Priority Single-Building-District

Improvement Plan

Lansing Charter Academy

Lansing Charter Academy

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TABLE OF CONTENTS

Lansing Charter Academy 2016-2017 SIP

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 SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Our enrollment is up 66 students from 2013-14 to 2015-16. We do however have a decrease in Kindergarten enrollment, which is down 11 students from 2014-15 to 2015-16.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Over the years average daily attendance has increased. This has been a trend for the past four years and doesn't seem to be a challenge.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

There seem to be a disproportionate incident referral reports between male and female students. Our number of suspensions is far too high. We also expelled two students in 2014-15, which we had not done in either of the previous years.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We can advertise more for kindergarten, more round-up opportunities (days and times), maybe not on a holiday weekend, and maybe having young 5's again (lots of parents like this). Increased student attendance means increased instruction. Suspensions will only be given to students who truly should not be at school. In school suspensions will be utilized and documented when possible. We need to create a non-suspension consequence for ongoing serious, but not suspension worthy, disruptive behaviors.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

- The years of teaching and administrative experience does impact student achievement. New leaders often struggle with providing their staff with effective development and coaching. The leadership's PD plan is based on the administrators' needs as well as anticipated needs based on experience.

Teacher/School Leader(s) Demographic Data
6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

- The years of teaching experience does impact student achievement. New teachers often struggle with classroom management. The school plans PD events around teachers' needs as well as anticipated needs based on experience.

Teacher/School Leader(s) Demographic Data
7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

- Professional development is an important part of education and illness are unforeseen events. Absenteeism for either reason has a direct impact on student achievement. It is critical for the school leader to have a constant presence in the building to support the staff, students, and parents. Without this direct support, behavior issue arise and the effectiveness of instruction is impacted.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

- Professional development is an important part of education and illness are unforeseen events. Absenteeism for either reason has a direct impact on student achievement. Having a teacher absent from their classroom disrupts the learning environment, pacing, and rigor. Typically substitute teachers are used when a teacher is absent. The quality of these substitute teachers varies greatly and as a result, effective instruction does not always occur when a teacher is absent, and that has a negative impact on student achievement.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

9. What actions might be taken to address identified challenges regarding teacher/school leader demographics? We need more coaching and support for new teachers. Teachers need to be part of behavior meetings and have input on these meetings. We need PD on the current behavior systems, and have adequate support when dealing with behavior issues.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The following stands were strengths for Lansing Charter Academy:

- Curriculum

o Indicator A: Alignment

- Instruction

o Indicator C: Instructional Design

o Indicator D: Effective Instructional Practices

o Indicator E: Learning Environment

o Indicator F: Reflection

- Assessment

o Indicator G: Assessment System

- Instructional Leadership

o Indicator L: Guidance and Support for Teaching and Learning

o Indicator M: Results-Focused

- A Culture for Learning

o Indicator N: Safe and Supportive Environment

o Indicator O: Shared Leadership for Learning

- Organizational Management

o Indicator P: Communication Systems

o Indicator R: Resource Allocation

- Professional Learning Culture

o Indicator S: Collaborative Teams

- Professional Learning System

o Indicator U: Purposeful Planning

o Indicator V: Impact of Professional Learning

- Communication

o Indicator W: Approaches and Tools

o Indicator X: Cultural Responsiveness

- Engagement

o Indicator Y: Learning Opportunities

o Indicator Z: Partnerships

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The following stands were challenges for Lansing Charter Academy:

- Curriculum

o Indicator B: Coherence

- Assessment

o Indicator H: Shared Understanding

o Indicator I: Data Analysis and Decision-Making

o Indicator J: Student Involvement in the Assessment Process

- Instructional Leadership

o Indicator K: A Vision for Learning

- Organizational Management

o Indicator Q: Intentional Practices

- Professional Learning Culture

o Indicator T: Collective Responsibility

12. How might these challenges impact student achievement?

Having effective curriculum, having student involvement in the assessment process, having instructional leadership, having organizational management and a professional learning culture all improves student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Using resources to develop a coherent curriculum, using the SIP data to drive decision making, getting students involved in the assessment process and creating a shared leadership for learning will all assist with increasing student academic achievement. In addition, we are committed to providing differentiated instruction to meet induvial student needs.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

- All qualified students, including students with disabilities, are provided access to supplemental intervention programs and supplemental support from supplemental staff to increase academic achievement for all at risk students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Before and After school tutoring will be offered for all students for 13 weeks during the school year. Summer learning program will be offered for four weeks during 2017.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

- Students are identified to participate in extended learning opportunities through student data reviews. The most academically at risk students are prioritized for program participation. Extended learning opportunities are shared with students and parents through school newsletters, parent letters, and student invitations to participate in extended learning opportunities, parent meetings, and teacher- parent conferences.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

- Evidence of implementation of Common Core State Standards will come in multiple Common Core State Standards will be loaded in every teacher's gradebook. These standards will be reported out to parents and students in progress reports and report cards. Professional Development for teachers in the summer and fall will be entail a deep dive into the Common Core standards. Furthermore, assessment evidence will also aligned to the Common Core Standards from classroom assessments and NWEA assessment reports.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

With the exception of third grade, which students have the lowest proficiency at 17%, when compared to all the other grades that were tested. Seventh grade has the highest proficiency at 43%.

19b. Reading- Challenges

Students that qualify for Free Lunch are 10% below students that do not qualify for Free Lunch.

19c. Reading- Trends

Trend data is unavailable due to change to M-Step.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Overall, the proficiency data is fairly positive; however, the transition to the M-Step hinders the ability to see accurate trends and/or make accurate comparisons to data from previous years.

20a. Writing- Strengths

Due to the M-Step, reading and writing are now combined to ELA.

20b. Writing- Challenges

Due to the M-Step, reading and writing are now combined to ELA.

20c. Writing- Trends

Due to the M-Step, reading and writing are now combined to ELA.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Due to the M-Step, reading and writing are now combined to ELA.

21a. Math- Strengths

Third grade students increased 4% in 2014-15 from the prior year.

21b. Math- Challenges

Students that qualify for Free and Reduced Lunch have a lower proficiency than students that do not qualify for Free or Reduced Lunch.

21c. Math- Trends

In 2013-14 the number of students proficient increased from the prior year to 35%. However, in the 2014-15 school year the number of students proficient dropped to 23%.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

All grades except third grade saw a decrease in student proficiency. Sixth grade saw the biggest decrease in student proficiency, which fell to 20%.

22a. Science- Strengths

Students that do not qualify for free or reduced lunch increased 6% in proficiency.

22b. Science- Challenges

Students that qualify for Free Lunch are 16% below students that do not qualify for Free Lunch.

22c. Science- Trends

In 2013-14 the number of students proficient increased from the prior year to 10%. However, in the 2014-15 school year the number of students proficient dropped to 8%.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This subject dropped to 8% proficient in the 2014-15 school year.

23a. Social Studies- Strengths

Male students increased 2% in 2014-15 from the previous year.

23b. Social Studies- Challenges

Students that qualify for Free Lunch are 17% below students that do not qualify for Free Lunch.

23c. Social Studies- Trends

In 2013-14 the number of students proficient stayed the same from the prior year at 15%. However, in the 2014-15 school year the number of students proficient dropped to 10%.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This subject dropped to 10% proficient in the 2014-15 school year.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

N/A

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

N/A

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

N/A

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The overall highest level of satisfaction is "Likelihood to Enroll Next Year," which is at 68%.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The overall lowest level of satisfaction is "Discipline is Effective," which is at 37%.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

We need to present students during moral focus for the individual actions that they did. Send home a moral focus email, text message, or newsletter with the moral focus and a strategy students can use throughout the week at home and at school. Increase safety during arrival and dismissal. Cameras surveying outdoors as well as hallways, and metal detectors to increase safety. Hold an open forum for parents to come and discuss the survey results to get a better understanding for what they feel and how they answered the survey questions.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The overall highest level of satisfaction is "Principal is Committed to School," which is at 70%.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The overall lowest level of satisfaction is "Morale in School is High," which is at 17%.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Staff will be included in behavior meetings when appropriate. Staff will be heard and listened to when things are brought up, so that they do not feel like they have been brushed off. We will give more coaching to new staff.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Student enrollment has increased by 66 students from 2013-14 to 2015-16. However, the male to female ratio is not even, males me up 55% of the population. The number of students that qualify for Free Lunch has increased by 3%. Student mobility has decreased by 1% in 2014-15 school year. The number of student referrals has decreased by 2.6 from the prior year. Test scores have gone down in math, science and social studies.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

With more students there are bound to be more behavior issues. Making sure that all the students know what the policy is and in turn making sure the parents are on the same page.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The School will prioritize their schoolwide goals to address these identified challenges.

Lansing Charter Academy will provide parents and students with opportunities to learn about the programs offered at school and they ways they can become involved in the school community and within their student's classroom(s). The school will continue to hold yearly Title I information Nights and Parent Learning Activities, however a larger emphasis on attendance and participation will be given. This will help ensure parents are aware of the culture and behavior expectations that are in place within the building so they can continue those conversations at home.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	https://www.nhaschools.com/schools/lansing/Lists/School%20Operations%20Documents/Lansing%20Annual%20Education%20Report%202015-16%20FINAL.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Member of Employee Relations , Attn: Employee Relations, 3850 Broadmoor Avenue, Suite 201, Grand Rapids, MI 49512, 616-222-1700	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Attached Lansing 2016-17 Parent Involvement Plan	Lansing 2016-17 Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Attached	Lansing Compact 2016-17

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	See state-approved technology plan on file.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	See state-approved technology plan on file.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	See state-approved technology plan on file.	

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

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Member of Employee Relations , Attn: Employee Relations, 3850 Broadmoor Avenue, Suite 201, Grand Rapids, MI 49512, 616-222-1700	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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?

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?

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.

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?

Component 2: Schoolwide Reform Strategies

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

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).

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

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.

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

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.			

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.			

Component 4: Strategies to Attract Highly Qualified Teachers

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

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

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

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

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?

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.

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

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

Component 6:   Strategies to Increase Parental Involvement

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

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

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

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)?			

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

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

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

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

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

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

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

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

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?

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?

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?

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

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.

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?

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

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.

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.

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.

Evaluation:

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

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

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.

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?

Lansing Charter Academy 2016-2017 SIP

Overview

Plan Name

Lansing Charter Academy 2016-2017 SIP

Plan Description

Lansing Charter Academy 2016-2017 SIP

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 at Lansing Charter Academy will become proficient in math.	Objectives: 1 Strategies: 6 Activities: 6	Academic	$0
2	All students at Lansing Charter Academy will become proficient in reading.	Objectives: 1 Strategies: 6 Activities: 6	Academic	$0
3	All students at Lansing Charter Academy will become proficient in writing.	Objectives: 1 Strategies: 5 Activities: 5	Academic	$0

Goal 1: All students at Lansing Charter Academy will become proficient in math.

Measurable Objective 1:

A 13% increase of Economically Disadvantaged students will demonstrate a proficiency according to the assessment paramaters in Mathematics by 06/01/2016 as measured by MEAP and NWEA student achievement data.

Strategy 1:

Math Professional Development - Academic Instructional Coach: Throughout the entire school year, the Instructional Coach provides staff with supplemental, individualized coaching, modeling, and professional development that deepens each teacher's knowledge and skills while providing them with improved researched-based instructional strategies that can be implemented immediately in the classroom to improve the academic achievement of all students.

NHA Leadership Summit: Provides administrators a unique opportunity to attend two-day courses that they select based on their professional and school needs. They attend specific courses in the areas where they need further support and training so they can ensure high quality instruction to students and increase student academic achievement.

Supplemental stipends: To be paid to academic staff for participating in out of school time collaborative professional development meetings, learning how to analyze student data and make educational decisions based on data. Meetings are once a month for eight months and are two hours long.

Coach PD: School coaches will meet with their coach mentors to examine, discuss & improve their practice of mgmt principles of observations, one-on-one meetings, & giving feedback. These support trainings will total 10 hrs (2 hrs/mth x 5 mths) where participants will listen to online podcasts, submit learning journals, meet with their mentor to discuss learning, participate in a large group discussion, & examine written feedback on learnings.

10% Building Set-Aside: Supplemental RTI and MTSS consulting on side from Dawn Miller on broad MTSS and RTI topics including collaborative meeting, data, analysis, organizing adult action in response to data, and behavioral skills needs to learn academic skills.

Category:

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development to learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and develop other core teaching and learning components as necessary. The skills, techniques, and knowledge acquired through professional development will allow staff to provide high quality instruction necessary to increase the academic achievement of all students.	Professional Learning			07/01/2015	06/30/2016	$0	Title II Part A, Title I Part A	All staff

Strategy 2:

Math Supplies, Materials, and Technology - Supplemental supplies and materials for Accelerated Math. Supplies include toner, printer ink, paper and replacement printers.

Accelerated Math: Supplemental software program that creates math assignments tailored to each student's current level, automatically scores all math practice, including assignments and tests, ongoing feedback on students' daily practice and allows the classroom teacher to differentiate math instruction, addressing each student's individual needs. Price to include scanners and printers to be used with the program.

Chromebooks - Supplemental Chromebooks will be used by at risk students during classroom & small group instruction to differentiate instruction & increase student engagement in an effort to increase academic achievement.

AimsWeb Online Subscription: Supplemental on-line resource that provides a complete web-based solution for universal screening, progress monitoring, and data management of students. AimsWeb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.

My Sidewalks Intervention Program: A research-based, intensive, elementary reading intervention program designed for students who are unable to read and comprehend grade-level materials and who are unable to benefit adequately from the strategic intervention that supports their core classroom reading instruction. Program provides thirty weeks of intensive instruction.
Category:
Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity." Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem.

Tier:

Activity - Supplemental Supplies, Materials, and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for at-risk students; supplemental services for at-risk students are designed to increase student achievement in core content areas.	Supplemental Materials, Technology			07/01/2015	06/30/2016	$0	Title I Part A	Teachers, Academic Specialists

Strategy 3:

Math Financial Incentives - Performance Based Bonuses will be awarded to high-performing teachers who are positively impacting the performance of at risk students in the school.

Category:

Research Cited: In 2007, Michael Podgursky and Matthew Springer reviewed the academic literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock, Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay.

Tier:

Activity - Financial Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental bonuses will be awarded to high performing staff that are positively impacting the performance of at risk students in the school.	Other			07/01/2015	09/30/2015	$0	Title II Part A	Eligible staff

Strategy 4:

Math Instructional Support Positions - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students through inclusion & small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-8, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students to increase achievement in core content areas.

Category:

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Mathematics.	Academic Support Program			07/01/2015	06/30/2016	$0	Title II Part A, Section 31a, Title I Part A	Academic Specialist, Paraprofessionals

Strategy 5:

Math Non-Instructional Support Positions - Social Worker: Will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

Category:

Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. Elementary School Guidance & Counseling, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), The Handbook of Counseling, Thousand Oaks, CA: Sage

Tier:

Activity - Non-Instructional Support Position	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental social worker will work with students who experience difficulty in school and community settings as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.	Behavioral Support Program			07/01/2015	06/30/2016	$0	Section 31a	Social Worker

Strategy 6:

Math Out of School Time - Before/After School Tutoring: Tutors will provide supplemental before/after school academic support to at risk students to increase academic achievement.

School based targeted summer learning program will provide supplemental support to at risk students during the summer. Program costs to include staff,

Category:

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental programming occurring outside of the regular school day/year, which provides at risk students with supplemental services designed to increase their academic achievement and proficiency.	Academic Support Program			07/01/2015	06/30/2016	$0	Section 31a	Before/After School Tutors, Summer Teachers and Summer Paras

Goal 2: All students at Lansing Charter Academy will become proficient in reading.

Measurable Objective 1:

A 11% increase of Economically Disadvantaged students will demonstrate a proficiency in comprehension, fluency, and vocabulary in Reading by 06/01/2016 as measured by NWEA and MEAP student achievement data.

Strategy 1:

Reading Instructional Support Positions - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students through inclusion & small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-8, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students to increase achievement in core content areas.

Category:

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Reading. students.	Academic Support Program			07/01/2015	06/30/2016	$0	Section 31a, Title I Part A, Title II Part A	Academic Specialists, Paraprofessionals

Strategy 2:

Reading Financial Incentives - Performance Based Bonuses will be awarded to high-performing teachers who are positively impacting the performance of at risk students in the school.

Category:

Research Cited: In 2007, Michael Podgursky and Matthew Springer reviewed the academic literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock, Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay. Podgursky, M. and Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/Ameican Enterprise Institute.

Tier:

Activity - Financial Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental bonuses will be awarded to high performing staff that are positively impacting the performance of at risk students in the school.	Other			07/01/2015	06/30/2016	$0	Title II Part A	Eligible staff

Strategy 3:

Reading Professional Development - NHA Leadership Summit: Provides administrators a unique opportunity to attend two-day courses that they select based on their professional and school needs. They attend specific courses in the areas where they need further support and training so they can ensure high quality instruction to students and increase student academic achievement.

Academic Instructional Coach: Throughout the entire school year, the Instructional Coach provides staff with supplemental, individualized coaching, modeling, and professional development that deepens each teacher's knowledge and skills while providing them with improved researched-based instructional strategies that can be implemented immediately in the classroom to improve the academic achievement of all students.

Coach PD: School coaches will meet with their coach mentors to examine, discuss & improve their practice of mgmt principles of observations, one-on-one meetings, &

giving feedback. These support trainings will total 10 hrs (2 hrs/mth x 5 mths) where participants will listen to online podcasts, submit learning journals, meet with their mentor to discuss learning, participate in a large group discussion, & examine written feedback on learnings.

Supplemental stipends: To be paid to academic staff for participating in our of school time collaborative professional development meetings, learning how to analyze student data and make educational decisions based on data. Meeting are once a month for eight months and are two hours long.

10% Building Set-Aside: Supplemental RTI and MTSS consulting on side from Dawn Miller on broad MTSS and RTI topics including collaborative meeting, data, analysis, organizing adult action in response to data, and behavioral skills needs to learn academic skills.

Category:

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development to learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and develop other core teaching and learning components as necessary. The skills, techniques, and knowledge acquired through professional development will allow staff to provide high quality instruction necessary to increase the academic achievement of all students.	Professional Learning			07/01/2015	06/30/2016	$0	Title I Part A, Title II Part A	All staff

Strategy 4:

Reading Supplies, Materials, and Technology - Supplemental supplies and materials for Accelerated Reader. Supplies include toner, printer ink, paper and replacement printers.

Accelerated Reader: Supplemental software program that combines real literature and software support and provides immediate feedback through quizzes on reading and vocabulary progress of the student.

Chromebooks - Supplemental Chromebooks will be used by at risk students during classroom & small group instruction to differentiate instruction & increase student

engagement in an effort to increase academic achievement.

AimsWeb Online Subscription: Supplemental on-line resource that provides a complete web-based solution for universal screening, progress monitoring, and data management of students. AimsWeb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.

My Sidewalks Intervention Program: A research-based, intensive, elementary reading intervention program designed for students who are unable to read and comprehend grade-level materials and who are unable to benefit adequately from the strategic intervention that supports their core classroom reading instruction. Program provides thirty weeks of intensive instruction. Expenses include Kindergarten Early Reading Intervention Kit and School Package Grades 1-5.

Category:

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Supplies, Materials, and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for at-risk students; supplemental services for at-risk students are designed to increase student achievement in core content areas.	Supplemental Materials, Technology			07/01/2015	06/30/2016	$0	Title I Part A	Teachers, Academic Specialists

Strategy 5:

Reading Non-Instructional Support Positions - Social Worker: Will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

Category:

Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling

programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. Elementary School Guidance & Counseling, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), The Handbook of Counseling, Thousand Oaks, CA: Sage

Tier:

Activity - Non-Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental social worker will work with students who experience difficulty in school and community settings as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.	Behavioral Support Program			07/01/2015	06/30/2016	$0	Section 31a	Social Worker

Strategy 6:

Reading Out of School Time - Before/After School Tutoring: Tutors will provide supplemental before/after school academic support to at risk students to increase academic achievement.

School based targeted summer learning program will provide supplemental support to at risk students during the summer.   Program costs to include staff.

Category:

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental programming occurring outside of the regular school day/year, which provides at risk students with supplemental services designed to increase their academic achievement and proficiency.	Academic Support Program			07/01/2015	06/30/2016	$0	Section 31a	Before/After School Tutors, Summer Teachers and Summer Paras

Goal 3: All students at Lansing Charter Academy will become proficient in writing.

Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency to structure responses, practice in genres, knowledge of conventions in Writing by 06/01/2016 as measured by NWEA and MEAP student achievement data.

Strategy 1:

Writing Instructional Support Positions - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students through inclusion & small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-7, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students to increase achievement in core content areas.

Category:

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental staff will work with at risk students to provide supplemental services aimed at increasing student proficiency in Writing.	Academic Support Program			07/01/2015	06/30/2016	$0	Section 31a, Title II Part A, Title I Part A	Academic Specialists, Paraprofessionals

Strategy 2:

Writing Non-Instructional Support Positions - Social Worker: Will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

Category:

Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. Elementary School Guidance & Counseling, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D.

C. Locke, J. E. Myers, and E. L. Herr (Eds.), The Handbook of Counseling, Thousand Oaks, CA: Sage

Tier:

Activity - Non-Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental social worker will work with students who experience difficulty in school and community settings as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.	Behavioral Support Program			07/01/2015	06/30/2016	$0	Section 31a	Social Worker

Strategy 3:

Writing Professional Development - NHA Leadership Summit: Provides instructional staff a unique opportunity to attend two-day courses that they select based on their professional and school needs. They attend specific courses in the areas where they need further support and training so they can provide high quality instruction to students and increase student academic achievement.

Academic Instructional Coach: Will provide intervention staff w/ supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, & other core teaching & learning components as necessary.

Coach PD: School coaches will meet with their coach mentors to examine, discuss & improve their practice of mgmt principles of observations, one-on-one meetings, & giving feedback. These support trainings will total 6 hrs (2 hrs/mth x 3 mths) where participants will listen to online podcasts, submit learning journals, meet with their mentor to discuss learning, participate in a large group discussion, & examine written feedback on learnings.

10% Building Set-Aside: Supplemental RTI and MTSS consulting on side from Dawn Miller on broad MTSS and RTI topics including collaborative meeting, data, analysis, organizing adult action in response to data, and behavioral skills needs to learn academic skills.

Category:

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development to learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and develop other core teaching and learning components as necessary. The skills, techniques, and knowledge acquired through professional development will allow staff to provide high quality instruction necessary to increase the academic achievement of all students.	Professional Learning			07/01/2015	06/30/2016	$0	Title I Part A, Title II Part A	All staff

Strategy 4:

Writing Out of School Time - Before/After School Tutoring: Tutors will provide supplemental support to at risk students after school to increase academic achievement.

School based targeted summer learning program will provide supplemental support to at risk students during the summer. Program costs to include staff.

Category:

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental programming occurring outside of the regular school day/year, which provides at risk students with supplemental services designed to increase their academic achievement and proficiency.	Academic Support Program			07/01/2015	06/30/2016	$0	Section 31a	Before/After School tutors, Summer Teachers and Summer Paras

Strategy 5:

Writing Supplies, Materials, and Technology - Chromebooks - Supplemental Chromebooks will be used by at risk students during classroom & small group instruction to differentiate instruction & increase student engagement in an effort to increase academic achievement.

AimsWeb Online Subscription: Supplemental on-line resource that provides a complete web-based solution for universal screening, progress monitoring, and data

management of students. AimsWeb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.

Category:

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity." Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem.

Tier:

Activity - Supplies, Materials, and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for at-risk students; supplemental services for at-risk students are designed to increase student achievement in core content areas.	Supplemental Materials, Technology			07/01/2015	06/30/2016	$0	Title II Part A	Teachers, Academic Specialists

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Support Positions	Supplemental staff will work with at risk students to provide supplemental services aimed at increasing student proficiency in Writing.	Academic Support Program			07/01/2015	06/30/2016	$0	Academic Specialists, Paraprofessionals
Out of School Time	Supplemental programming occurring outside of the regular school day/year, which provides at risk students with supplemental services designed to increase their academic achievement and proficiency.	Academic Support Program			07/01/2015	06/30/2016	$0	Before/After School Tutors, Summer Teachers and Summer Paras
Out of School Time	Supplemental programming occurring outside of the regular school day/year, which provides at risk students with supplemental services designed to increase their academic achievement and proficiency.	Academic Support Program			07/01/2015	06/30/2016	$0	Before/After School tutors, Summer Teachers and Summer Paras
Non-Instructional Support Positions	Supplemental social worker will work with students who experience difficulty in school and community settings as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.	Behavioral Support Program			07/01/2015	06/30/2016	$0	Social Worker
Non-Instructional Support Positions	Supplemental social worker will work with students who experience difficulty in school and community settings as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.	Behavioral Support Program			07/01/2015	06/30/2016	$0	Social Worker
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Mathematics.	Academic Support Program			07/01/2015	06/30/2016	$0	Academic Specialist, Paraprofessionals

Non-Instructional Support Position	Supplemental social worker will work with students who experience difficulty in school and community settings as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.	Behavioral Support Program			07/01/2015	06/30/2016	$0	Social Worker
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Reading. students.	Academic Support Program			07/01/2015	06/30/2016	$0	Academic Specialists, Paraprofessionals
Out of School Time	Supplemental programming occurring outside of the regular school day/year, which provides at risk students with supplemental services designed to increase their academic achievement and proficiency.	Academic Support Program			07/01/2015	06/30/2016	$0	Before/After School Tutors, Summer Teachers and Summer Paras

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Supplies, Materials, and Technology	Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for at-risk students; supplemental services for at-risk students are designed to increase student achievement in core content areas.	Supplemental Materials, Technology			07/01/2015	06/30/2016	$0	Teachers, Academic Specialists
Professional Development	Staff will participate in professional development to learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and develop other core teaching and learning components as necessary. The skills, techniques, and knowledge acquired through professional development will allow staff to provide high quality instruction necessary to increase the academic achievement of all students.	Professional Learning			07/01/2015	06/30/2016	$0	All staff
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Mathematics.	Academic Support Program			07/01/2015	06/30/2016	$0	Academic Specialist, Paraprofessionals

Professional Development	Staff will participate in professional development to learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and develop other core teaching and learning components as necessary. The skills, techniques, and knowledge acquired through professional development will allow staff to provide high quality instruction necessary to increase the academic achievement of all students.	Professiona l Learning			07/01/2015	06/30/2016	$0	All staff
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Reading. students.	Academic Support Program			07/01/2015	06/30/2016	$0	Academic Specialists, Paraprofes sionals
Professional Development	Staff will participate in professional development to learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and develop other core teaching and learning components as necessary. The skills, techniques, and knowledge acquired through professional development will allow staff to provide high quality instruction necessary to increase the academic achievement of all students.	Professiona l Learning			07/01/2015	06/30/2016	$0	All staff
Instructional Support Positions	Supplemental staff will work with at risk students to provide supplemental services aimed at increasing student proficiency in Writing.	Academic Support Program			07/01/2015	06/30/2016	$0	Academic Specialists, Paraprofes sionals
Supplies, Materials, and Technology	Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for at-risk students; supplemental services for at-risk students are designed to increase student achievement in core content areas.	Supplemen tal Materials, Technology			07/01/2015	06/30/2016	$0	Teachers, Academic Specialists

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Instructional Support Positions	Supplemental staff will work with at risk students to provide supplemental services aimed at increasing student proficiency in Writing.	Academic Support Program			07/01/2015	06/30/2016	$0	Academic Specialists, Paraprofes sionals

Professional Development	Staff will participate in professional development to learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and develop other core teaching and learning components as necessary. The skills, techniques, and knowledge acquired through professional development will allow staff to provide high quality instruction necessary to increase the academic achievement of all students.	Professional Learning			07/01/2015	06/30/2016	$0	All staff
Supplies, Materials, and Technology	Teachers and instructional support staff will use supplemental supplies, materials, and technology to support supplemental services for at-risk students; supplemental services for at-risk students are designed to increase student achievement in core content areas.	Supplemental Materials, Technology			07/01/2015	06/30/2016	$0	Teachers, Academic Specialists
Professional Development	Staff will participate in professional development to learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and develop other core teaching and learning components as necessary. The skills, techniques, and knowledge acquired through professional development will allow staff to provide high quality instruction necessary to increase the academic achievement of all students.	Professional Learning			07/01/2015	06/30/2016	$0	All staff
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Mathematics.	Academic Support Program			07/01/2015	06/30/2016	$0	Academic Specialist, Paraprofessionals
Professional Development	Staff will participate in professional development to learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and develop other core teaching and learning components as necessary. The skills, techniques, and knowledge acquired through professional development will allow staff to provide high quality instruction necessary to increase the academic achievement of all students.	Professional Learning			07/01/2015	06/30/2016	$0	All staff
Financial Incentives	Supplemental bonuses will be awarded to high performing staff that are positively impacting the performance of at risk students in the school.	Other			07/01/2015	09/30/2015	$0	Eligible staff
Financial Incentives	Supplemental bonuses will be awarded to high performing staff that are positively impacting the performance of at risk students in the school.	Other			07/01/2015	06/30/2016	$0	Eligible staff

Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Reading. students.	Academic Support Program			07/01/2015	06/30/2016	$0	Academic Specialists, Paraprofessionals