schoolwide Reform Strategies

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

Individualized instruction from specialists and opportunities for differentiated instruction and project based learning. We use interventionists, specialists and classroom teachers to differentiate instruction to small groups for 40 minutes per day. We also have an after school program to target strategic students to close the grade level gap.

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).

Response to Intervention utilizing high quality instruction in Tier I and more specialization and exposure in Tier II and III

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

The need for differentiated instruction, academic vocabulary and timely interventions.

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.

Our SMART time intervention includes 40 minutes per day of differentiated instruction in target areas both reading and math for enrichment meeting the needs of all students. This allows small group instruction time for students who need the most instructional support.

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

Pre and Post classroom assessments help adjust groups throughout the year and Fall, Winter and Spring NWEA-MAP testing help us gauge growth and achievement.

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 | We ensure that all paraprofessionals meet NCLB requirements. | |

| 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 staff members are highly qualified. Our management company does not hire staff unless they meet the highly qualified criteria. | |

Component 4: Strategies to Attract Highly Qualified Teachers

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

3 out of 25 teachers pursued other opportunities.

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

Our teachers range in teaching experience from first year teacher to over 15 years of teaching.

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

Our school offers competitive salaries, insurance, excellent 401K and opportunities for professional development and advancement. Our staff participates in professional learning communities, has common grade level planning time and many opportunities for collaboration

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

Our district offers competitive salaries, insurance, excellent 401K and opportunities for professional development and advancement. Our staff participates in professional learning communities, has common grade level planning time and many opportunities for collaboration.

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?

There is not a high turnover rate

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.

Staff participates in a two week boot camp each year before students return. There are three days offered throughout the school year and we have built in weekly professional developments aligned to our goals.

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

Differentiated instruction, academic vocabulary and the LLI program are included in lesson plans and monitored and evaluated by administration. If additional professional development in these areas is needed teachers are assigned opportunities with mentors, off site or through web programs to continue learning. These areas are discussed in PLCs, staff meetings and individually with administration to ensure sustainability.

| 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 parents on our school improvement team, the plan is discussed during Title I meetings and parent input is received through surveys

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

They were made aware of the plan, offered opportunities to volunteer and offer input during our parent planning session.

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

Parent meetings are held to review student assessment data and surveys are completed for input on our programs.

| 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).

Parents are given an overview of grade level Common Core State Standards and assessments at orientation. Academic and behavior reports are sent home weekly. M-Step and NWEA data are given to parents at conferences and explained in detail. Monthly family nights are organized with materials and activities designed to help parents work with their children on various academic areas.

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

Surveys are given to parents and parent involvement is discussed at staff meetings and school improvement plan meetings. Any correspondence from parents or conversations regarding parent involvement are documented and discussed by staff and administration.

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

All results will be discussed during staff meetings and school improvement team meetings and used to improve the program

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

Our compact was originally developed in our process to become school wide Title I. It is presented at the annual Title I parent meeting and parents are asked for their input to see if any revisions are needed.

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

The compact is gone over with students and signed by teachers and students in class and then read over with parents at conferences. Parent are then asked to check off the areas they feel they are able to accomplish. Completed compacts are copied and given to families and kept on file at the school.

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

We are a K-5 building

| 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.

NWEA data is explained at conferences. This assessment is also over-viewed at orientation and any questions are answered.

Component 7: Preschool Transition Strategies

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

We offer a Summer Adventure Camp to all incoming Kindergartners. This program runs twice a week for three weeks during the summer and offers children the opportunity to experience the bus, cafeteria and classroom activities. We also have 4 kindergarten round up sessions starting in February and running through the remainder of the school year each month.

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?

During our Kindergarten Round-up and Summer Adventure Camp information is sent home describing the curriculum a child will learn during Kindergarten and which skills will help preschool children to be prepared for the year.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers develop grade level lesson plans and decide which assessments will be required during common planning time. All assessments cover the common core state standards.

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

Student achievement data is reviewed weekly during PLCs and students not mastering the required standards are placed in various interventions.

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.

Student achievement data is reviewed weekly during PLCs and students not mastering the required standards are placed in various interventions.

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?

Student achievement data is reviewed weekly during PLCs and students not mastering the required standards are placed in various interventions.

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

Each fall we assess students in language arts and mathematics to find their proficiency level in each domain. This assessment creates an individualized learning plan breaking down their deficiencies and proficiency in each subject skill. Teachers use that information to create smart time groups to differentiate daily instruction according to academic levels.

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.

High quality initial instruction, timely evaluation of student assessment data and multiple interventions enable us to achieve our school wide goals.

We use NWEA-MAP and Fountas and Pinnell Benchmarking for assessment resources.

We use Fountas and Pinnell LLI for intervention

We use Study Island for intervention

We use Razkids and Reading A to Z for intervention

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.

Title I funds are used for reading, science and math specialists for SMART time during the school day intervention, Skill City after school intervention and Summer Success Academy.

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.

We use our Title I funds to sustain an Rtl attendance program to increase student attendance and reduce tardiness. We also are a full free and reduced lunch school and offer free breakfast and lunch to each student every day.

Evaluation:

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

Our school improvement team evaluates Title programs quarterly with input from staff and parents. We use surveys to reach the masses and evaluate that data in meetings to plan programs.

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.

Our school improvement team evaluates student assessment data including State assessments and NWEA-MAP three times per year with input from staff and parents.

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.

Teachers participate in professional learning communities and review assessment data weekly to make adjustments to programs and research additional ways if current initial instruction or interventions are not effective in students achieving grade level standards. The school improvement team also monitors assessment data to track effectiveness of programs.

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?

Professional learning communities meet weekly and make necessary changes in a timely manner. School improvement team meets monthly and offers ideas for revisions based on data review.

2019-2020 School Improvement Plan

Overview

Plan Name

2019-2020 School Improvement Plan

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|--|----------------|---------------|
| 1 | All students will be proficient in math as measured by the state assessment. | Objectives: 1 Strategies: 2 Activities: 10 | Academic | \$148913 |
| 2 | All students will be proficient in reading as measured by the state standards. | Objectives: 1 Strategies: 3 Activities: 14 | Academic | \$322618 |
| 3 | All students will be proficient in science as measured by the local and state science assessments. | Objectives: 1 Strategies: 2 Activities: 3 | Academic | \$1000 |
| 4 | All students will act ethically as citizens of our community in accordance to our student handbook. | Objectives: 1 Strategies: 3 Activities: 12 | Organizational | \$60000 |

Goal 1: All students will be proficient in math as measured by the state assessment.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency increase of 7% in Mathematics by 06/03/2022 as measured by state assessments.

Strategy 1:

Evidenced based RtI in the form of SMART time and more in depth interventions - Student assessment data will be used to identify individual learning needs and monitor progress.

Category: Mathematics

Research Cited: Assisting Students Struggling in Mathematics: Response to Intervention (RtI) for Elementary Schools and Student Achievement Data to Support Instructional Decision Making (What Works Clearinghouse Practice Guides September 2009)

Tier: Tier 2

| Activity - Interventionist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Interventionist intervene with identified students who are not achieving the core curriculum in Math and ELA. Interventionists will collaborate in Professional Learning Communities to develop improved instruction based on evidence based RtI models. They will also help coach and guide instructional aides within the school to improve intervention. | Academic Support Program | Tier 2 | Monitor | 09/07/2015 | 06/03/2022 | \$50000 | Section 31a | All Title I teachers and instructional aides. |
| Activity - Instructional Aide | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Push in and SMART time services by Instructional Aide for students who are not performing at grade level in math. Instructional aides will also be offered weekly professional development opportunities to improve their craft and work in professional learning communities on a weekly basis to collaborate and improve instruction. | Academic Support Program | Tier 2 | Monitor | 09/07/2015 | 06/14/2019 | \$40713 | Section 31a | Administration, teachers, interventionists and instructional aides. |
| Activity - Coaching for instructional aides | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Develop coaching program to improve methods of instruction during Tier 2 push ins and small group | Professional Learning | Tier 2 | Getting Ready | 08/20/2018 | 06/03/2022 | \$0 | Title I Part A | Interventionists, instructional aides and administrators |

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| Activity - Professional development for instructional staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Design professional development to improve implementation of intervention programs. PD will cover implementation of curriculum, coherent instruction, engagement, assessment strategies and math interventions. | Professional Learning | Tier 2 | Implement | 08/20/2018 | 06/03/2022 | \$0 | Title I Part A | Instructional staff and administration |
| Activity - Targeted intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Interventionists and instructional aides will instruct 2-4 students according to their specific learning needs as identified by NWEA assessments. | Academic Support Program | Tier 3 | Implement | 08/20/2018 | 06/03/2022 | \$0 | Title I Part A | Interventionists and instructional aides |
| Activity - MAP Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| MAP skills is an interactive online software program that allows students who have been identified as needing additional support through NWEA testing to work on those specific skills in ELA, math, science and social studies. | Technology , Academic Support Program | Tier 3 | Implement | 08/20/2018 | 06/03/2022 | \$1200 | Title I Part A | All instructional staff |
| Activity - Math Corps Member | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| From the Math Corps Americorps program, we will train and coach a math interventionist. The school interventionist will coach and help direct the efforts of the Math Corps member in the school. | Academic Support Program | Tier 2 | Getting Ready | 09/03/2019 | 06/05/2020 | \$5000 | Title I Part A | Interventionist Math Corps member School Leaders |

Strategy 2:

Enrichment Programs - Identified students will take part in additional enrichment programs throughout the school year and during the summer

Category: Mathematics

Research Cited: The Effectiveness of the Schoolwide Enrichment Model on Selected Aspects of Elementary School Change

F. Richard Olenchak

The University of Alabama

and

Joseph S. Renzulli

University of Connecticut

Tier: Tier 2

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| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------------|------------|------------|-------------------|-------------------|--|
| Identified students will attend Summer School | Academic Support Program | Tier 2 | Monitor | 06/20/2016 | 08/05/2022 | \$35000 | Title I Part A | Principal |
| Activity - After School Enrichment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Enrichment activities will be offered throughout the school year in an after school program designed to provide activities to extend the curriculum and build on student strengths and interests. Programs will offer experiences connected to math, technology and science. | Extra Curricular, Academic Support Program | Tier 2 | Getting Ready | 10/15/2018 | 06/03/2022 | \$10000 | Title IV Part A | Administration, teachers and instructional aides |
| Activity - Setting the Stage for Success PD for Teachers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| PD day on Teacher Self Care, and Mindfulness | Professional Learning | Tier 1 | Implement | 10/02/2019 | 10/02/2019 | \$7000 | Title II Part A | all staff |

Goal 2: All students will be proficient in reading as measured by the state standards.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency increase of 7% in English Language Arts by 06/14/2019 as measured by state assessments.

Strategy 1:

Academic, social and behavioral supports and interventions - Student assessment data will be used to identify individual learning needs and monitor progress.

Category: English/Language Arts

Research Cited: The Effectiveness of the Schoolwide Enrichment Model on Selected Aspects of Elementary School Change

F. Richard Olenchak

The University of Alabama

and

Joseph S. Renzulli

University of Connecticut

Tier: Tier 2

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| Activity - Interventionist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------------|------------|------------|-------------------|-------------------|---|
| Interventionist intervenes with identified students who are not achieving the core curriculum in Math and ELA. Interventionists will collaborate in Professional Learning Communities to develop improved instruction based on RtI models. They will also help coach and guide instructional aides within the school to improve instruction. | Academic Support Program | Tier 2 | Monitor | 08/20/2018 | 06/03/2022 | \$53532 | Title I Part A | Interventionists, instructional aides and administration. |
| Activity - Instructional Aide | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Instructional Aides will work under classroom teachers to give additional support to identified students | Academic Support Program | Tier 2 | Monitor | 09/07/2015 | 06/03/2022 | \$67367 | Title I Part A | Teachers, Interventionists and Administration |
| Activity - Summer School Teachers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Identified students will attend summer school for 4 weeks, 4 hours per day for math and reading support | Academic Support Program | Tier 3 | Monitor | 06/20/2016 | 06/03/2022 | \$40000 | Title I Part A | Teachers and Administration |
| Activity - Social Worker | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Social Worker will work with identified students and teachers on behavior management and support throughout the school year | Behavioral Support Program | Tier 2 | Monitor | 09/07/2015 | 06/03/2022 | \$44778 | Title I Part A | Social Worker and Administration |
| Activity - After School Enrichment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Enrichment activities will be offered throughout the school year in an after school program designed to provide activities to extend the curriculum and build on student strengths and interests. Programs will offer experiences connected to reading, performing arts, and leadership activities. | Extra Curricular, Academic Support Program | Tier 2 | Getting Ready | 10/15/2018 | 06/03/2022 | \$20000 | Title I Part A | All instructional staff and Administration |
| Activity - Homeless Set aside | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|----------------------------------|
| We will provide supplies to assist with academic success. | Materials | Tier 1 | Monitor | 09/05/2017 | 06/03/2022 | \$500 | Title I Part A | social worker |
| Activity - Reading Specialist Training | 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. | Professional Learning | Tier 2 | Implement | 09/05/2017 | 05/31/2018 | \$5000 | Title II Part A | Admin |
| Activity - Technology Supplemental Enrichment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The school will support a technology integration program to offer enrichment, cross curricular, and extension opportunities to our student population. This program will be available to all students to provide opportunities that support development of the whole child. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/03/2022 | \$72342 | Title I Part A | Technology educator |
| Activity - Summer School Instructional Aides | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The summer school program will employ four instructional aides to help intervene and assist with teaching for the four weeks of summer instruction. | Academic Support Program | Tier 3 | Monitor | 07/09/2018 | 06/03/2022 | \$4340 | Title I Part A | instructional aides |
| Activity - Summer School Transportation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The school will provide students transportation to and from the summer school program to intervene for struggling learners. | Academic Support Program | Tier 1 | Monitor | 07/09/2018 | 06/03/2022 | \$3380 | Title I Part A | transportation staff/bus drivers |

Strategy 2:

Technology In the Classroom - Teachers and students will begin utilizing Google Education in their classroom

Category: Technology

Research Cited: TRIG

Tier: Tier 1

| | | | | | | | | |
|---|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Activity - Online Supplemental Instructional Programs Raz Kids and Reading A-z | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|

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|---|--------------------------|--------|-----------|------------|------------|--------|----------------|----------------|
| Students will use RAZ Kids, Reading A-Z, and online programs to reinforce classroom instruction. Programs can be used both at school and at home, through access codes. | Academic Support Program | Tier 2 | Implement | 09/07/2015 | 06/03/2022 | \$4019 | Title I Part A | Administration |
|---|--------------------------|--------|-----------|------------|------------|--------|----------------|----------------|

Strategy 3:

Literacy Professional Development - Administration and Literacy Coach will attend professional development to support evidence based literacy and intervention practices throughout the school.

Category: English/Language Arts

Tier: Tier 2

| Activity - RTI at Work Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Administration for the school will attend training for RTI at Work. This training will help the team improve our multi-tiered system of supports. | Professional Learning | Tier 2 | Implement | 10/15/2018 | 10/15/2018 | \$1400 | Title II Part A | administration |

| Activity - Literacy Coach Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Literacy Coach Training-vendor: Center for School Advancement. Training dates: September 10, October 8, November 12, 2019, Virtual Dec, February 11, March10, May 12, 2020.Cognitive coaching skills and structure, student outcomes, best literacy practices, analyzing data, diagnostic assessments. | Professional Learning, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/05/2020 | \$5000 | Title II Part A | literacy coach |

| Activity - 2nd Grade Literacy Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|-------------------|------------------------------|
| "3 teachers to attend Second Grade Teacher Instructional and Literacy Strategies Workshop. Vendor: The Center For School Advancement in Wyoming, MI 9/26, 11/7, 3/5, 5/12 2019 Registration: \$50/day/teacher | Professional Learning, Curriculum Development | Tier 1 | Getting Ready | 09/26/2019 | 06/05/2020 | \$960 | Title II Part A | 2nd grade classroom teachers |

Goal 3: All students will be proficient in science as measured by the local and state science assessments.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency increase of 8% in Science by 06/14/2019 as measured by state and local assessments..

Single Building District Improvement Plan

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Strategy 1:

Curriculum Implementation Training - Teachers will improve teaching and learning in science through training in the use of the Phenomenal Science curriculum.

Category: Science

Research Cited: Science learning research is foundational to Phenomenal Science and includes constructivist approaches, social learning theories, neuroscience applications, higher order thinking, inquiry, and the crucial evidence of A Framework for K-12 Science Education (NAP, 2011).

Tier: Tier 1

| Activity - Professional development for Phenomenal Science Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|-------------------------------|
| Professional learning for teachers will focus on instructional strategies for implementing 3D learning such as; productive talk, integration, notebooking, and planning inquiry cycles around anchoring phenomena. | Professional Learning | Tier 1 | Getting Ready | 08/20/2018 | 06/03/2022 | \$0 | No Funding Required | Administration |
| Activity - Service Learning Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will train on ways to integrate service learning projects into their science instruction. | Professional Learning | Tier 1 | | 09/03/2019 | 06/03/2022 | \$0 | No Funding Required | School Leaders Teaching staff |

Strategy 2:

After School Enrichment Activities - Teachers will work in our Rise Above after school program to provide students with enrichment activities and passion projects that will integrate math, science, art, and other extra-curriculum subjects. The activities and clubs will be held after school on scheduled days to provide students with the experiences needed to close opportunity gaps.

Category: Science

Research Cited: There has been research into achievement gaps of late that points to the lack of progress of strategies to address those gaps over the last few decades. The recent research points to "opportunity gaps" as the greatest problem holding students back from closing gaps in achievement between themselves and more affluent students. Providing students with more than simple academics, but rather deep meaningful experiences and opportunities that wealthier parents usually make available is a way to assist students in their academic progress. This research can be found in "Closing the Opportunity Gap" by Prudence L. Carter and Kevin G. Welne.

Tier: Tier 1

| Activity - Plan and Coordinate After School Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

Single Building District Improvement Plan

Three Oaks Public School Academy

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|---|---|--------|---------------|------------|------------|--------|-----------------|---|
| A staff member at the school will be responsible to planning and organizing the various programs and clubs offered in the after school program. This individual will also be responsible for the overall supervision of the program and coordination of placement for the activities throughout the school. | Extra Curricular, Getting Ready, Academic Support Program, Behavioral Support Program | Tier 1 | Getting Ready | 09/04/2018 | 06/03/2022 | \$1000 | Title IV Part A | After school program director/coordinator |
|---|---|--------|---------------|------------|------------|--------|-----------------|---|

Goal 4: All students will act ethically as citizens of our community in accordance to our student handbook.

Measurable Objective 1:

demonstrate a behavior positive behavior by 06/14/2019 as measured by a decrease in suspensions and an increase in PBIS activities, positive student surveys, and in our overall positive Class Dojo percentages.

Strategy 1:

Behavioral Professional Development - We will be training the staff on behavior management techniques, trauma informed practices, and culturally responsive teaching. These trainings will take place on early release professional development Fridays at our school. There will also be four whole day school professional development days provided to allow the staff to attend trainings and collaborate around challenges in the school.

Category: School Culture

Tier: Tier 1

| Activity - Mindfulness, Self-care Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Setting The Stage for Success -Dr.Tina Boogren -Teacher Self Care, Mindfulness, Decision Making. Vendor: The Center for School Advancement. October 2, 2019 @ Lansing Center. | Professional Learning | Tier 1 | Implement | 10/02/2019 | 06/03/2022 | \$5000 | Title II Part A | all staff members |

| Activity - Behavioral Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Staff will attend Crucial Conversation Training, Culturally Responsive Schools training with Megan Fuciarelli, and Trauma Informed Professional development. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$3000 | Title II Part A | all staff members |

Strategy 2:

Trauma Informed Practices - The staff will work to implement trauma informed approaches throughout the school to improve student behavior and school culture.

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Category: School Culture

Tier: Tier 1

| Activity - School Reflection Room | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| The school reflection room is designed to be a place for students to de-escalate and find solutions to their problems. The purpose of the room is to provide a safe place for students to get back on track and prepare to re-enter the learning environment. While in the reflection room the behavior interventionist works with | Behavioral Support Program | Tier 2 | Monitor | 09/04/2018 | 06/03/2022 | \$43500 | Section 31a | behavior interventist/ social worker |
| Activity - Restorative Justice Practices | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our teachers, administration, parents and students work together to practice restorative justice to solve conflicts in the school and strengthen the community. Restorative Justice conversations are held before and after school with parents and community members to address conflicts. During the school day, administrators and teachers go through restorative practices to solve problems with students as needed. The entire staff will also receive training on restorative justice to strengthen our efforts to improve behavior. | Professional Learning, Behavioral Support Program, Parent Involvement | Tier 2 | Implement | 09/04/2018 | 06/03/2022 | \$0 | No Funding Required | administration, teaching staff, behavioral interventionist |

Strategy 3:

Real World Learning Opportunities - The school will work to provide opportunities for students to apply skills outside of the school environment, enrich their learning around core subjects with meaningful field trips, and provide opportunities for students to experience new things.

Category: Career and College Ready

Research Cited: Recent research into the opportunity gap between students from more affluent homes and those living in poverty show that the impact of authentic experiences outside of school have a deep impact on the success of students later as adults.

Tier: Tier 1

| Activity - Camp Newago Leadership Experience | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|---|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Students will have the opportunity to attend a leadership overnight camp for children at Camp Newago. | Career Preparation /Orientation, Community Engagement, Behavioral Support Program | Tier 1 | Getting Ready | 08/01/2018 | 06/03/2022 | \$6200 | Title IV Part A | Administration, Teachers |
| Activity - Lakeshore Museum trip | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will attend a field trip to the Lakeshore Museum to expand on content from the curriculum and learn more about the history of Muskegon | Field Trip | Tier 1 | Getting Ready | 08/01/2018 | 06/03/2022 | \$350 | Title IV Part A | Teachers, Administration |
| Activity - Muskegon Water Filtration Plant Trip | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will attend a field trip to the water filtration plant to support science learning and coincide with their service learning projects. | Academic Support Program, Field Trip | Tier 1 | Getting Ready | 08/01/2018 | 06/03/2022 | \$150 | Title IV Part A | Teachers, Administration |
| Activity - Muskegon In-Focus Junior | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will take part in a program to educate them about opportunities in the Muskegon community for learning and careers. The program will help them learn to be leaders in their community and identify needs in the community. | Community Engagement, Extra Curricular, Field Trip | Tier 1 | | 08/01/2018 | 06/03/2022 | \$850 | Title IV Part A | Teachers, Administration |
| Activity - Muskegon Art Institute Trip | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will take part in a trip to the Muskegon Art Institute to support their learning in the arts and other core areas. | Field Trip | Tier 1 | | 08/01/2018 | 06/03/2022 | \$150 | Title IV Part A | teachers, administration |
| Activity - Whitehall One Room Schoolhouse | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will attend a trip to the One Room School House to learn about education and life in the state of Michigan in the past. | Field Trip | Tier 1 | Getting Ready | 08/01/2018 | 06/03/2022 | \$150 | Title IV Part A | teachers, administration |

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| Activity - Michigan State University Field Trip | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|-------|------------|------------|-------------------|-------------------|--------------------------|
| Students will attend a trip to MSU's campus to learn about campus life and what it takes to attend a large university. | Field Trip | Tier 1 | | 08/01/2018 | 06/03/2022 | \$500 | Title IV Part A | teachers, administration |

| Activity - Muskegon Community College Trip | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|--------------------------|
| Students will attend a field trip to Muskegon Community College to learn about educational opportunities in Muskegon and career paths. | Field Trip | Tier 1 | Getting Ready | 08/01/2018 | 06/03/2022 | \$150 | Title IV Part A | teachers, administration |

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 |
|---|--|---|--------|---------------|------------|------------|-------------------|------------------------------|
| RTI at Work Training | Administration for the school will attend training for RTI at Work. This training will help the team improve our multi-tiered system of supports. | Professional Learning | Tier 2 | Implement | 10/15/2018 | 10/15/2018 | \$1400 | administration |
| Mindfulness, Self-care Training | Setting The Stage for Success -Dr.Tina Boogren - Teacher Self Care, Mindfulness, Decision Making. Vendor: The Center for School Advancement. October 2, 2019 @ Lansing Center. | Professional Learning | Tier 1 | Implement | 10/02/2019 | 06/03/2022 | \$5000 | all staff members |
| 2nd Grade Literacy Training | "3 teachers to attend Second Grade Teacher Instructional and Literacy Strategies Workshop. Vendor: The Center For School Advancement in Wyoming, MI 9/26, 11/7, 3/5, 5/12 2019 Registration: \$50/day/teacher | Professional Learning, Curriculum Development | Tier 1 | Getting Ready | 09/26/2019 | 06/05/2020 | \$960 | 2nd grade classroom teachers |
| Behavioral Professional Development | Staff will attend Crucial Conversation Training, Culturally Responsive Schools training with Megan Fuciarelli, and Trauma Informed Professional development. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$3000 | all staff members |
| Setting the Stage for Success PD for Teachers | PD day on Teacher Self Care, and Mindfulness | Professional Learning | Tier 1 | Implement | 10/02/2019 | 10/02/2019 | \$7000 | all staff |
| Literacy Coach Training | Literacy Coach Training-vendor: Center for School Advancement. Training dates: September 10, October 8, November 12, 2019, Virtual Dec, February 11, March10, May 12, 2020.Cognitive coaching skills and structure, student outcomes, best literacy practices, analyzing data, diagnostic assessments. | Professional Learning, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/05/2020 | \$5000 | literacy coach |
| Reading Specialist Training | 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. | Professional Learning | Tier 2 | Implement | 09/05/2017 | 05/31/2018 | \$5000 | Admin |

No Funding Required

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| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|---|--------|---------------|------------|------------|-------------------|--|
| Service Learning Training | Teachers will train on ways to integrate service learning projects into their science instruction. | Professional Learning | Tier 1 | | 09/03/2019 | 06/03/2022 | \$0 | School Leaders Teaching staff |
| Restorative Justice Practices | Our teachers, administration, parents and students work together to practice restorative justice to solve conflicts in the school and strengthen the community. Restorative Justice conversations are held before and after school with parents and community members to address conflicts. During the school day, administrators and teachers go through restorative practices to solve problems with students as needed. The entire staff will also receive training on restorative justice to strengthen our efforts to improve behavior. | Professional Learning, Behavioral Support Program, Parent Involvement | Tier 2 | Implement | 09/04/2018 | 06/03/2022 | \$0 | administration, teaching staff, behavioral interventionist |
| Professional development for Phenomenal Science Curriculum | Professional learning for teachers will focus on instructional strategies for implementing 3D learning such as; productive talk, integration, notebooking, and planning inquiry cycles around anchoring phenomena. | Professional Learning | Tier 1 | Getting Ready | 08/20/2018 | 06/03/2022 | \$0 | Administration |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------|---|--------------------------|--------|---------|------------|------------|-------------------|---|
| Interventionist | Interventionist intervene with identified students who are not achieving the core curriculum in Math and ELA. Interventionists will collaborate in Professional Learning Communities to develop improved instruction based on evidence based RtI models. They will also help coach and guide instructional aides within the school to improve intervention. | Academic Support Program | Tier 2 | Monitor | 09/07/2015 | 06/03/2022 | \$50000 | All Title I teachers and instructional aides. |
| Instructional Aide | Push in and SMART time services by Instructional Aide for students who are not performing at grade level in math. Instructional aides will also be offered weekly professional development opportunities to improve their craft and work in professional learning communities on a weekly basis to collaborate and improve instruction. | Academic Support Program | Tier 2 | Monitor | 09/07/2015 | 06/14/2019 | \$40713 | Administration, teachers, interventionists and instructional aides. |

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|------------------------|--|----------------------------|--------|---------|------------|------------|---------|--------------------------------------|
| School Reflection Room | The school reflection room is designed to be a place for students to de-escalate and find solutions to their problems. The purpose of the room is to provide a safe place for students to get back on track and prepare to re-enter the learning environment. While in the reflection room the behavior interventionist works with | Behavioral Support Program | Tier 2 | Monitor | 09/04/2018 | 06/03/2022 | \$43500 | behavior interventist/ social worker |
|------------------------|--|----------------------------|--------|---------|------------|------------|---------|--------------------------------------|

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|--|--------------------------|--------|---------------|------------|------------|-------------------|---|
| Summer School Transportation | The school will provide students transportation to and from the summer school program to intervene for struggling learners. | Academic Support Program | Tier 1 | Monitor | 07/09/2018 | 06/03/2022 | \$3380 | transportation staff/bus drivers |
| Interventionist | Interventionist intervenes with identified students who are not achieving the core curriculum in Math and ELA. Interventionists will collaborate in Professional Learning Communities to develop improved instruction based on RtI models. They will also help coach and guide instructional aides within the school to improve instruction. | Academic Support Program | Tier 2 | Monitor | 08/20/2018 | 06/03/2022 | \$53532 | Interventionists, instructional aides and administration. |
| Summer School | Identified students will attend Summer School | Academic Support Program | Tier 2 | Monitor | 06/20/2016 | 08/05/2022 | \$35000 | Principal |
| Summer School Teachers | Identified students will attend summer school for 4 weeks, 4 hours per day for math and reading support | Academic Support Program | Tier 3 | Monitor | 06/20/2016 | 06/03/2022 | \$40000 | Teachers and Administration |
| Targeted intervention | Interventionists and instructional aides will instruct 2-4 students according to their specific learning needs as identified by NWEA assessments. | Academic Support Program | Tier 3 | Implement | 08/20/2018 | 06/03/2022 | \$0 | Interventionists and instructional aides |
| Technology Supplemental Enrichment | The school will support a technology integration program to offer enrichment, cross curricular, and extension opportunities to our student population. This program will be available to all students to provide opportunities that support development of the whole child. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/03/2022 | \$72342 | Technology educator |
| Coaching for instructional aides | Develop coaching program to improve methods of instruction during Tier 2 push ins and small group | Professional Learning | Tier 2 | Getting Ready | 08/20/2018 | 06/03/2022 | \$0 | Interventionists, instructional aides and administrators |

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|---|---|--|--------|---------------|------------|------------|---------|--|
| Professional development for instructional staff | Design professional development to improve implementation of intervention programs. PD will cover implementation of curriculum, coherent instruction, engagement, assessment strategies and math interventions. | Professional Learning | Tier 2 | Implement | 08/20/2018 | 06/03/2022 | \$0 | Instructional staff and administration |
| MAP Skills | MAP skills is an interactive online software program that allows students who have been identified as needing additional support through NWEA testing to work on those specific skills in ELA, math, science and social studies. | Technology, Academic Support Program | Tier 3 | Implement | 08/20/2018 | 06/03/2022 | \$1200 | All instructional staff |
| Homeless Set aside | We will provide supplies to assist with academic success. | Materials | Tier 1 | Monitor | 09/05/2017 | 06/03/2022 | \$500 | social worker |
| After School Enrichment | Enrichment activities will be offered throughout the school year in an after school program designed to provide activities to extend the curriculum and build on student strengths and interests. Programs will offer experiences connected to reading, performing arts, and leadership activities. | Extra Curricular, Academic Support Program | Tier 2 | Getting Ready | 10/15/2018 | 06/03/2022 | \$20000 | All instructional staff and Administration |
| Instructional Aide | Instructional Aides will work under classroom teachers to give additional support to identified students | Academic Support Program | Tier 2 | Monitor | 09/07/2015 | 06/03/2022 | \$67367 | Teachers, Interventionists and Administration |
| Math Corps Member | From the Math Corps Americorps program, we will train and coach a math interventionist. The school interventionist will coach and help direct the efforts of the Math Corps member in the school. | Academic Support Program | Tier 2 | Getting Ready | 09/03/2019 | 06/05/2020 | \$5000 | Interventionist Math Corps member School Leaders |
| Social Worker | Social Worker will work with identified students and teachers on behavior management and support throughout the school year | Behavioral Support Program | Tier 2 | Monitor | 09/07/2015 | 06/03/2022 | \$44778 | Social Worker and Administration |
| Summer School Instructional Aides | The summer school program will employ four instructional aides to help intervene and assist with teaching for the four weeks of summer instruction. | Academic Support Program | Tier 3 | Monitor | 07/09/2018 | 06/03/2022 | \$4340 | instructional aides |
| Online Supplemental Instructional Programs Raz Kids and Reading A-z | Students will use RAZ Kids, Reading A-Z, and online programs to reinforce classroom instruction. Programs can be used both at school and at home, through access codes. | Academic Support Program | Tier 2 | Implement | 09/07/2015 | 06/03/2022 | \$4019 | Administration |

Title IV Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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|--|---|---|--------|---------------|------------|------------|---------|--|
| After School Enrichment | Enrichment activities will be offered throughout the school year in an after school program designed to provide activities to extend the curriculum and build on student strengths and interests. Programs will offer experiences connected to math, technology and science. | Extra Curricular, Academic Support Program | Tier 2 | Getting Ready | 10/15/2018 | 06/03/2022 | \$10000 | Administrati on, teachers and instructiona l aides |
| Muskegon Community College Trip | Students will attend a field trip to Muskegon Community College to learn about educational opportunities in Muskegon and career paths. | Field Trip | Tier 1 | Getting Ready | 08/01/2018 | 06/03/2022 | \$150 | teachers, administrati on |
| Lakeshore Museum trip | Students will attend a field trip to the Lakeshore Museum to expand on content from the curriculum and learn more about the history of Muskegon | Field Trip | Tier 1 | Getting Ready | 08/01/2018 | 06/03/2022 | \$350 | Teachers, Administrati on |
| Muskegon In-Focus Junior | Students will take part in a program to educate them about opportunities in the Muskegon community for learning and careers. The program will help them learn to be leaders in their community and identify needs in the community. | Community Engageme nt, Extra Curricular, Field Trip | Tier 1 | | 08/01/2018 | 06/03/2022 | \$850 | Teachers, Administrati on |
| Muskegon Art Institute Trip | Students will take part in a trip to the Muskegon Art Institute to support their learning in the arts and other core areas. | Field Trip | Tier 1 | | 08/01/2018 | 06/03/2022 | \$150 | teachers, administrati on |
| Whitehall One Room Schoolhouse | Students will attend a trip to the One Room School House to learn about education and life in the state of Michigan in the past. | Field Trip | Tier 1 | Getting Ready | 08/01/2018 | 06/03/2022 | \$150 | teachers, administrati on |
| Plan and Coordinate After School Program | A staff member at the school will be responsible to planning and organizing the various programs and clubs offered in the after school program. This individual will also be responsible for the overall supervision of the program and coordination of placement for the activities throughout the school. | Extra Curricular, Getting Ready, Academic Support Program, Behavioral Support Program | Tier 1 | Getting Ready | 09/04/2018 | 06/03/2022 | \$1000 | After school program director/coo rdinator |
| Camp Newago Leadership Experience | Students will have the opportunity to attend a leadership overnight camp for children at Camp Newago. | Career Preparation /Orientation , Community Engageme nt, Behavioral Support Program | Tier 1 | Getting Ready | 08/01/2018 | 06/03/2022 | \$6200 | Administrati on, Teachers |
| Michigan State University Field Trip | Students will attend a trip to MSU's campus to learn about campus life and what it takes to attend a large university. | Field Trip | Tier 1 | | 08/01/2018 | 06/03/2022 | \$500 | teachers, administrati on |

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|--------------------------------------|--|--------------------------------------|--------|---------------|------------|------------|-------|--------------------------|
| Muskegon Water Filtration Plant Trip | Students will attend a field trip to the water filtration plant to support science learning and coincide with their service learning projects. | Academic Support Program, Field Trip | Tier 1 | Getting Ready | 08/01/2018 | 06/03/2022 | \$150 | Teachers, Administration |
|--------------------------------------|--|--------------------------------------|--------|---------------|------------|------------|-------|--------------------------|