



Single Building District Improvement Plan

Momentum Academy

Momentum Academy

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process used to engage a variety of stakeholders were held at different times throughout the school year. Some times were in the morning while other times were after school. Childcare was provided at the time of the meetings. Stakeholders were selected by those who participated in the meetings. Any stakeholder unable to attend the meetings received the minutes.

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

The stakeholders groups varied in age, race, economic status, and gender. Their responsibilities were to engage and interact at the meetings so we could use their feedback to assist in creating the improvement plan.

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

The final improvement plan was communicated to all stakeholders by paper copies being distributed. The method used is paper copies and the frequency is ongoing.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment, CNA, process began in September, 2014. School Improvement Plan was devised by gathering information during surveys, management meetings, parent conferences and administrative meetings.

All decisions were made through consensus and brainstorming sessions. All materials viewed were in parent friendly language format.

Meetings were conducted throughout the year to view academic data and review the School Improvement Goals and Objectives. The whole staff collaboratively gave input to the school improvement plan and was involved in all aspects of the plan during the 2014-2015 school year.

Data reports were accessed either electronically or in paper from Data Director, MEAP, Global Scholars and teacher assessments. Staff identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, demographic, input. Finally, staff prioritized the areas of greatest need for all and identified subgroups and preliminary priority goals, strategies and activities were developed by the staff.

Staff used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the school completed the School Data Diagnostic in Advanced Ed. Administrators and staff communicate with parents and students during assemblies, meetings and conferences, data and results to ensure that all stakeholders are involved in the process. Parent representative(s) are invited to be included in School Improvement Plan functions by the principal. The principal explains the School Improvement Process with parents (i.e., during telephone conversations, Parent Workshops, etc.) and encourages questions at any time so there is no confusion. They are helpful in providing the parent perspective. Parent representatives are encouraged to share updates at PTO meetings.

We sought additional input regarding school culture, curriculum, RtI Program, specific parent concerns, compact ideas, etc. from parents through computer surveys. Meetings were held to provide opportunities for collaboration between management, staff, administration, and other stakeholders. The principal and committee members each took portion of the plan to work on and gather data.

The CNA was conducted by Momentum Academy and information was gathered from all stakeholders by:

1. Management met six times from September 2014 to May 2015 to gather data, analyze data, create surveys, research and implement best practices, as well as to brainstorm opportunities, strengths, weaknesses and threats to school achievement and success.
2. Teacher feedback and input was collected and used.
3. Parent representatives were consulted in the collection of data and parent concerns.
4. Parents were surveyed at December Parent Teacher conferences.
5. Students were informally surveyed and their concerns addressed on behalf of teachers.

The following types of data were discussed during the CNA:

Demographic: Enrollment, Ethnicity, Subgroups, Socio-Economic Status, Attendance and Behavior.

Process: Management and walk-through data

Perception: Staff, Parents and Student Surveys

Achievement: MEAP, Global Scholars, 30 Day Assessments (Data Director), and teacher assessments.

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

DEMOGRAPHIC DATA:

Enrollment:

SY 2016-2017

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2013-2014 104 students

2014-2015 138 students

Ethnicity:

Momentum Academy was 60% (62) African American, 4% (4) Hispanic, 26% (24) Caucasian and 10% (10) other for the 2013-2014 school year.

Momentum Academy was 63% (87) African American, 4% (6) Hispanic, 14% (20) Caucasian and 16% (22) other for the 2014-2015 school year.

Economic (SES)

Momentum Academy had economically disadvantaged students in the 2014-2015 school year.

Momentum Academy had 76% (105 students) economically disadvantaged students in the 2014-2015 school year.

Males/Females:

Momentum Academy's population was 53% (55) Male and 47% (49) female for the 2013-2014 school year.

Momentum Academy's population was 50% (69) Male and 50% (69) female for the 2014-2015 school year.

Students with Disabilities:

Momentum Academy had 20% (21) students in attendance for the 2013-2014 school year with identified disabilities.

Momentum Academy had 18% (25) students in attendance for the 2014-2015 school year with identified disabilities.

Attendance:

2013-2014 school year: , there were 15% of students with more than 10 absences.

2014-2015 school year: , there were 8% students with more than 10 absences.

Behavior:

The total number of incidents reported for 2013-2014 was: 32

The total number of incidents reported for 2014-2015 was: 29

Mobility Rate:

In reviewing our trend data, the mobility rate for Momentum Academy is growing.

2013-2014 - 37%

2014-2015 - 17%

STUDENT ACHIEVEMENT

GAP STATEMENTS:

School differentiated proficiency targets are used in the Michigan School Accountability Scorecards. Proficiency targets for schools that have 30 or more students with full academic year (FAY) status are measured by annual growth in a specific content area until the proficiency target of 85% is met under The Elementary and Secondary Education Act (ESEA) by 2022. There are no targets yet determined for Momentum Academy as we are in our second year.

READING GAP STATEMENTS FOR ALL STUDENTS:

Less than 10% of all students scored at or above proficiency on the States required reading assessment, leaving a gap of over 75.8% between our school and the state of 85.8%

READING GAP STATEMENTS BY GRADE LEVEL:

(Goal is 60%)

51% of second grade students scored at or above proficiency on Global Scholars assessment, leaving a gap of 9%

15% of third grade students scored at or above proficiency on Global Scholars assessment, leaving a gap of: 45%

7% of fourth grade students scored at or above proficiency on Global Scholars assessment, leaving a gap of:53%

22% of fifth grade students scored at or above proficiency on Global Scholars assessment, leaving a gap of: 48%

17% of sixth grade students scored at or above proficiency on Global Scholars assessment, leaving a gap of: 43%

READING GAP STUDENTS BY SUBGROUP:

The subgroup furthest from all students in proficiency on the state's MEAP assessment was Students with Disabilities. Less than 10% of

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students with disabilities scored at or above proficiency on the MEAP leaving a gap of greater than 46.2% between Students with Disabilities and all students (56.2%).

WRITING GAP STATEMENTS FOR ALL STUDENTS:

Less than 10% of all students scored at or above proficiency on the states required writing assessment, leaving a gap of over 63.2% between our school and the state (73.2%).

WRITING GAP ASSESSMENT BY GRADE LEVEL:

(Goal of 60%)

51% Of Kindergarten students scored at or above proficiency on Teacher assessment, leaving a gap 9%

45% Of first grade students scored at or above proficiency on Teacher assessment, leaving a gap 15%

45% Of second grade students scored at or above proficiency on Teacher assessment, leaving a gap 15%

35% Of third grade students scored at or above proficiency on Teacher assessment, leaving a gap 25%

22% Of fourth grade students scored at or above proficiency on Teacher assessment, leaving a gap 38%

19% Of fifth grade students scored at or above proficiency on Teacher assessment, leaving a gap 41%

15% Of sixth grade students scored at or above proficiency on Teacher assessment, leaving a gap 45%

11% Of seventh grade students scored at or above proficiency on Teacher assessment, leaving a gap 49%

WRITING GAP STATEMENTS BY SUBGROUP:

The subgroup furthest from all students in proficiency on the states assessment was Students with Disabilities. Less than 10% of Students with Disabilities scored at or above proficiency on the MEAP assessment, leaving a gap of over 25.2% between Students with Disabilities and all students (35.2%).

MATHEMATICS GAP STATEMENTS FOR ALL STUDENTS:

Less than 10% of all students scored at or above proficiency on the states required mathematics assessment, leaving a gap of over 52.2% between our school and the state(62.2%).

MATHEMATICS GAP STATEMENTS BY GRADE LEVEL:

(Goal is 60%)

55 % of second grade students scored at or above proficiency on Global Scholars assessment, leaving a gap 5%.

15% of third grade students scored at or above proficiency on Global Scholars assessment, leaving a gap of 45%.

17% of fourth grade students scored at or above proficiency on Global Scholars assessment, leaving a gap of 43%.

14% of fifth grade students scored at or above proficiency on Global Scholars assessment, leaving a gap of 46%.

12% of sixth grade students scored at or above proficiency on Global Scholars assessment, leaving a gap of 48%.

MATHEMATICS GAP STATEMENTS BY SUBGROUP:

The subgroup furthest from all students in proficiency on the state's MEAP assessment was Students with Disabilities. Less than 10% of students with disabilities scored at or above proficiency on the MEAP and the gap of over 29.7% between the Students with Disabilities and all students (39.7%).

SCIENCE GAP STATEMENTS FOR ALL STUDENTS:

Less than 10% of all students scored at or above proficiency on the states required science assessment, leaving over a 32.9% gap between our school and the state (42.9%).

SCIENCE GAP STATEMENTS BY GRADE LEVEL:

(Goal is 60%)

58% of Kindergarten students scored at or above proficiency on Teacher assessment, leaving a gap of 2%.

26% of first grade students scored at or above proficiency on Teacher assessment, leaving a gap of 34%.

32% of second grade students scored at or above proficiency on Teacher assessment, leaving a gap of 28%.

18% of third grade students scored at or above proficiency on Teacher assessment, leaving a gap of 42%.

17% of fourth grade students scored at or above proficiency on Teacher assessment, leaving a gap of 43%.

24% of fifth grade students scored at or above proficiency on Teacher assessment, leaving a gap of 36%.

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12% of sixth grade students scored at or above proficiency on Teacher assessment, leaving a gap of 48%.

10% of seventh grade students scored at or above proficiency on Teacher assessment, leaving a gap of 50%.

SCIENCE GAP STATEMENTS BY SUBGROUP:

The subgroup furthest from all students in proficiency on the states assessment was Students with Disabilities. Less than 10% of Students with Disabilities scored at or above proficiency on the MEAP assessment , leaving a gap of over 6.1% between the Students with Disabilities and all students (16.1%).

SOCIAL STUDIES GAP STATEMENTS FOR ALL STUDENTS:

Less than 10% of all students scored at or above proficiency on the states required social studies assessment, leaving over a 47.3% gap between our school and the state (57.3%).

SOCIAL STUDIES GAP STATEMENTS BY GRADE:

(Goal is 60%)

47% of Kindergarten students scored at or above proficiency on Teacher assessment, leaving a gap of 13%.

44% of first grade students scored at or above proficiency on Teacher assessment, leaving a gap of 16%.

19% of second grade students scored at or above proficiency on Teacher assessment, leaving a gap of 41%.

36% of third grade students scored at or above proficiency on Teacher assessment, leaving a gap of 24%.

13% of fourth grade students scored at or above proficiency on Teacher assessment, leaving a gap of 47%.

14% of fifth grade students scored at or above proficiency on Teacher assessment, leaving a gap of 46%.

17% of sixth grade students scored at or above proficiency on Teacher assessment, leaving a gap of 43%.

9% of seventh grade students scored at or above proficiency on Teacher assessment, leaving a gap of 51%.

SOCIAL STUDIES GAP STATEMENTS BY SUBGROUP:

The subgroup furthest from all students in proficiency on the state's MEAP assessment was Students with Disabilities. Less than 10% of students with disabilities scored at or above proficiency on the MEAP and the gap of over 11.7% between the Students with Disabilities and all students (21.7%).

ACHIEVEMENT DATA TREND ANALYSIS (3 YEARS)

Momentum Academy is in its second year of school. Due to this we only have one year of MEAP data and have no other scores to compare it to in order to show a trend.

ADEQUATELY YEARLY PROGRESS:

STATE RANKING ON TOP TO BOTTOM RANKING:

The State has not yet ranked Momentum Academy as we are a second year school.

PROGRAM/PROCESS DATA:

During our CNA (SPR 90) we examined Instruction, Assessment, Instructional Leadership, Shared Leadership, Curriculum, Professional Learning, Parent and Community Involvement, Data Management Personnel Qualifications, Professional Learning, Operational and Resource Management and Information Management, Community Involvement, Data Management, and Instruction. The highest rating one can receive in each category is 4.0

Strength:

Instruction: 4.0

Assessment: 4.0

Information management: 4.0

Areas of concern:

Curriculum: 2.75

Shared Leadership: 2.5

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Other PROGRAM/PROCESS DATA:

Walkthrough Data Observation 360 of Teacher Evaluations

STRENGTHS:

1. Technology Integration
2. The use of school-wide behavior systems

AREAS OF CONCERN:

1. Curriculum and Instruction
2. Consistency of behavior management

PERCEPTIONS DATA

STAFF: 12 staff members

Percentage of staff survey 100%

Strengths:

- Teach Like A Champion Techniques
- Small class size
- Best practices
- Administration
- Communication
- Free Dress Fridays
- Open Communication
- New school
- PTO
- Flexible
- Response to feedback
- School Wide Title 1
- Latchkey

Areas of Concern:

The items that indicate the lowest level of satisfaction among teachers/staff are:

- Safety plan/security
- Specials/play ground
- Technology

PARENTS:

Percentage of PARENT surveys returned: 47%

Strengths:

Of all the respondents at Momentum Academy parents had positives opinions.

- Our school has high expectations
- Our school has established goals and a plan for improving learning.
- Our school's purpose statement is clearly focused on success
- Our school's governing body do not interfere with the operation or leaders.
- My child's teacher work as a team to help my child
- My child's teacher helps me understand my child's progress
- My child's teacher reports on my child's behavior/progress in an easy form
- My child know their classroom/school expectations
- My child has access to support services based on his/ her needs

Areas of Concern:

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- After school program
- Outdoor play ground
- Extra curricular specials

STUDENTS:

Percentage of STUDENT surveys returned 70%

Strengths:

Students at Momentum Academy had positive opinions about their perception of school.

- In my school my teacher wants everyone to learn
- In my school my principal wants everyone to learn
- In my school my teach wants me to do and be my best
- My teacher helps me learn things I will need in the future
- My teachers tell me how I should behave and do my work
- The teachers all care about me
- My school has computers to help me learn

Areas of Concern:

The items that indicate the lowest level of satisfaction among students are:

- In my school students treat adult with respect
- My teachers ask me what I think about school
- My school does not have fun things

COMMUNITY:

No Surveys were returned from the community. Therefore, this item is not applicable to our school.

ACHIEVEMENT DATA TREND ANALYSIS (3 YEARS)

Momentum Academy is in its second year of school. Due to this we only have one year of MEAP data and have no other scores to compare it to in order to show a trend.

ADEQUATELY YEARLY PROGRESS:

STATE RANKING ON TOP TO BOTTOM RANKING:

The State has ranked not yet ranked Momentum Academy as we are a second year school.

STUDENT AHCIEVEMENT CONCLUSION

READING ELA:

MEAP reading achievement/demographic data results showed that less than 10% are proficient in reading. Achievement data showed that Students with disabilities were amongst the lowest preforming groups that are furthers away from State Proficiency targets. Overall, we will focus student's furthest from the target and students with disabilities with the following priorities in the reading: narrative text, information text, and Comprehension.

WRITING:

Less than 10% of our students are proficient in writing. Our main concern in writing would be to continue to provide high quality professional development in Writing Across the Curriculum. The student's furthest away from the State proficiency targets will work on the following standards to close the gap in writing: The Writing Process and Grammar Usage.

MATH:

Less than 10% of our student are proficient in math. Our main concern in math would be to ask more higher order thinking questions to help increase the students comprehension skills. Teachers will make a point to cover all of the common core standards and implement spiral review in sequence of pacing guide. Therefore we will continue to focus on the following priority content areas: Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Number and Operations Fractions, Measurement and Data, Geometry, Ratio and Proportional, The Number System, Expression and Equations, Geometry, Statics and Probability.

SOCIAL STUDIES:

Less than 10% of our students are proficient in Social Studies. Our main concern in Social Studies would be to implement a rigorous Social Studies Project Based Learning Program for all students furthest from State Proficiency Target in these targeted low achieving strands: The History of Michigan, Rev. & New Nation, Places and Region, Finds of Civic and Political Life. This included but not limited to staff professional development, parent activities and planned field activist to generate exposure and to help students better understand the history of Michigan.

SCIENCE:

Less than 10% of students are proficient in Science. With a low proficiency level we will be on implementing professional development, and a rigorous Inquiry Based Instruction Program to address the lowest identified strands of Science: Inquiry Process, Heredity, Forces and Motion, Properties of Matter, Earth Systems, Energy, and Organization of living things.

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.

Alignment to goals

READING: All students at Momentum Academy will become proficient readers

Priority areas include increased vocabulary instruction as well as an increased focus on teaching elements of narrative text, higher degree of information text and providing students with strategies to analyze and comprehend information text. Connecting learning to real-life experiences will happen as much as possible to increase student comprehension. Students will be provided with consistence daily-sustained silent reading. Regular connections will be made with prior knowledge and experience to assist students in assimilating new knowledge with knowledge they already possess. Higher order, critical thinking questions will be asked and answered daily across grade levels.

All content areas are covered in the goals chosen as reading instruction is a whole language process and therefore, focus on the specific learning objectives as stated above the will improve student knowledge across all reading content areas.

Achievement data (MEAP, data director, global scholars) process, perception, demographic data, and transitioning into M-STEP were all taken into consideration when these specific goals were chosen. Stakeholders analyzed data combining this with their professional perceptions of student needs as well as demographic challenges decided on specific areas to focus on. Stakeholders also discussed current processes in place and changes/improvements that could be put into place when addressing the goals. MEAP reading achievement/demographic data results showed that less than 10% all students are proficient in reading. Achievement data showed the students with disabilities were amongst the lowest performing students, furthest away from state proficiency targets.

WRITING: All students at Momentum Academy will become proficient writers.

Priority areas which have been established in achieving writing goals in the Common Core areas The Writing Process and Grammar Usage for all students who are furthest away from the state proficiency targets. Momentum Academy will implement writing across the curriculum using Response To Intervention. RTI will help close the gaps among all students furthest from state proficiency targets.

All content areas are covered in the goals chosen for writing instruction as ELA/Writing is a whole language process and therefore, focus on the specific learning objectives as stated above will improve student knowledge across all ELA/Writing content areas.

Achievement data (MEAP, data director, global scholars) process, perception, demographic data, and transitioning into M-STEP were all taken into consideration when these specific goals were chosen. Stakeholders analyzed data combining this with their professional perceptions of student needs as well as demographic challenges decided on specific areas to focus on. Stakeholders also discussed current processes in place and changes/improvements that could be put into place when addressing the goals. MEAP writing achievement/demographic data results showed that less than 10% all students are proficient in writing. Achievement data showed the students with disabilities were amongst the lowest performing students, furthest away from state proficiency targets.

MATHEMATICS: All students at Momentum Academy will become proficient in mathematics.

Priority areas which have been established in achieving math goals in the Common Core area of operations and algebraic thinking include

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problem solving with wholes, multiplying and dividing wholes, using factors and multiples, variables and combining like terms, number notation and place value.

Priority areas, which have been established in achieving mathematics goal in the Common Core areas of numbers and operations in base ten, include notations and place value.

Priority areas, which have been established in achieving mathematics goal in the Common Core areas of number and operations, include using common denominators, understanding fractions, basic addition and subtraction, and comparing decimals with fractions.

Priority areas, which have been established in achieving the mathematics goals in the Common Core area of Geometry, include properties of 2D and 3D shapes, naming and exploring 3D solids and the meaning of angles.

Priority areas, which have been established in achieving the mathematics goal in the common core area of Statistic and Probability, include rates, ratios, and proportions.

All content areas are covered in the goals chosen. These goals were chosen based upon identifying the students who scored lowest on in each areas of Mathematics MEAP.

Achievement data (MEAP, data director, global scholars) process, perception, demographic data, and transitioning into M-STEP were all taken into consideration when these specific goals were chosen. Stakeholders analyzed data combining this with their professional perceptions of student needs as well as demographic challenges decided on specific areas to focus on. Stakeholders also discussed current processes in place and changes/improvements that could be put into place when addressing the goals. MEAP mathematics data results showed that less than 10% all students are proficient in writing. Due to this our main concern in math would be to ask more higher order thinking questions to help increase the students comprehension of mathematics skills. Achievement data showed the students with disabilities were amongst the lowest performing students, furthest away from state proficiency targets.

SCIENCE: All students at Momentum Academy will become proficient in science.

The priority areas identifying for helping to achieve the Science goal include forces and motions, properties of matter, heredity, earth systems, energy and organization of living things.

Any content area not included was not identified as priority when an analysis of MEAP was completed. Priorities were based upon lowest performing GLCEs/Standards as measured by the MEAP.

Achievement data (MEAP, data director, global scholars) process, perception, demographic data, and transitioning into M-STEP were all taken into consideration when these specific goals were chosen. Stakeholders analyzed data combining this with their professional perceptions of student needs as well as demographic challenges decided on specific areas to focus on. Stakeholders also discussed current processes in place and changes/improvements that could be put into place when addressing the goals. With an overall level of less than 10% proficiency, our concern in science will be on implementing professional development, and a rigorous Inquiry Based Instruction Program.

Achievement data showed the students with disabilities were amongst the lowest performing students, furthest away from state proficiency targets. We will target those students furthest from proficiency and provide intervention support with priorities in the following science areas:

Science Process: Inquiry Process-S.IP.04.11, S.IP.07.16, Forces & Motion- P.FM.03.36, Properties of Matter- P.PM.03.52, Heredity- L.HE.02.13, Earth Systems- E.ES.03.41, E.ES.03.41, E.ES.07.13, E.ES.07.81, Energy 44 P.EN.)&.32, Organization of Living Things # 49 L.OL.07.23

Priorities identified for establishing the Social Studies goal include history of Michigan, Places and Regions, Civic and Political Life History and Geography.

Any content area not included was not identified as a priority when analysis of the MEAP was completed. Priorities were based upon lowest performing GLCEs/Standards as measured by the MEAP.

Achievement data (MEAP, data director, global scholars) process, perception, demographic data, and transitioning into M-STEP were all taken into consideration when these specific goals were chosen. Stakeholders analyzed data combining this with their professional perceptions of student needs as well as demographic challenges decided on specific areas to focus on. Stakeholders also discussed current processes in place and changes/improvements that could be put into place when addressing the goals. With less than 10% are proficient in social students our main goal is to implement a rigorous Social Studies Project Based Learning Program. Achievement data showed the students with disabilities were amongst the lowest performing students, furthest away from state proficiency targets. Our goal for social

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studies is provide intervention support with priorities in the following social studies areas: The History of Michigan: 3H3.0.06, USHG ERA1-Beg to 1620 5U2.1.02, USHG ERA 3-Rev. & New Nation 5U3.1.02, Places and Region 4G2.0.02, Finds of Civic & Political Life 4C3.0.01. This includes but is not limited to staff professional development, parent activities, and planned field activities to generate exposure and to help students better understand the History of Michigan.

CULTURE AND CLIMATE: All Students will learn in a positive culture and climate.

Momentum Academy has decided to target the overall school climate for change with a focus being made on grades fourth through seventh due to higher levels of behavior incident reports at these grade levels. The PBIS program will implement fully which places an emphasis on positive behavior interventions and reinforcement. In addition, a change in attitude towards attendance is a necessity. Programs need to be explored that will encourage students to make it to school on time daily and to stay for full school day. Demographic data indicated the both behavior and attendance needs support.

Emphasis will be placed on fourth and seventh grade.

This goal is a cultural/climate goal that should bring about a systemic change that will result in increased level of academic achievement in all core subjects. Perception data as well as behavior incident reports and attendance analysis were consulted in developing the need for this goal.

TEACHING AND LEARNING SUPPORTS: Teaching and learning supports will be provided for all students to improve academic achievement. All content areas are included in this goal.

An increased effort will be made to ensure that we spend more time with Tier III students. As well as, peer tutoring and small group/differentiated instruction will become a priority cross grade levels.

Achievement data (MEAP, data director, global scholars) process, perception, demographic data, and transitioning into M-STEP were all taken into consideration when these specific goals were chosen. Stakeholders analyzed data combining this with their professional perceptions of student needs as well as demographic challenges decided on specific areas to focus on.

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?

READING:

Strategies for ALL students (Tier I):

Momentum Academy will use the I/We/You Technique for Tier I instruction. The following strategies will be focused on:

Explicit modeling

Guided instruction

Cooperative Learning

Supervised Independent Practice

Intervention Strategies:

Tier II- differentiating through small group instruction/co-teaching

Tier III- Increased Instructional Time/Co-Teaching

WRITING:

Strategies for ALL students (Tier I):

Momentum Academy will use the I/We/You Technique for Tier I instruction. The following strategies will be focused on:

Explicit modeling

Guided instruction

Cooperative Learning

Supervised Independent Practice

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Intervention Strategies:

Tier II- differentiating through small group instruction/co-teaching

Tier III- Increased Instructional Time/Co-Teaching

MATHEMATICS:

Strategies for ALL students (Tier I):

Momentum Academy will use the I/We/You Technique for Tier I instruction. The following strategies will be focused on:

Explicit modeling

Guided instruction

Cooperative Learning

Supervised Independent Practice

Intervention Strategies:

Tier II- differentiating through small group instruction/co-teaching

Tier III- Increased Instructional Time/Co-Teaching

SCIENCE:

Strategies for ALL students (Tier I):

Momentum Academy will use the I/We/You Technique for Tier I instruction. The following strategies will be focused on:

Explicit modeling

Guided instruction

Cooperative Learning

Supervised Independent Practice

Inquiry Based Learning

STEM

Intervention Strategies:

Tier II- differentiating through small group instruction/co-teaching

Tier III- Increased Instructional Time/Co-Teaching

SOCIAL STUDIES:

Strategies for ALL students (Tier I):

Momentum Academy will use the I/We/You Technique for Tier I instruction. The following strategies will be focused on:

Explicit modeling

Guided instruction

Cooperative Learning

Supervised Independent Practice

Project Based Learning

Intervention Strategies:

Tier II- differentiating through small group instruction/co-teaching

Tier III- Increased Instructional Time/Co-Teaching

CULTURE AND CLIMATE:

Behavior:

Strategies for ALL students:

Counseling (in school counselor)

Grade span behavior assemblies

Anti-bullying, Anti-Violence Programs

Intervention Strategies Tier I and Tier II

Mentoring Program

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Department of Human Resources Referrals

Afterschool/Summer School Program

Attendance:

Strategies for ALL students:

Recognize Good and Improvement Attendance

Engage Students and Parents

Monitor Attendance Data and Practice

Provide Personalized Early Outreach

Develop Programmatic Response to Barriers

Parent Engagement:

Create a welcoming school climate

Establish effective school-to-home and home-to-school communication

Support parents knowledge and skills help extend children's at home community learning

Provide leadership, decision-making and volunteer opportunities

Component 2: Schoolwide Reform Strategies

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

Momentum Academy is a schoolwide Response to Intervention program school. All students are part of the intervention process (i.e., 30-day assessment, analysis of data, subgrouping and reinstruction), and mastery of subject matter is achieved by emphasis on recognition of skill areas that have not been mastered during initial instruction to utilize a different approach during re-teaching. The goal is that, through analyzing data results, teachers can effectively support student learning and drive achievement.

READING ELA:

I/WE/YOU or WE TECHNIQUES (Teach Like a Champion, Doug Lemov)

I/We/You model is used to enrich and accelerate instruction in the classroom. This model of instruction moves from explicit modeling and instruction to guided practice and then to activities that position students to become independent learners. The teacher guides the students to a point where the student accepts responsibility for the task. This will be conducted in a daily 90 minute ELA block.

EXPLICIT SYSTEMIC INSTRUCTION

I DO IT

During the initial phase of instruction, direct instruction is provided. It begins with a hook to get students excited about learning, breaking down the task into steps, model for the students and circulate through the room engaging learners. Teachers will read children's literature to the students, engaging them in understanding and comprehension of text, listening and speaking vocabulary and knowledge of story structure.

GUIDED INSTRUCTION

WE DO IT

During the next phase of instruction, we do guided instruction. It involves techniques that include Break it Down (break down complex tasks into their most basic parts), Ratio (pushing more and more of the learning to the student to encourage independence) and Check for Understanding (using various techniques that allow for genuine understanding of material, not relying on student reporting alone). Teachers will lead, suggest, explain, respond and acknowledge as a student progress towards Independence. A set of "shared stories," in which part of story is written in small type are read by the teacher and part is written in large type which is read by the students. Gradually, the teacher portion diminishes as the student portion lengthens, until students are reading the entire book.

SUPERVISED INDEPENDENT PRACTICE

YOU DO IT

During this phase of learning, students do independent practice of tasks. It involves techniques like At Bats (give students several "at bats" turns to develop skills and practice tasks), Exit Ticket (a final query to get students to show what they have learned before moving on) or Take a Stand (Students stand or remain seated to show their response to questions regarding the task). Teacher will scaffold instruction, validate work, reteach as needed, evaluates/observe (progress monitoring), encourage, clarify, confirm, and coach students (different way to differentiate). Teachers will provide a classroom library of books at students' reading levels, and students will read books of their choice.

COOPERATIVE LEARNING

YOU DO TOGETHER

During this phase of learning, students work together sharing and collaboratively working on tasks. Teachers structure small groups of 3-4 students and support the collaborative work of students. They will also observe and assist students. Teachers will use cooperative learning activities built around story structure prediction, summarization, vocabulary building and decoding practice. Students will engage in partner reading and structured discussion of stories, novels, non-fiction, etc., and work in teams toward mastery of the vocabulary and content of the stories/information.

RESPONSE TO INTERVENTION

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After Reading instruction on CCSS, students take 30-day assessments to establish mastery of material. Data from test results is analyzed, subgroups of students are established each month, and teachers use the results to drive enrichment opportunities for specific subgroups of students based on the skills that required additional instruction.

TECHNOLOGY INTEGRATION

Teachers will support differentiation of reading instruction by integrating technology.

PROGRESS MONITORING

Every 30 days, students are assessed for progress and accommodated.

WRITING

I/WE/YOU model will be used to focus on our writing priority areas of: The writing process and grammar usage.

EXPLICIT SYSTEMIC INSTRUCTION

I DO

Teachers will initiate, model, explain, and use think alouds to "show how to do it." Teachers will model the prewriting process - This step involves brainstorming, considering purpose and goals for writing, using graphic organizers to connect ideas, and designing a coherent structure for writing.

GUIDED INSTRUCTION

WE DO

Teachers will lead, suggest, explain, respond and acknowledge as student progress towards independence. Teacher will guide students through the drafting process - Students will work independently and discuss with other students individually as they write. Teachers will then guide students through revising and editing. Teacher will show students how to revise specific aspects of their writing to make it more coherent and clear.

SUPERVISED INDEPENDENT PRACTICE

YOU DO

Teachers will scaffold instruction, validate work, reteach as needed, evaluates/observe (progress monitoring), encourage, clarify and coach students (different way to differentiate). Teachers will use small group lessons, or individual conferencing to support individual practice of writing.

COOPERATIVE LEARNING

YOU DO TOGETHER

Teachers structure small groups of 3-4 students and support the collaborative work of students. They will also observe and assist students. Teachers will support students in cooperative groups through the rewriting process where students will incorporate changes as they carefully write or type their final drafts. Teachers will then support the publishing process by encouraging students to publish their works in a variety of ways.

RESPONSE TO INTERVENTION

After writing instruction on CCSS, students take ELA 30-day assessments to establish mastery of material. Data from test results is analyzed, subgroups of students are established each month, and teachers use the results to drive enrichment opportunities for specific subgroups of students based on the skills that required additional instruction.

WRITING ACROSS THE CURRICULUM

Teachers will integrate the writing process into all subject areas.

TECHNOLOGY INTEGRATION

Teachers will support differentiation of writing instruction by integrating technology.

PROGRESS MONITORING

Every 30 days, students are assessed for progress and accommodated.

MATHEMATICS

I/WE/YOU model will be used to focus on our mathematics priority areas of: Numbers and Operations, Measurement and Data, Geometry,

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Algebraic Thinking, Ratios and Proportional, Expressions and Equations, Statics and Probability.

EXPLICIT SYSTEMIC INSTRUCTION

I DO

Teachers will initiate, model, explain, and use think alouds to "show how to do it." Teachers will model and record the appropriate mathematical representation using manipulatives, diagrams or technology.

GUIDED INSTRUCTION

WE DO

Teachers will lead, suggest, explain, respond and acknowledge as student progress towards independence. Teacher will model and elicit responses from students again using manipulatives, diagrams or technology.

SUPERVISED INDEPENDENT PRACTICE

YOU DO

Teachers will scaffold instruction, validate work, reteach as needed, evaluates/observe (progress monitoring), encourage, clarify and coach students (different way to differentiate). Teachers will use small group to provide practice that is based upon conceptual understand, number sense, and connections to previously learned concepts and skills.

COOPERATIVE LEARNING

YOU DO TOGETHER

Teachers structure small groups of 3-4 students and support the collaborative work of students. They will also observe and assist students. Teachers will group students allowing them to voice their mathematical ideas and explain them to others, this will extend and deepen their understanding.

RESPONSE TO INTERVENTION

After writing instruction on CCSS, students take ELA 30-day assessments to establish mastery of material. Data from test results is analyzed, subgroups of students are established each month, and teachers use the results to drive enrichment opportunities for specific subgroups of students based on the skills that required additional instruction.

TECHNOLOGY INTEGRATION

Teachers will support differentiation of mathematical instruction by integrating technology.

PROGRESS MONITORING

Every 30 days, students are assessed for progress and accommodated.

SOCIAL STUDIES

I/WE/YOU model will be used to focus on our social studies priority areas of: History and Economics.

EXPLICIT SYSTEMIC INSTRUCTION

I DO

Teachers will initiate, model, explain, and use think alouds to "show how to do it." Teachers will use graphic organizers to record key ideas to help students obtain meaning from what they read. Graphic organizers will help students to see the underlying logic and interconnections among concepts by improving their comprehension and retention of social studies.

GUIDED INSTRUCTION

WE DO

Teachers will lead, suggest, explain, respond and acknowledge as student progress towards independence. Teacher will continue to support the use of graphic organizers for comprehension of social studies concepts.

SUPERVISED INDEPENDENT PRACTICE

YOU DO

Teachers will scaffold instruction, validate work, reteach as needed, evaluates/observe (progress monitoring), encourage, clarify and coach students (different way to differentiate). Teachers will provide independent practice reading social studies content with the support of graphic organizers.

COOPERATIVE LEARNING

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YOU DO TOGETHER

Teachers structure small groups of 3-4 students and support the collaborative work of students. They will also observe and assist students. Teachers will support students in cooperative groups as they work on projects and use graphic organizers.

PROJECT BASED LEARNING (PBL)

Momentum Academy has chosen to use Project Based Learning for all Social Studies students to help close the less than 10% achievement gap in proficiency levels. PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline. These projects involve students in a constructive investigation. They also involve a question and activities. Both can be student created, as it increases student motivation. PBL projects will be built around thematic units or the intersection of topics from two or more disciplines.

TECHNOLOGY INTEGRATION

Teachers will support differentiation of social studies instruction by integrating technology.

PROGRESS MONITORING

Every 30 days, students are assessed for progress and accommodated.

SCIENCE

I/WE/YOU model will be used to focus on our science priority areas of: The Inquiry Process, Earth Science, Life Science and Physical Science.

EXPLICIT SYSTEMIC INSTRUCTION

I DO

Teachers will initiate, model, explain, and use think alouds to "show how to do it." Teachers will use graphic organizers to record key ideas to help students obtain meaning from what they read. Graphic organizers will help students to see the underlying logic and interconnections among concepts by improving their comprehension and retention of scientific knowledge.

GUIDED INSTRUCTION

WE DO

Teachers will lead, suggest, explain, respond and acknowledge as student progress towards independence. Teacher will use hands-on experiments and graphic organizers to model scientific concepts.

SUPERVISED INDEPENDENT PRACTICE

YOU DO

Teachers will scaffold instruction, validate work, reteach as needed, evaluates/observe (progress monitoring), encourage, clarify and coach students (different way to differentiate). This will be accomplished through hands-on, inquiry based instruction.

COOPERATIVE LEARNING

YOU DO TOGETHER

Teachers structure small groups of 3-4 students and support the collaborative work of students. They will also observe and assist students. Teachers will use inquiry based instruction through hands-on experiments.

INQUIRY BASED LEARNING

Momentum Academy has chosen to use Inquiry Based Learning and STEM based learning for all Science students to help close the less than 10% achievement gap. Teachers will facilitate learning in the following ways: by teaching problem-solving, critical thinking skills, and disciplinary content, by promoting the transfer of concepts to new problem questions, by teaching students how to learn and build self-directed learning skills, by developing student ownership of their inquiry and enhancing student interest in the subject matter.

TECHNOLOGY INTEGRATION

Teachers will support differentiation of social studies instruction by integrating technology.

PROGRESS MONITORING

Every 30 days, students are assessed for progress and accommodated.

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).

INCREASE THE QUALITY OF INSTRUCTION:

Tier I strategy for all content areas:

I/We/You WE TECHNIQUES

The I/We/You model will be used in all content areas to provide a structured model that all teachers will use to deliver instruction. This model will enrich and accelerate instruction by ensuring that all students receive research-based instruction.

Tier I, II and III strategy all content areas:

Technology integration

Technology will be integrated in all content areas to support differentiation instruction for all students. This will insure that all students are provided personalized support for increase quality of instruction.

Project Based Learning: Tier I Accelerates and enriches- Social Studies

Using project based learning will allow students to gain real world experiences while supporting increased knowledge of the core democratic values for social students with a specific focus on history.

In his comprehensive review of the limited research on project based learning, Thomas (2000) found some evidence that his approach enhances the quality of student learning compared with other instructional methods. He also cited evidence that project-based learning is effective for teaching processes such as problem solving and decision making, but much of this research lacked comparisons with other methods.

Thomas, J.W. (2000). A review of research on project based learning (PDF). Retrieved from

http://www.bobpearlman.org/BestPractices/PBL_Research.pdf

Inquiry Based Learning and STEM based learning: Tier I Enriches- Science

Momentum Academy uses STEM based learning as well as inquiry based learning to teach science. This accelerates and enriches the learning process. "Science Fusion is a state-of-the-art science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, a tablet, or using a science textbook. The digital curriculum, virtual labs and hands-on activities, and write-in science textbook develops important critical thinking skills that prepare students for success in future science courses and in the workplace."

<http://www.hmhco.com/shop/education-curriculum/science/elementary-science/sciencefusion>

QUALITY AND QUANTITY OF INSTRUCTION

Tier II strategy: Enriches

Differentiated through small group:

Differentiated instruction: increases the quality and quantity of instruction

Research: according to Tomlinson (2000) Differentiation suggests that you can challenge all learners by providing materials and tasks on the standard at varied levels of difficulty, with varying degrees of scaffolding, through multiple instructional groups, and with time variations.

Further, differentiation suggests that teachers can craft lessons in ways that tap into multiple student interests to promote heightened learner interest in the standard. (p. 123) providing this type of instruction is proven to be effective because you are utilizing all avenues to learning for

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al students no matter what their ability levels may be. Also, the most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high- quality curriculum and instruction. Differentiated instruction will provide support for all students, as assignments will be developed according to their individual needs during small group instruction.

Tomlinson, C. (2000). Differentiation of Instruction in the Elementary Grades. ERIC Digest: ED443572 2000-08-00

QUANTITY OF INSTRUCTION

Increased Instructional Time: Tier III Enriches-All Content Areas

Afterschool and summer school will increase the quantity of instruction for those students who are still struggling after Tier II interventions have been provided.

After-school programs are often seen as an effective way to keep children safe and supervised. Experts also believe that the after-school hours are an opportunity to further engage students in academic, social, physical activities. As former U.S. Secretary of Education Richard W. Riley noted, "Children's minds don't close down at 3 p.m." (U.S. Department of Education, 2000). Teachers will supplement learning and provide targeted assistance to struggling students.

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

The following strategies in the schoolwide plan align with the finding of the comprehensive needs assessment as follows:

READING ELA: Tier I

The implementation of I/We/You techniques allows teachers to focus on non proficient students in the classroom. The I/We/You technique uses different techniques such as, direct instruction, guided practice, and independent practice.

Small groups can also be provided as well as one-on-one direct instruction in which teachers model and differentiate on different levels in order for students to increase their learning. This will also help the lower level students to have more guided practice and direct instruction time.

Differentiating through small group instruction: Tier II

Small groups can also provide one-on-one direct instruction in which teachers model and differentiate on different levels in order for students to work to better learn. Students who are not proficient will receive targeted instruction during small group instruction.

Increased Instructional Time: Tier III

Students who are below proficiency will receive Response to Intervention. Small group and one-on-one instruction will be used.

WRITING: Tier 1

I/We/You Technique

The implementation of the I/We/You technique allows teachers to focus on the students who represent the non-proficient students in the classroom. This strategy allows teachers to work in small groups and one-on-one to increase instruction so that the non proficient students have an opportunity to gain success, by having a teacher available to guide and direct them more closely.

Writing Across the Curriculum

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Writing across the curriculum values writing as a method of learning. It also acknowledges the differences in writing conventions across the disciplines and believes that students can best learn to write in their areas by practicing those discipline-specific writing conventions. As indicated by the data Momentum Academy is very low in achievement, therefore, this strategy will support all students growth in the writing process and grammar.

Differentiating through Small Group:

Staff will offer inside and outside of the classroom small group instruction for the remaining students who are struggling in the classroom. Again, the very low proficiency rate indicates that all students will benefit from the small group setting.

Increased Instructional Time:

Response to intervention and after school programs will be offered to the student whole, especially those who are below proficiency. Monitoring of the learning will take place for those who are furthest away from the State Proficiency Targets.

MATH: Tier I

I/We/You Technique

The scores of the MEAP test show less than 10% proficient. We need to provide rigorous instruction in all strands in the content area. The I/We/You technique helps to provide direct instruction, guided instruction, and independent instruction. These strategies will be used to accommodate all different learning styles of students in the classrooms.

Tier II

Differentiating through Small Group Instruction:

Staff will offer help inside and outside of the classroom small group instruction for the remaining students who are struggling in the classroom. Again, the very low proficiency rate indicates that all students will benefit from the small group setting.

Tier III

RTI coordinators and after school programs will be offered to the student whole, especially those who are below proficiency. Monitoring of the learning will take place for those who are furthest away from the State Proficiency Targets.

SOCIAL STUDIES: Tier I

Project Based Learning:

MEAP analysis revealed that less than 10% of our students is proficient in Social Studies. By using Project Based Learning it may help close the 85% achievement gap. Parent's perceptions indicated they would like to see more hand on learning.

Tier II

Differentiating through Small Group Instruction:

Staff will offer inside and outside instruction in the classroom by small group instruction for the remaining students who are struggling in the classroom. Again, the very low proficiency rate indicates that all students will benefit from the small group setting.

Tier III

After school programs will be offered to the student whole, especially those who are below proficiency. Monitoring of the learning will take place for those who are furthest away from the State Proficiency Targets.

SCIENCE: Tier I

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Inquiry Based Instruction:

MEAP analysis showed that less than 10% of students are proficient in science. Inquiry based and STEM will allow our students the opportunity to explore, and problem solve among each other and independently. Projects and technology can be used to motivate student's efforts toward learning. Parents perceptions indicated they would like to see more hands on learning.

Tier I

Inquiry learning and STEM model is being used to provide independent, guided, and direct instruction to help close the achievement gaps among all students furthest from State Proficiency Targets.

Tier II

Differentiating through Small Group Instruction:

Staff will offer inside and outside instruction in the classroom by small group instruction for the remaining students who are struggling in the classroom. Again, the very low proficiency rate indicates that all students will benefit from the small group setting.

Tier III

RTI and after school programs will be offered to the student whole, especially those who are below proficiency. Monitoring of the learning will take place for those who are furthest away from the State Proficiency Targets.

Culture and Climate Tier II and Tier III:

Demographic, perception and process data was used to create the following strategies for improvement.

Attendance:

Momentum Academy has chosen to appoint to the principal to monitor the average daily attendance rates for all students, especially those students who are furthest away from State Proficiency Target and with a history of poor daily attendance.

Behavior:

Social Workers and staff will work in collaboration with the Department of Human Services; Momentum will use fiscal and community resources to help Tier II and Tier III students who struggle with severe behavior issues. Planned mentor ship, anti-violence, and Character Development Programs will assist us in closing the achievement gaps among those identified.

Parent Involvement:

Staff will provide workshops for parents as well as provide support in communicating with teachers and leaders as indicted by parent perceptions.

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

The following strategies are strategies in our schoolwide plan which provides a level of INTERVENTION for all student who need the most instructional support in all major subgroups participating in the schoolwide program.

READING/ELA

Differentiated through Small Group: Tier II

-Differentiating through Small Groups will assist those Tier II students who are struggling in the classroom.

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-Small group or one on one direct instruction will be provided by teacher, Title 1 staff, or Rtl Specialist. Rtl Specialist will provide support for teachers on differentiation of instruction. Momentum Academy teachers and staff will continue to provide services for our professional learning community and use of Best Practices and Research.

The following activities will be used to provide different levels of teaching. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content - what the student needs to learn or how the student will get access to the information; (2) process - activities in which the student engages in order to make sense of or master the content; (3) products - culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment - the way the classroom works and feels.

Increased Instructional Time: Tier III

Tier III students will receive daily instruction in a small group or one on one setting with the Response to Intervention (Rtl) Specialist. Afterschool Tutoring/Instruction will be used in our schoolwide plan for our Tier III increased instruction time. During Increased Instruction Time, teachers facilitate additional instruction to increase overall student achievement using the I/WE/YOU model. Teacher actions will include: initiation, modeling, explaining, demonstrating, leading, suggesting, responding, acknowledging, scaffolding, validating, direct one-on-one support, providing different levels of assistance, and evaluating.

WRITING

Differentiated through Small Group: Tier II

-Differentiating through Small Groups will assist those Tier II students who are struggling in the classroom. These services will be provided by teacher, Title 1 staff, or Rtl Specialist. Rtl Specialist will provide support for teachers on differentiation of instruction. The following activities will be used to provide different levels of teaching. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

(1) Content - what the student needs to learn or how the student will get access to the information; (2) process - activities in which the student engages in order to make sense of or master the content; (3) products - culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment - the way the classroom works and feels.

Increased Instructional Time: Tier III

Tier III students will receive daily instruction in a small group or one on one setting with the Response to Intervention (Rtl) Specialist. Afterschool Tutoring/Instruction will be used in our schoolwide plan for our Tier III increased instruction time. During Increased Instruction Time, teachers facilitate additional instruction to increase overall student achievement using the I/WE/YOU model. Teacher actions will include: initiation, modeling, explaining, demonstrating, leading, suggesting, responding, acknowledging, scaffolding, validating, direct one-on-one support, providing different levels of assistance, and evaluating.

MATHEMATICS

Differentiated through Small Group: Tier II

-Differentiating through Small Groups will assist those Tier II students who are struggling in the classroom. These services will be provided by teacher, Title 1 staff, or Rtl Specialist. Rtl Specialist will provide support for teachers on differentiation of instruction. The following activities will be used to provide different levels of teaching. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

(1) Content - what the student needs to learn or how the student will get access to the information; (2) process - activities in which the student engages in order to make sense of or master the content; (3) products - culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment - the way the classroom works and feels.

Increased Instructional Time: Tier III

Tier III students will receive daily instruction in a small group or one on one setting with the Response to Intervention (Rtl) Specialist. Afterschool Tutoring/Instruction will be used in our schoolwide plan for our Tier III increased instruction time. During Increased Instruction Time, teachers facilitate additional instruction to increase overall student achievement using the I/WE/YOU model. Teacher actions will include: initiation, modeling, explaining, demonstrating, leading, suggesting, responding, acknowledging, scaffolding, validating, direct one-on-one support, providing different levels of assistance, and evaluating.

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SCIENCE

Differentiated through Small Group: Tier II

-Differentiating through Small Groups will assist those Tier II students who are struggling in the classroom. These services will be provided by teacher, Title 1 staff, or RtI Specialist. RtI Specialist will provide support for teachers on differentiation of instruction. The following activities will be used to provide different levels of teaching. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

(1) Content - what the student needs to learn or how the student will get access to the information; (2) process - activities in which the student engages in order to make sense of or master the content; (3) products - culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment - the way the classroom works and feels.

Increased Instructional Time: Tier III

Tier III students will receive daily instruction in a small group or one on one setting with the Response to Intervention (RtI) Specialist. Afterschool Tutoring/Instruction will be used in our schoolwide plan for our Tier III increased instruction time. During Increased Instruction Time, teachers facilitate additional instruction to increase overall student achievement using the I/WE/YOU model. Teacher actions will include: initiation, modeling, explaining, demonstrating, leading, suggesting, responding, acknowledging, scaffolding, validating, direct one-on-one support, providing different levels of assistance, and evaluating.

CULTURE AND CLIMATE: Tier II and Tier III

Attendance:

Momentum Academy has chose to appoint the attendance agents/officers (principal) to Progress Monitoring the average daily attendance rates for all students, especially those students with a history of poor daily attendance. Schoolwide Committee will assist agents/officers with data to support lower achievement rates among those students in all content areas.

Behavior:

Momentum Academy will use fiscal and community resources to help Tier II and Tier III students who struggle with severe behavior issues. Planned mentorship, Anti-Violence, and Character Development Programs will assist us in closing the achievement gaps among those identified non-proficient male and female students in our CNA analysis

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

At staff meetings a data analysis will be held to progress monitor student achievement data using assessment data in order to determine the needs of all students being met. This process is ongoing throughout the school year used to measure student academic growth of 3% annually.

ACADEMIC NEEDS ARE MET WHEN STUDENTS SCORE PROFICIENT ON THE FOLLOWING ASSESSMENTS:

READING ELA:

Grades: K-3

Students are at or above grade level on data director or global scholars testing.

Students are at or above teacher given assessments.

Monthly assessments while support are being given.

All students below proficiency are eligible for title I and push in/pull and Progress Reports monthly and Right to Intervention.

Grades 4-8

Students are on target or above proficiency on the MEAP

Students are at or above grade level on data director or global scholars testing.

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Students are at or above teacher given assessments.

Monthly assessments while support are being given.

All students below proficiency are eligible for title I and push in/pull and Progress Reports monthly and Right to Intervention.

WRITING:

Grades K-8

Students are at or above grade level on data director or global scholars testing

Students are at or above teacher given assessments

Monthly assessments while support are being given

All students below proficiency are eligible for title I and push in/pull and Progress Reports monthly and Right to Intervention

Teacher assessments using writing rubrics

Students proficient on the MEAP in grades 4&7

Report cards and progress reports.

MATH

Grades K-3

Students are at or above grade level on data director or global scholars testing.

Students are at or above teacher given assessments.

Monthly assessments while support are being given.

All students below proficiency are eligible for title I and push in/pull and Progress Reports monthly and Right to Intervention.

Grades 3-8

Students scoring above or at proficiency on MEAP

Students are at or above grade level on data director or global scholars testing.

Students are at or above teacher given assessments.

Monthly assessments while support are being given.

All students below proficiency are eligible for title I and push in/pull and Progress Reports monthly and Right to Intervention.

SOCIAL STUDIES

Grades

K-1

Scoring proficient on pre/post assessments

Teachers will observe and monitor daily through teacher assessments

All students below proficiency are eligible for title I and push in/pull and Progress

Grades 2-8

Scoring proficient on pre/post assessments

Teachers will observe and monitor daily through teacher assessments

All students below proficiency are eligible for title I and push in/pull and Progress

Teachers will observe and monitor daily through teacher assessments

Project Based Inquiry Learning: Quarterly Projects

Report Cards

Progress Reports

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MEAP 6th

Students scoring proficient on MEAP

Students scoring Proficient on the district pre/post test

Progress reports

Report Cards

Teachers will observe and monitor daily through teacher assessments

All students below proficiency are eligible for title I and push in/pull and Progress

Teachers will observe and monitor daily through teacher assessments

Project Based Inquiry Learning: Quarterly Projects

Report Cards

SCIENCE

Students scoring proficient on MEAP: Grades 5-8

Students scoring Proficient on the district pre/post test

Progress reports

Report Cards

Teachers will observe and monitor daily through teacher assessments

All students below proficiency are eligible for title I and push in/pull and Progress

Teachers will observe and monitor daily through teacher assessments

Project Based Inquiry Learning: Quarterly Projects

Report Cards

CULTURE AND CLIMATE:

SOCIAL NEEDS:

Momentum Academy determines if the needs of students are being met by employing all resources from the following sources to help meet the needs of our students. Teachers, Social Workers, Administrators, and Special Education Teachers all collaborate to help students reach their academic potentials in the following ways:

Department of Human Services: Provides Health, Food, Housing

Mobile Dentist: Provides Health, Food, Housing

SVS Vision and Screening: Provide Eye Exams and Glasses, Screening

Lake Superior State University Authorize Momentum

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All paraprofessionals (100%) at Momentum Academy are high qualified according to the Elementary and Secondary Education Act.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All teachers (100%) at Momentum Academy are high qualified according to the Elementary and Secondary Education Act.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover rate from the 2013-2014 (the first school year of Momentum Academy) to the 2014-2015 school year was 57% (4 out of 7 teachers.) Teachers left for the following reasons: 14% (1 teacher) transferred to another school in The Romine Group due to available positions in her field, 14% (1 teacher) moved to England for her husband's job, 14% (1 teacher) took a public school position, and 14% (1 teacher) was terminated because she was not a good fit for Momentum Academy.

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

Momentum Academy School has 8 instructional staff members.

The years of teaching experience break down as follows:

1 to 5 years: 75% (6 teacher)

6 to 10 years: 12.5% (1 teacher)

11 to 15 years: 12.5% (1 teacher)

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

Momentum Academy PK-7 uses specific initiatives to attract and retain teachers at the school level including but not limited to: Momentum Academy has a New Teacher Orientation for the new teachers. Teachers are assigned to veteran teachers to offer support and guidance. Teachers have the ability to attend differentiated Professional Development days. Staff members at Momentum Academy are instrumental in creating district level common assessments and analyzing data utilizing state of the art technology (Data Director.) Momentum Academy continues to enhance and upgrade its technology. Teachers have access to laptops, documents cameras with projectors, and Smart Boards to increase instructional capabilities. Teachers are school leaders who are continually analyzing data to improve instructional programming. We are implementing Global Scholars in reading and mathematics. We also implement RTI instruction within the classroom. All staff members at Momentum Academy are involved in Professional Learning Communities. Momentum Academy staff members receive One-On-One meetings bi-weekly with the principal to address any concerns and/or gain support. Staff members all participate in a mandatory monthly meeting focusing on schoolwide instruction.

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

RETENTION STRATEGIES

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Momentum Academy PK-7 uses specific initiatives to attract and retain teachers at the school level including but not limited to:

Momentum Academy continues the utilization of varied media for the sourcing of highly qualified candidates to include a variety of new media, the District website, print advertisements, social media, as well as a variety of job boards in effort to attract highly qualified talent.

Momentum Academy has a New Teacher Orientation for the new teachers. All teachers came together to build a community and enhance our school improvement plan. New teachers were involved in team building activities in effort to create a whole team environment.

Teachers are assigned to veteran teachers to offer support and guidance. Teachers with three years experience or less are granted a mentor teacher to assist with their skills in areas such as instruction, classroom management, and data analysis and assessment.

Teachers have the ability to attend differentiated Professional Development days. Teachers can focus on research based professional development such as, Differentiated Instruction, Cross-curricular Planning, Technology Integration, Best Practice, Right to Intervention, Teach Like a Champion, Rigor Based Learning, and Researched-based staff development in classroom management.

Staff members at Momentum Academy are instrumental in creating district level common assessments and analyzing data utilizing state of the art technology (Data Director and Global Scholars.) Teachers are school leaders who are continually analyzing data to improve instructional programming. We are implementing Global Scholars and Data Director in reading and mathematics. We also implement RTI instruction within the classroom.

Momentum Academy continues to enhance and upgrade its technology. Teachers have access to laptops, documents cameras with projectors, and Smart Boards to increase instructional capabilities.

All staff members at Momentum Academy are involved in Professional Learning Communities. Momentum Academy staff members receive One-On-One meetings bi-weekly with the principal to address any concerns and/or gain support. Staff members all participate in a mandatory monthly meeting focusing on schoolwide instruction.

RETENTION INITIATIVES

Momentum Academy Human Resources retention initiatives and efforts focus on the on-going utilization of 1) professional development, 2) specialist support, 3) technology, 4) teacher evaluation system, 5) competitive salary, 401K and benefits package, 6) parent and family involvement, and . Additionally, teachers are encouraged to participate in local and national conferences to enhance their education tool kit. As well as, teachers are encouraged to participate in community events.

1) Professional Development

The District's office of Professional Development is responsible for coordinating and administering professional development training. A variety of training sessions are available to assist teachers with opportunities to enhance their skills in areas such as delivery of instruction, Right To Intervention instruction, curriculum overview, data analysis and assessment.

2) Instructional Specialist Support

Instructional Specialist Support staff is available to coach and develop teachers who need critical support in order to demonstrate success. Targeted teachers are provided with appropriate instructional support to assist them with integrating curricula, the integration of supplement

programs, texts, and materials, classroom and student management strategies, and improving student achievement.

3) Technology

Through the District's Office of Information Technology, teachers are able to have access to variety of high-level educational tools and support to enhance their classroom instruction.

4) Teacher Evaluation System

Momentum Academy's educator evaluation process provides teachers and administrators with a professional growth model that allows teachers to reflect, assess, discuss and refine their teaching experience. The process is a collaborative model that is based on feedback from administrators and is comprised of multiple observations and collection of data.

5) Competitive Salary and Benefits

To compete for quality employees in today's community, Momentum Academy understands the need to provide employees with a competitive salary. Each year returning Momentum Academy teachers receive an increase in pay. Momentum Academy offers a substantial 401K matching program within the district. Momentum Academy values all its employees, and in order to attract and retain employees, the District provides its employees with a generous benefits package.

6) Parent and Family Involvement

It is the policy of Momentum Academy to include parents, as appropriate in decision-making, planning, and advising. Momentum Academy has gained a PTO this year to increase parent involvement schoolwide. Momentum Academy holds an annual community gathering to gain parent/family involvement of the school. Momentum Academy offers different incentives to ensure a high level of family involvement during parent/teacher conferences. Powerschool is another tool we use that parents can access to monitor their student's success.

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?

Momentum Academy has a turnover rate of 57% from 2013-2014 school year to the present school year. Momentum Academy has not had difficulty maintaining highly qualified staff within The Romine Group. This turnover rate is due to the fact that Momentum Academy is only in its second year as a school. The first was a very small staff of only 7 teachers and paraprofessionals. Due to the small staff the turnover rate seems high, but 50% of the turnover rate was in part to relocating within The Romine Group and an uncontrollable life choice. However, we still have three of the same 2013-2014 teachers and paraprofessionals and have grown as a school. We have added an additional kindergarten classroom and opened up a middle school aged classroom.

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.

The Momentum Academy School Staff receives ongoing and sustained professional development that is aligned with the Comprehensive Needs Assessment and with the goals of the school improvement plan.

The staff participates in school-wide professional development, "Momentum University" covering:

- Rigor in Core Content Areas
- Behavior Management
- Data Driven Instruction
- Envision Math
- Teach Like a Champion Techniques

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

This Professional Development is an ongoing PD that occurs every August, in preparation for the upcoming year. We concentrate on SIP issues and how we will ensure efficacy in those areas.

Bi-monthly our staff participates in professional development opportunities on 1st Tuesday. Our first PD was "Response To Intervention Strategies This Professional Development is aligned with our Needs Assessment in our School Improvement Plan.

Momentum Staff also participates in The Romine Group annual professional development given each year in preparation of new curriculum and best practices.

The staff participates in 3 "Educational Impact" PD's online that's provided by The Romine Group. This PD covers Data and Instruction methods and builds on other PD's that we offer. Staff is asked to take online PD that directly aligns with our School Improvement Plan.

Professional Development is key in utilizing the Title I program as a vehicle for change. We recognize that there is not one mold that answers the professional development needs of every educator. So we are determined to continue to provide as much professional development as we can.

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.

Parents participate in the design of the Schoolwide Plan in the following ways.

Parents will attend School Improvement Meetings to plan, review and evaluate improvement of programs. Parents of the School Improvement Team will directly participate in analyzing and evaluation of achievement, perception, program/process and demographic data during the School Improvement Meetings. Parents will be included in the selection of the Schoolwide Reform Model. Staff will be available to assist parents with questions and all materials will be parent friendly.

Parents are and will be involved in the design of the Schoolwide Plan through:

Parents will attend the School-wide Title I meetings. In those meetings parents will participate in strategizing what works for students and how we can better help them at home with their children. By doing this we can have a better picture as to what we are doing well, and what needs to change for the plan to be effective. Parents are urged to participate during orientations, newsletters, and phone calls home. Parents will work consistently throughout the year with the team to insure the success of the School-wide plan. Parent Teacher Organizations and Title I meetings, parents will be asked to participate in a survey as part of our school needs assessment and the design of the program. Also, parents will be given the opportunity to ask questions or address any concerns regarding their role in our Schoolwide Reform Model while in the meetings that they attend.

Momentum Academy will have a Parent Resource Binder that includes the Schoolwide/Improvement Plan, the Parent Involvement Policy, and the School-Parent Compact. This binder is maintained in the Main Office. Parents may request to review the documents at anytime to provide comments/questions/concerns on the plan. A suggestion box will also be located in the Main Office.

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

Parents will be involved in the implementation of the schoolwide plan through the following ways:

COMPREHENSIVE NEEDS ASSESSMENT:

Parents will serve and attend School Improvement Team Meetings where the comprehensive needs assessment will be developed and to plan, review, and evaluate data to help make decisions on school programs. At which time all achievement, demographics, perception, program/process, data will be reviewed and evaluated in an effort to improve academic achievement. Parents will be involved in the survey process for perception data as well. Also, parents will participate in the review of the Annual Education Report; in the revision of the Parent Involvement Plan and Parent Student Compact Process at Annual Title I Meetings or PTO meetings; and in the Review of Title I Program and Budget Review during Annual Title I meetings. All information will be reviewed and presented to the schoolwide parent body during the PTO meetings where discussion around the priority of these needs takes place.

SCHOOLWIDE REFORM STRATEGIES:

Parents will serve on the School Improvement Team where the Schoolwide Reform Strategies are reviewed, discussed, and decided upon as to how to best meet the needs and close the gaps found during the Comprehensive Needs Assessment. The information discussed will then
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be presented to parents during the PTO meetings where discussion around the reform strategies takes place. Parents attend Parent teacher conferences as part of the Parent/Student/Staff Compact where discussion and planning is around aligning the reform strategies to the student's academic achievement and performance. Parents will participate in Parent Workshops and Family Night Programs on the schoolwide reform strategies in order to better support the schoolwide goals for improving student achievement and their child's progress toward academic excellence.

HIGHLY QUALIFIED STAFF

Parents will be involved in the interviewing of new staff as part of the interview committee.

STRATEGIES TO ATTRACT HIGHLY QUALIFIED STAFF

Momentum Academy has an active PTO that supports attracting and retaining highly qualified staff to the school.

PROFESSIONAL DEVELOPMENT

Parents will participate in Parent Workshops and trainings provided by districts regarding curriculum, policies, ect. This information will be provided to parents at PTO meetings, Title I meetings and through Title I parent workshop. In addition, as members of the School Improvement Team in conjunction with the PTO, parents will also be involved with the selection of topics for training staff on effective parent engagement strategies.

STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Parents on the SIT team will explain the materials in the plan to other parents at the first PTO meeting and Title I meeting. Parents will be able to review, discuss and evaluate the school improvement plan, which includes the Title I component; including the Title I laws, Title I programs and budget, Use of the Parental Involvement budget, the Parental Involvement Policy and the School Compact, to determine if the needs of all stakeholders involved have been met. Parents are asked to give feedback on the said plan in the form of discussion or surveys. Parents will be involved in the development and implementation schoolwide activities and training to support family involvement. Parents also provide feedback through surveys and evaluation to help improve schoolwide programming and strengthen parental involvement and participation.

PRESCHOOL TRANSITION

Preschool holds ongoing information and home visits throughout school year between teachers and preschool parents. Parents and teachers complete an Ages and Stages comprehensive questionnaire to help assist in preparing their child for the preschool year and future kindergarten year. Parent and teacher training is provided by the school throughout the school year as well to prepare students for kindergarten and strengthen parental skill.

ASSESSMENT DECISION

Parents do will participate in parent teacher conferences and will participate in workshops, and training on curriculum and assessments with descriptions and explanations of the school curriculum, standards, and academic assessments used to measure student progress and expected proficiency levels of students. Also, parents are able to review assessment data and reports with the support and assistance of teachers through parent teacher conferences. Parents take part in making decisions about assessments during School Improvement meetings and PTO meetings.

TIMELY AND ADDITIONAL ASSISTANCE

Momentum Academy provides opportunities for parents to be involved in the classroom through volunteering, mentoring and monitoring students in the content areas. Parents are provided with conferences that explain the timely additional assistance that is provided for their child along with progress reports and selection criteria for the interventions provided.

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COORDINATION & INTEGRATION OF FEDERAL, STATE, & LOCAL RESOURCES

Parents are involved in the coordination and integration of schoolwide federal, state, and local resources through the Title I meetings, PTO meetings, and School Improvement Team meetings.

EVALUATION

Parents provide feedback and suggestions through surveys and evaluations to determine on the overall progress of implementation of the schoolwide plan. Data and results from parental evaluations provide support for what strategies, programs, and activities will work and help to decide what we will utilize in the new school year. All parents are invited to attend PTO meetings, Title I meetings, Title I training, parent/teacher meetings and/or Professional Development meetings.

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

Parents who are members of School Improvement Team participate in evaluation of the Schoolwide Plan and are directly involved in the evaluation of the Schoolwide Plan by participating in the decision making process, analyzing data, revise and editing of the Schoolwide Plan.

Each year, Momentum Academy parents will be asked to participate in a survey for program evaluations. Parents will be invited to attend PTO meetings and Title I meetings in order to participate. The results of the survey are shared with all stakeholders during meetings at which time, parents participate in discussion and Q & A sessions with staff. Staff is available to answer questions and for interpretation. Materials are in a parent friendly format. Data findings are used to help plan instruction, raise student knowledge, and provide best practiced strategies.

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).

Building Capacity for Involvement

Momentum Academy shall provide assistance to parents of children served by the school, in understanding such topics as the state's academic standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and with educators to improve achievement in their child 1118 (e)(1);

- Curriculum discussion of State Academic Content Standards during Annual Title I Meeting
- Michigan Educational Assessment System Overview and discussion during Annual Title I meeting
- Future Parent Workshops
- Parent teacher conferences

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Momentum Academy shall provide materials and training to help parents to work with their children to improve their children's achievement, such as Curriculum nights that will focus on the common core standards being taught to their children throughout the year. During curriculum nights parents can work hand in hand with teachers to understand how to help their children understand concepts that are taught at school in all core subjects. We will also have Math nights where we focus on the objectives and instructional strategies that are presented to students in class. Seeing that the instructional process of math has changed over the years, our parents need to be aware of how to model these new strategies at home with their children. We will use Math nights to model and train parents hands-on. 1118 (e)(2)

- future parent connect available daily
- future parent workshops
- future curriculum portal

Momentum Academy shall, with assistance of parents, educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school 1118 (e)(3) through;

- Providing tools to teachers, principals, administrators and local school staff on how to effectively communicate with parents.
- Staff professional Development
- Staff meetings

Momentum Academy shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Great Start Readiness Program, Reading First, Even Start, the Home Instructional Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children Section 1118 (e)(4) through;

- Great Start Readiness Program, Public Preschool Transition Program
- Ages and Stages Assessment
- National Breakfast program

Momentum Academy shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to extent practical, in language the parents can understand 1118(e)(5);

- Translated materials and information are based on need of the community
- Make available translated materials and information
- Provide workshops in various languages
- Parent friendly communication including: charts, graphs, phone calls and email

Momentum Academy shall provide such other reasonable support for parental involvement activities under this section as parents may request 1118(e)(14);

- Future academic programs and future workshops for parents
- Technology support offered by school and staff
- Lake Superior State University works closely with the school to help support academic success for all students.

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- Additional reasonable support will be provided upon request

ACCESSIBILITY

Momentum Academy shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand, in carrying out parental involvement policy 1118 (f);

USER FRIENDLY:

- Materials/Reports are in a parent friendly format
- Overall student achievement data for Standardized Test will be posted throughout the building in forms of charts, graphs, and native languages.
- Staff persons are available for Q & A.
- Individualized parent conferences are available upon request.

LIMITED ENGLISH

- Reports are in a parent friendly format
- ELL, ESL parents can request an interpreter if needed
- Staff persons are available for Q & A and interpretation
- Individualized parent conferences are available upon request
- Upon enrollment, Momentum will inquire about parental needs (i.e parents with disabilities, homeless, ESL, migratory, ect.) and provide support as needed

PARENTS WITH DISABILITIES

- Parents with physical disabilities can gain access through separate handicap entry door in building and in some classroom.
- Staff members are available for Q & A
- Individualized parent conferences are available upon request
- Upon enrollment, Momentum will inquire about parental needs (i.e parents with disabilities, homeless, ESL, migratory, ect.) and provide support as needed

MIGRATORY/HOMELESS ISSUES

- Staff members are available for Q & A
- Individualized parent conferences are available upon request
- Upon enrollment, Momentum will inquire about parental needs (i.e parents with disabilities, homeless, ESL, migratory, ect.) and provide support as needed

LITERACY ISSUES

- Momentum offers technology assistance
- Staff members are available for Q & A
- Individualized parent conferences are available upon request
- Upon enrollment, Momentum will inquire about parental needs (i.e parents with disabilities, homeless, ESL, migratory, ect.) and provide support as needed

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

Momentum Academy parent involvement component of the schoolwide plan will be evaluated in the following ways:

Momentum Academy parents will be asked to participate in surveys or evaluations each time a meeting or school event is planned. Parent perception data will be collected and presented to our teachers and administration for analysis and planning. The results will be tallied and used to help improve student achievement, customer service, instruction, programs and services. Materials will be in a friendly parent format, graphs, charts and data tables will be used (if necessary as alternative ways to interpret data).

Revisions and updates will be handled by our teachers and administration during evaluation meetings. In addition, parents will be involved in the annual evaluation on the Parent Involvement Policy and Compact during Title I meetings.

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

The results of the evaluation will be used to improve the schoolwide program in the following ways:

Student Achievement: Provide workshops for parents to assist them in helping students with understanding Common Core Standards, classroom projects and homework.

Customer Care: provide more efficient ways in which we connect with parents in school and out of school such as newsletters, calendars, progress reports and assessment results.

Program and Services: provide the best practices and training programs for parents to fit their needs.

Provide additional services for parents with disabilities, homeless parents, and parents with literacy issues and ESL/ELL parents as needed.

Technology: provide resources and training on site for parents to learn and utilize the District's website tool.

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

Momentum Academy Pre K-8 uses the following ways to develop the school-parent compact:

-The parent-school compact is distributed during our annual Title I Meeting and PTO meetings

-Administration presents the parent compact to parents along with an explanation during the Title I meeting

-Parents are offered an invitation to sit in on the development-revision of the compact during these meetings

-Parents who wish to be involved meet during PTO meetings to devise, or revise the parent-school compact

-Parents will receive an explanation of how and when this agreement will be utilized in the classroom to help improve student achievement

-Feedback and revision will include the Executive Board of the PTO, principal, parents, and teachers

-The results of the final agreement are shared with all stakeholders by way of the School Improvement Team, during PTO meetings, Title I meeting, and staff meetings

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

Momentum Academy Pre K-8 uses its parent compact in the following ways at the elementary level parent teacher conferences:

The Parent/Staff/Student Compact will be discussed and distributed during the first Parent-Teacher Conference of the school year. In

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addition, the Parent/Staff/Student Compact will be re-discussed at all remaining Parent-Teacher Conferences to ensure maximum understanding by all stakeholders.

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

Momentum Academy Pre K-8 parent compact are shared with middle school parents in the following way:

The Parent/Staff/Student Compact will be discussed and distributed during the first Parent-Teacher Conference of the school year. In addition, the Parent/Staff/Student Compact will be re-discussed at all remaining Parent-Teacher Conferences to ensure maximum understanding by all stakeholders.

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.

Momentum Academy Pre K-8 plan to provide student academic assessment results in a language parents can understand in the following ways:

Results of Standardized Testing, Global Scholars, Data Director, and teacher assessments are shared with parents via parent reports provided by State, Global Scholars data, Data Director data and report card data. These reports are sent home to parents and discussed during PTO meetings. All materials are in parent friendly format. Staff persons are available for questions and interpretation.

Momentum Academy staff understands the ethnic diversity in our school community and upon enrollment will inquire about parental needs (i.e. parents with disabilities, homeless, ESL, etc.) and provide support as needed. Individual conferences are available for any additional support parents may need. The district will provide resources for parents with disabilities and parents with limited English proficiency.

Momentum Academy will address other needs as specified

USER FRIENDLY:

- Materials/Reports are in a parent friendly format.
- Overall student achievement data for Standardized Test are posted throughout the building in the form of graphs and charts.
- Staff persons are available for questions and interpretation.
- Individual parent conferences are available upon request.

PARENTS WITH DISABILITIES:

- Parents with Physical Disabilities can gain easy access through doors within the building.
- Staff persons are available for questions and interpretation.
- Individual parent conferences are available upon request.

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-Upon enrollment, Momentum Academy will inquire about parental needs (.i.e. parents with disabilities, homeless, ESL, etc.) and provide support as needed.

HOMELESS ISSUES:

--Staff persons are available for questions and interpretation.

-Individual parent conferences are available upon request.

-Upon enrollment, Momentum Academy will inquire about parental needs (.i.e. parents with disabilities, homeless, ESL, etc.) and provide support as needed.

LITERACY ISSUES:

-Technology assistance such as lap tops, internet accessibility is offered by school and staff.

-Parents with literacy issues will be provided support from designated staff in our future Parent Resource Centers.

SERVICES:

- Staff persons are available for questions and interpretation.

-Individual parent conferences are available upon request.

-Upon enrollment, Momentum Academy will inquire about parental needs (.i.e. parents with disabilities, homeless, ESL, etc.) and provide support as needed.

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?

Parents are eager to enroll for our four-year-old preschool program in the spring each year. The GSRP classroom is at maximum capacity, and has a waiting list. Teachers and school service aides make two home visits during the school year to meet the children and get familiar with their families. Two parent conferences are held each year discussing the growth of the student.

The preschool staff members are an intricate asset to the School Improvement Plan.

The preschool and kindergarten staff collaborates each year to provide a smooth transition for students moving from our GSRP classes into our kindergarten classes. Kindergarten teachers make frequent visits to our preschool classes to observe students at work and play in all times of the year. The preschool teachers also observe the kindergarten classes. This provides a vertical collaboration between the two age groups. The preschool class makes a trip into the kindergarten classroom in the fall and in the spring. During this time the kindergarteners give the preschoolers a tour of the classroom, play games, and do partner reading time. Through these visitations it allows the preschoolers to become familiar with the kindergarten room and teacher, as well as, allows the kindergarten teachers to become familiar with the preschool students.

In the fall the parents attend a 1 hour meeting in the preschool classroom. The preschool teachers will provide a class overview and parent orientation handbook.

In the winter the parents attend a 1 hour meeting in the preschool classroom. Preschool teachers conduct hands-on workshop to enable parents to interact with their children in activities. This includes a "make and take" workshop.

In the spring the parents attend a 1 hour meeting in the preschool classroom. Kindergarten and preschool teachers collaborate together. Preschool teachers create a performance for the parents to show parents what was learned throughout the year. This could consist of singing the ABC's, or counting. After the performance the kindergartner teachers are introduced and a tour of the kindergarten classroom follows. Kindergarten teacher provide an introduction of supplies needed and an awakening of kindergarten. When class ends the parents are provided a summer activity packet of kindergarten skills needed. Also, the first week of June preschool teacher makes a home visit to each child discussing/providing activities to prepare students for kindergarten over the summer.

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?

Training for parents:

Four parent workshops are held per school year. These meetings are conducted by our preschool and kindergarten teachers and attended by preschool parents. These meetings are held at Momentum Academy. These meetings are held in the following months September, December and May. Each meeting is 1 hour.

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Parents training:

September meeting (1 hour):

Lead by preschool teachers

Topic: orientation and parent handbook

Attended by parents

Attended by teachers

December meeting (1 hour):

Lead by preschool teachers

Topic: "make and take" workshop

Attended by parents

Attended by teachers

May meeting (1 hour):

Lead by preschool/kindergarten teachers

Topic: preschool review/kindergarten readiness

Attended by Parents

Attended by Teachers

June meeting (1 hour):

Lead by preschool teacher

Topic: Kindergarten readiness

Attended by parents and child

Training for Teachers:

All preschool teachers are required to attend monthly mandatory professional development throughout the school year on selected Fridays. To comply with Michigan Early Childhood Care Licensing rules, all teachers and school service assistants must complete a total of 26 clock hours annually, not including CPR, First Aid and Blood-borne Pathogens. They also participate in general staff meetings and professional development geared toward whole staff.

Teacher Training:

October:

HighScope basics/active learning

Held at Webster Early Childhood Center

Attend by preschool teachers

Presented by Early Childhood Consultant and HighScope Trainer.

December:

Learning environment

Held at Webster Early Childhood Center

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Attend by preschool teachers

Presented by Early Childhood Consultant and HighScope Trainer.

February:

Adult-Child interactions

Held at Webster Early Childhood Center

Attend by preschool teachers

Presented by Early Childhood Consultant and HighScope Trainer.

March:

Daily Routine-Plan-Do-Review/Transitions

Held at Webster Early Childhood Center

Attend by preschool teachers

Presented by Early Childhood Consultant and HighScope Trainer.

March:

Daily Routine-Small Group Time and Large Group Time

Held at Webster Early Childhood Center

Attend by preschool teachers

Presented by Early Childhood Consultant and HighScope Trainer.

May:

Key Developmental Indicators

Held at Webster Early Childhood Center

Attend by preschool teachers

Presented by Early Childhood Consultant and HighScope Trainer.

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 and administrators have the ability to select, implement, and make decisions based upon school based academic assessments. Teachers at Momentum Academy use data driven decisions daily to gauge student learning, adjust our teaching, communicate to parents and identify interventions for students. Global Scholars and MEAP are used to assess student learning as well as modify teaching. Tests and quizzes are also used to evaluate student progress. Teachers will customize tests to meet their student's specific needs through Data Director. Teachers and Administrators meet bi-weekly during one-on-one's, monthly school improvement meetings, and professional development days to analyze data and plan strategies for implementation in the classroom. During monthly meetings teachers share with peers, ideas and materials used for teaching. Assessment is shared with parents via progress report, report cards and Powerschool grade book access.

School based assessments are administered weekly or at the end of curriculum units. The results of these assessments are shared with students in the classroom and with parents through Powerschool access, progress reports, report cards, and parent teacher conferences. Teachers analyze the results of student assessments in monthly meetings. Teachers use the results of these assessments to create and adjust their weekly lesson plans, either for the whole class, individual students, or small groups. These results are also used when selecting students for targeted interventions. Students farthest from the learning targets are given one-on-one or small group support. Once their needs have been met, those students closer to meeting the learning targets may be accommodated.

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

Teachers are involved in student achievement data analysis to improve the academic achievement of all students. All teachers participate in ongoing in-service activities in which they analyze data from MEAP, Global Scholars, and Data Director. The information is used to target students who need tutorial services or individualized interventions. Assessment results serve as guides for individual teachers to set up their class for differentiated instruction and small group instruction based on students' strengths and weaknesses. Professional development is also provided on data analysis of Global Scholars, Data Director, and MEAP as well as on determining instructional strategies that reflect the needs indicated by the data. Professional Developments are ongoing throughout the school year.

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.

Identification of the students having difficulty mastery state academic stands will be done through monitoring of assessment data. Assessment data includes MEAP, Data Director, Global Scholars, and data gathered through teacher observations and assessments. Students not mastering academic stands on state and local assessments in Reading Writing, Mathemtics, Science, and Social Studies will be provided with intervention support. In accordane with the Response to Intervention Model, assessment data is analyzed to identify students specfics areas of need. Review and analysis takes place monthly at staff meetings this will give us time to review reults and create recommendations for evry child and determine students with the highest needs. Students who score low on testing are considered for intervention support. Interventions will begin immediately one the process is complete. Student will be monitored to see that they are mainting academic progress.

English Language Arts

Reading

Grade Span K-5

Identification: MEAP, Global Scholars, Data Director, and teacher assessments

Identification/Criteria for Selection: Studens scoring 3 or 4 on MEAP assessment, below proficiency on Data Director or Global Scholars will be targeted for intervention support. Students that are targeted for assistance will see the achievement gap between the highest group and their group decrease with a growth of atleast 3% or more. Each student is placed in rank order for reading intervention by priority listing based on students who are furthest from proficiency at the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

Grade Span: 6-8

Identification: MEAP, Global Scholars, Data Director, and teacher assessments

Identification/Criteria for Selection: Studens scoring 3 or 4 on MEAP assessment, below proficiency on Data Director or Global Scholars will be targeted for intervention support. Students that are targeted for assistance will see the achievement gap between the highest group and their group decrease with a growth of atleast 3% or more. Each student is placed in rank order for reading intervention by priority listing based on students who are furthest from proficiency at the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

Writing

Grade Span: K-5

Identification: MEAP, Global Scholars, Data Director, and teacher assessments

Identification/Criteria for Selection: Students scoring 3 or 4 on MEAP assessment, below proficiency on Data Director or Global Scholars will be targeted for intervention support. Students that are targeted for assistance will see the achievement gap between the highest group and their group decrease with a growth of at least 3% or more. Each student is placed in rank order for reading intervention by priority listing based on students who are furthest from proficiency at the top of the list. To exit intervention support students must show increase in their

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overall composite score after 2 consecutive benchmark cycles.

Grade Span; 6-8

Identification: MEAP, Global Scholars, Data Director, and teacher assessments

Identification/Criteria for Selection: Students scoring 3 or 4 on MEAP assessment, below proficiency on Data Director or Global Scholars will be targeted for intervention support. Students that are targeted for assistance will see the achievement gap between the highest group and their group decrease with a growth of at least 3% or more. Each student is placed in rank order for reading intervention by priority listing based on students who are furthest from proficiency at the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

Math

Grade Span: K-5

Identification: MEAP, Global Scholars, Data Director, and teacher assessments

Identification/Criteria for Selection: Students scoring 3 or 4 on MEAP assessment, below proficiency on Data Director and/or Global Scholars will be targeted for intervention support. Students that are targeted for assistance will see the achievement gap between the highest group and their group decrease with a growth of at least 3% or more. Each student is placed in rank order for reading intervention by priority listing based on students who are furthest from proficiency at the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

Grade Span; 6-8

Identification: MEAP, Global Scholars, Data Director, and teacher assessments

Identification/Criteria for Selection: Students scoring 3 or 4 on MEAP assessment, below proficiency on Data Director or Global Scholars will be targeted for intervention support. Students that are targeted for assistance will see the achievement gap between the highest group and their group decrease with a growth of at least 3% or more. Each student is placed in rank order for reading intervention by priority listing based on students who are furthest from proficiency at the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

Science

Grade Span: K-5

Identification: MEAP, Global Scholars, Data Director, and teacher assessments

Identification/Criteria for Selection: Students scoring 3 or 4 on MEAP assessment or teacher assessments will be targeted for intervention support. Students that are targeted for assistance will see the achievement gap between the highest group and their group decrease with a growth of at least 3% or more. Each student is placed in rank order for reading intervention by priority listing based on students who are furthest from proficiency at the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

Grade Span: 6-8

Identification: MEAP, Global Scholars, Data Director, and teacher assessments

Identification/Criteria for Selection: Students scoring 3 or 4 on MEAP assessment or teacher assessments will be targeted for intervention support. Students that are targeted for assistance will see the achievement gap between the highest group and their group decrease with a growth of at least 3% or more. Each student is placed in rank order for reading intervention by priority listing based on students who are furthest from proficiency at the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

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Social Studies

Grade Span: K-5

Identification: MEAP, Global Scholars, Data Director, and teacher assessments

Identification/Criteria for Selection: Students scoring 3 or 4 on MEAP assessment or teacher assessments will be targeted for intervention support. Students that are targeted for assistance will see the achievement gap between the highest group and their group decrease with a growth of at least 3% or more. Each student is placed in rank order for reading intervention by priority listing based on students who are furthest from proficiency at the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

Grade Span: 6-8

Identification: MEAP, Global Scholars, Data Director, and teacher assessments

Identification/Criteria for Selection: Students scoring 3 or 4 on MEAP assessment or teacher assessments will be targeted for intervention support. Students that are targeted for assistance will see the achievement gap between the highest group and their group decrease with a growth of at least 3% or more. Each student is placed in rank order for reading intervention by priority listing based on students who are furthest from proficiency at the top of the list. To exit intervention support students must show increase in their overall composite score after 2 consecutive benchmark cycles.

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

ENGLISH LANGUAGE ARTS-READING

Grade span: K-5

Grade span: 6-8

Interventions:

IN THE CLASSROOM

Intervention strategies

Tier II- differentiating through small group instruction; Co-teaching support for students with disabilities using differentiation of instruction and cooperative learning through the RTI time in classroom groups and RTI time pulled outside of class in groups, one-on-one support, online intervention resources, shortening/adapting/lengthening assignments based on ability (differentiation) learning centers, technology resources, and hands on resources.

BEYOND THE CLASSROOM

Resources are being used outside the classroom to improve reading instruction as well. Use of technology tools to access online interventions and education resources. Additional resources being utilized to support reading instruction including beginning: teacher and student workshops, professional learning communities, and teachers during professional development. Professional learning communities that will assist all teachers to analyze data plan instruction and implement all aspects of our curriculum with fidelity.

ADDITIONAL TIME

Student in need of intensive intervention will receive increased instructional time. Small group instruction outside the 90 minute reading block gives additional time to struggling readers. RTI time provides an additional amount of time of direct instruction on skills that have not been mastered. Student will also receive increased instruction support during after school.

ENRICHMENT

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While targeted readers are in small group sessions other students are participating in enrichment activities working independently through technology, projects, and creative play/learning to extend learning beyond the classroom experience.

MONITORING

Teachers know that the interventions are working when monitoring student progress through assessments such as, MEAP, global schools, data director, and other teacher assessments. Interventions are working and successful when teachers see an increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments. Interventions are also considered a success when a student can maintain mastery/proficiency performance on 85% or higher classroom assessments consistently for 2 monitoring cycles. All teachers implement these interventions.

WRITING

Grade span: K-5

Grade span: 6-8

INTERVENTION IN THE CLASSROOM

Differentiating through small group instruction; Co-teaching support for students with disabilities using differentiation of instruction and cooperative learning through the RTI time in classroom groups and RTI time pulled outside of class in groups, one-on-one support, online intervention resources, shortening/adapting/lengthening assignments based on ability (differentiation) learning centers, technology resources, and hands on resources.

BEYOND THE CLASSROOM/ADDITIONAL TIME

Increased instructional time for intensive needs students, technology-learning centers, after school intervention programs, in school one-on-one instructional time, and in school small group instruction time.

ENRICHMENT

While targeted readers are in small group sessions other students are participating in enrichment activities working independently through technology, projects, and creative play/learning to extend learning beyond the classroom experience.

MONITORING

The interventions are shown to be effective through the analysis of MEAP, global scholars, and data director, as well as, teacher assessments. Interventions are working and successful when teachers see an increase in students proficiency based on benchmark assessments. Interventions are working and successful when teachers see an increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments. Interventions are also considered a success when a student can maintain mastery/proficiency performance on 85% or higher classroom assessments consistently for 2 monitoring cycles. All teachers implement these interventions.

MATH

Grade span: K-5

Interventions:

IN THE CLASSROOM

Differentiating through small group instruction; Co-teaching support for students with disabilities using differentiation of instruction and cooperative learning through the RTI time in classroom groups and RTI time pulled outside of class in groups, one-on-one support, online intervention resources, shortening/adapting/lengthening assignments based on ability (differentiation) learning centers, technology resources, and hands on resources.

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BEYOND THE CLASSROOM

After school programs, field trips, parent workshops featuring topics/strategies to meet the needs of high-risk students, small groups identified by common needs, leaning assemblies, learning centers, touch math lessons. Intensive needs students will receive increased instructional time through afterschool.

MONITORING

While targeted students are in small group sessions other students are participating in enrichments activities such as, learning center, peer tutoring, small group, cooperative learning, enrichment activities, differentiated learning based upon student ability, independent accelerated math assignments.

Grade span: 6-8

Interventions:

IN THE CLASSROOM

Differentiating through small group instruction; one-on-one instruction, co-teaching support for students with disabilities using differentiation of instruction and cooperative learning through the RTI time in classroom groups and RTI time pulled outside of class in groups, one-on-one support, online intervention resources, shortening/adapting/lengthening assignments based on ability (differentiation) learning centers, technology resources, and hands on resources.

BEYOND THE CLASSROOM

Students will take various real world field trips to experience mathematics. Hiring of community based programs and enlisting community leaders to assist beyond the classroom. After school programs, field trips, parent workshops featuring topics/strategies to meet the needs of high-risk students, small groups identified by common needs, learning assemblies, learning centers, touch math lessons. Intensive needs students will receive increased instructional time through afterschool.

ADDITIONAL TIME

Intensive needs students will also receive increased instructional time through after school, programs, parent workshops featuring topics to meet the needs of high-risk students.

ENRICHMENT

Students targeted will be given addition time using math electives and accelerate class offerings. The other students will either be paired in math lab or participating in another elective. Technology tools and online resources to enrich and enhance learning opportunities.

MONITORING

Teachers know interventions are working through the analysis of MEAP, global scholars, and data director, as well as, teacher assessments. Interventions are working and successful when teachers see an increase in students proficiency based on benchmark assessments. Interventions are working and successful when teachers see an increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments. Interventions are also considered a success when a student can maintain mastery/proficiency performance on 85% or higher classroom assessments consistently for 2 monitoring cycles. All teachers implement these interventions.

SCIENCE

Grade span: k-5

IN THE CLASSROOM

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Differentiating through small group instruction; Co-teaching support for students with disabilities using differentiation of instruction and cooperative learning through the RTI time in classroom groups and RTI time pulled outside of class in groups, one-on-one support, online intervention resources, shortening/adapting/lengthening assignments based on ability (differentiation) learning centers, technology resources, and hands on resources and manipulatives.

BEYOND THE CLASSROOM/ADDITIONAL TIME

Increased instructional time, field trips, assemblies, after-school programs, parent workshops featuring topic strategies to meet the needs of high risk students, small groups identified by common needs, learning assemblies, learning centers, technology time.

ENRICHMENT

While targeted assistance help is given all other students are engaged in workshop, learning centers, peer tutoring, small group, cooperative learning, enrichments activities, and differentiated learning based open student ability.

MONITORING

Teachers know interventions are working through the analysis of MEAP, global scholars, and data director, as well as, teacher assessments. Interventions are working and successful when teachers see an increase in students proficiency based on benchmark assessments. Interventions are working and successful when teachers see an increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments. Interventions are also considered a success when a student can maintain mastery/proficiency performance on 85% or higher classroom assessments consistently for 2 monitoring cycles. All teachers implement these interventions.

Grade span: 6-8

Interventions:

IN THE CLASSROOM

Differentiating through small group instruction; one-on-one instruction, co-teaching support for students with disabilities using differentiation of instruction and cooperative learning through the RTI time in classroom groups and RTI time pulled outside of class in groups, one-on-one support, online intervention resources, shortening/adapting/lengthening assignments based on ability (differentiation) learning centers, technology resources, and hands on resources.

BEYOND THE CLASSROOM

Beyond the classroom students will take various real world field trips to experience science. Hiring of community based programs and enlisting community business leaders to assist beyond the classroom. Increased instructional time will also be provided beyond the classroom in after school programs and activities.

ADDITIONAL TIME

Momentum Academy provides additional time to students in need of intensive support to master the states academic standards by providing an additional 30 minutes of small group and one-on-one support sessions, as well as after school programs.

ENRICHMENT

Students targeted will be given additional time using science lab activities and additional class offerings. The other student's will either be grouped in science labs or participating in other activities.

MONITORING

Teachers know interventions are working through the analysis of MEAP, global scholars, and data director, as well as, teacher assessments.

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Interventions are working and successful when teachers see an increase in students proficiency based on benchmark assessments. Interventions are working and successful when teachers see an increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments. Interventions are also considered a success when a student can maintain mastery/proficiency performance on 85% or higher classroom assessments consistently for 2 monitoring cycles. All teachers implement these interventions.

SOCIAL STUDIES

Grade Span:K-5

Interventions:

IN THE CLASSROOM

Differentiating through small group instruction; one-on-one instruction, co-teaching support for students with disabilities using differentiation of instruction and cooperative learning through the RTI time in classroom groups and RTI time pulled outside of class in groups, one-on-one support, online intervention resources, shortening/adapting/lengthening assignments based on ability (differentiation) learning centers, technology resources, and hands on resources.

BEYOND THE CLASSROOM/ADDITIONAL TIME

Increased instructional time, field trips, parent workshops featuring topics strategies to meet the needs of high-risk students, small groups identified by common needs, learning assemblies, learning centers, technology time, are interventions used beyond the classroom.

ENRICHMENT

While targeted assistance help is given all other students are engaged in workshop, learning centers, pair reading, peer tutoring, small group, cooperative learning, enrichment activities, and differentiated learning based upon student ability.

MONITORING

Teachers know interventions are working through the analysis of MEAP, global scholars, and data director, as well as, teacher assessments. Interventions are working and successful when teachers see an increase in students proficiency based on benchmark assessments. Interventions are working and successful when teachers see an increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments. Interventions are also considered a success when a student can maintain mastery/proficiency performance on 85% or higher classroom assessments consistently for 2 monitoring cycles. All teachers implement these interventions.

Grade span: 6-8

Interventions:

IN THE CLASSROOM

Students who are identified as having difficulties in mastering the State's academic achievement standards as proficient or advanced levels will be provided with assistance both individually and small groups. A variety of comprehension strategies will be employed and modeled for students in reading. Students will also be given additional time for the completion of class assignments.

BEYOND THE CLASSROOM

Beyond the classroom students will take various real world field trips to experience social studies. We also engage in hiring community based programs and enlisting community businesses/leaders to assist beyond the classroom.

ADDITIONAL TIME

We provide after school intervention programming to increase instructional time for students in need of support.

ENRICHMENT

Non-identified students are encouraged and expected to work independently or in pairs/groups as targeted students are receiving additional time and assistance in enrichment activities through technology, projects, and independent practices to relate and analyze learning through real world experiences.

MONITORING

Teachers know interventions are working through the analysis of MEAP, global scholars, and data director, as well as, teacher assessments. Interventions are working and successful when teachers see an increase in students proficiency based on benchmark assessments. Interventions are working and successful when teachers see an increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments. Interventions are also considered a success when a student can maintain mastery/proficiency performance on 85% or higher classroom assessments consistently for 2 monitoring cycles. All teachers implement these interventions.

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

ENGLISH LANGAUGE ARTS-READING

Content:

The students will get access to information through district provided curriculum resources, classroom teacher instruction utilizing professional teacher methods and techniques including ability groups, differentiation, small groups and one-on-one instruction; technology resources, parents, peers, assistive technologies, resource teams, and current technology.

Process:

Students will engage in activities from explicit instruction, guided reading, cooperative learning, technology instruction, and differentiation of instruction to help them make sense of content. These activities include learning centers, one-on-one instruction, DEAR time, peer tutoring, turn and talk, think alouds, pull out sessions, differentiation of assignments, technology resources, use of manipulative and basic classroom supplies. Differentiation of assessments will be used to meet the learning needs of students.

Products:

Students will use a variety of resources to create ongoing and/or culminating projects that demonstrate core curriculum mastery. These products include Six+1, Scholastic Trait Crate, BOB books, data director, global scholars.

Learning environment:

The classroom will be a welcome, engaging and academic rich learning environment. This will be achieved through the use of talk walls, centers, daily 5, cooperative learning, technology rich classrooms, and ergonomically correct student furniture.

ENGLISH LANGUAGE ARTS-WRITING

Content:

The student will get access to information through district provided curriculum resources, classroom teacher instruction utilizing professional teacher methods and techniques including ability grouping, differentiation, small groups, one-on-one instruction; technology resources, parents peers, assistive technology, resource team, and current technology.

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Process:

Students will engage in activities from explicit instruction, guided reading, cooperative learning, technology instruction, and differentiation of instruction to help them make sense of content. These activities include learning centers, one-on-one instruction, DEAR time, peer tutoring, turn and talk, think alouds, pull out sessions, differentiation of assignments, technology resources, use of manipulative and basic classroom supplies. Differentiation of assessments will be used to meet the learning needs of students.

Products:

Students will use a variety of resources to create ongoing and/or culminating projects that demonstrate core curriculum mastery. These products include Six+1, Scholastic Trait Crate, BOB books, data director, global scholars.

Learning environment:

The classroom will be a welcome, engaging and academic rich learning environment. This will be achieved through the use of talk walls, centers, daily 5, cooperative learning, technology rich classrooms, and ergonomically correct student furniture.

MATH

Content:

The student will get access to information through district provided curriculum resources, classroom teacher instruction utilizing professional teacher methods and techniques including ability grouping, differentiation, small groups, one-on-one instruction; technology resources, parents peers, assistive technology, resource team, and current technology.

Process:

Students will engage in activities from explicit instruction, guided reading, cooperative learning, technology instruction, and differentiation of instruction to help them make sense of content. These activities include learning centers, one-on-one instruction, peer tutoring, turn and talk, think alouds, pull out sessions, differentiation of assignments, technology resources, use of manipulatives, building graphs, charts and tables, Envisions assessments and lessons, teacher created assessments, exit slips, rubrics, teacher observations and basic classroom supplies. Differentiation of assessments will be used to meet the learning needs of students.

Products:

Students will use a variety of resources to create ongoing and/or culminating projects that demonstrate core curriculum mastery. These products include math facts in a flash, touch math, Envisions lessons and assessments, data director, global scholars.

Learning Environment:

The classroom will be a welcome, engaging and academic rich learning environment. This will be achieved through the use of talk walls, centers, daily 5, cooperative learning, technology rich classrooms, and ergonomically correct student furniture.

SCIENCE

Content:

The student will get access to information through district provided curriculum resources, classroom teacher instruction utilizing professional teacher methods and techniques including ability grouping, differentiation, small groups, one-on-one instruction; technology resources, parents peers, assistive technology, resource team, and current technology.

Process:

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Students will engage in activities from explicit instruction, guided reading, cooperative learning, technology instruction, and differentiation of instruction to help them make sense of content. These activities include learning centers, one-on-one instruction, peer tutoring, turn and talk, think alouds, pull out sessions, differentiation of assignments, technology resources, use of manipulatives, building graphs, charts and tables, teacher created assessments, exit slips, rubrics, teacher observations and basic classroom supplies. Differentiation of assessments will be used to meet the learning needs of students.

Products:

Students will use a variety of resources to create ongoing and/or culminating projects that demonstrate core curriculum mastery. These products include Science Infusion, teacher created lessons and assessments, data director, global scholars.

Learning Environment:

The classroom will be a welcome, engaging and academic rich learning environment. This will be achieved through the use of talk walls, centers, daily 5, cooperative learning, technology rich classrooms, and ergonomically correct student furniture.

Students will use a variety of resources to create ongoing and/or culminating projects that demonstrate core curriculum mastery. These products include science workshops/labs, and science manipulatives, BrainPOP, science fair display boards, powerpoints, videos.

Learning Environment:

The classroom will be a welcome, engaging and academic rich learning environment. This will be achieved through the use of talk walls, centers, daily 5, cooperative learning, technology rich classrooms, and ergonomically correct student furniture.

SOCIAL STUDIES

Content:

The student will get access to information through district provided curriculum resources, classroom teacher instruction utilizing professional teacher methods and techniques including ability grouping, differentiation, small groups, one-on-one instruction; technology resources, parents peers, assistive technology, resource team, and current technology.

Process:

Students will engage in activities from explicit instruction, guided reading, cooperative learning, technology instruction, and differentiation of instruction to help them make sense of content. These activities include learning centers, one-on-one instruction, peer tutoring, turn and talk, think alouds, pull out sessions, differentiation of assignments, technology resources, use of manipulatives, building graphs, charts and tables, Social Studies Alive, created assessments, exit slips, rubrics, teacher observations and basic classroom supplies. Differentiation of assessments will be used to meet the learning needs of students.

Products:

Students will use a variety of resources to create ongoing and/or culminating projects that demonstrate core curriculum mastery. These products include maps, Social Studies Alive, Brain Pop, online videos, power points.

Learning Environment:

The classroom will be a welcome, engaging and academic rich learning environment. This will be achieved through the use of talk walls, centers, daily 5, cooperative learning, technology rich classrooms, and ergonomically correct student furniture. (i.e. built in ceiling mounted projectors, Smartboards, handheld devices, tablets, functional broadband)

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.

COORDINATING AND CONSOLIDATION OF PROGRAMS

The main purpose of these numerous initiatives is to ensure that all students have equal opportunities through different means in acquiring a quality education and demonstrate proficiency of the State standards as measured on the state assessment (M-Steps). The coordination of these programs support the central focus of the school by providing a variety of services that give staff, students and families the training and resources needed to attain academic achievement. Momentum Academy will consolidate Title I, Title II, 31A money, and State General Funds to improve the means of attaining the educational focus by coordinating instructional programs and consolidating financial resources. This consolidation will accelerate the improvement of academic performance of all students, especially the lower achieving students. Momentum Academy will increase the academic success of all students by making systematic changes that knit together services funded from a variety of sources into a comprehensive framework. We can address the school's needs using all the resources available, giving us more flexibility on how we use these available funds to identify and meet the needs of our students.

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, Professional Development, Supplemental Supplies and Books.

Title I: Provides RTI Teacher

Title II: Provides Professional Development

STATE RESOURCES, PROGRAMS AND GRANTS

General Funds provide: Staff, Curriculum, Professional Development, and Resources/Materials

Great Start Readiness Program Provides: Preschool Teacher, Professional Development, Materials, Meals and Parental Involvement

31A Money provides for Afterschool program staff

LOCAL RESOURCES, PROGRAMS AND GRANTS

Mobile Dentist: Provides Dental Care and Dental Products

Lens Crafters Vision and Screening provides: Eye Exams and Glasses

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

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COMPONENT #1: COMPREHENSIVE NEEDS ASSESSMENTS

Local Programs/Resources

Mentor Program - Allows our school to work with local help agencies to prepare our students for social and job training skills.

State Programs/Resources

General Fund - The school will use these funds to assist in delivering a strong academic platform to students at grade level using the common core framework.

31A - The school will collect data on low achievement. The reason for achievement in the form of perception, demographic, behavioral, and achievement data.

Federal Programs/Resources

TITLE I Part A - The school will determine tier grouping for our students and use our RTI teacher to assist in the needs assessment process moving forward.

Title II: The school uses these funds for professional development for staff learning and understanding of curriculum needs.

Special Education Funds IDEA- speech pathologist, school social worker, special education resource teacher.

COMPONEN #2: SCHOOLWIDE REFORM STRATEGIES

Local Programs/Resources

Mentor Program - Allows our school to work with local help agencies to prepare our students for social and job training skills.

Student Assistance- All students referred to the program will receive an I.D. and the referral will initiate services for academic growth.

Law Enforcement Agency- We partner with local law agencies to assist with students who struggle with abnormal behaviors and issues unmanageable by the school officials.

State Programs/Resources

General Funds. - We utilize general funds to aid in purchasing materials and curriculum needed to implement reform. Teachers identified achievement gaps in all content areas for all students and sub groups with multiple test results.

31A - The school will provide social work interventions to address low achievement. Social work groups, behavior plans.

Federal Programs/Resources

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Title I Part A - The school will utilize our RTI Teacher to assist in the Tiered instruction process.

Title II- Professional Development

COMPONENT #3: INSTRUCTION BY HIGHLY QUALIFIED STAFF

Local Programs/Resources

Teachers will take leadership in providing professional development at the building level based on book study cooperative learning series of "Teach Like a Champion Techniques".

Special Education Staff will provide workshop format at the building level to assist with teaching poverty students.

State Programs/Resources

General Fund - The general fund allotted us highly qualified teachers and administrators. Without the staff we would have not been able to do an assessment of our needs and began the reform process. Teachers work together to pull data from testing and classroom strategy issues to identify what works and what should be adjusted in our School Improvement Plan.

31A - Teachers work with mental health agencies, child protective services to address the needs of our at-risk population of students.

Federal Programs/Resources

Special Education IDEA

This resource is used to determine eligibility, delivery of services per students individualized educational program plans. We also monitor the progress of students' goals and objectives.

Title I Part A - Is used to address the academic goals of at-risk students and provide assistants with Tier 3 students.

Title II - used toward developing staff competencies in areas directly related to academic achievement and behavioral support for our at-risk population.

COMPONENT #4: STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS

Local Programs/Resources

Staff members have a high degree of autonomy in how they choose to help their students meet rigorous Common Core standards. As such, leadership skills are highly regarded. Staff participates in data analysis and school improvement committees on a bi-monthly/Monthly basis.

Mobile Dentist- Provides Dental Care

Vision and Screening - Eye Exams and Hearing Screening

State Funding Resources

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Momentum Academy

General Fund - Salaried Staff Members receive paid personal/sick time off, paid holidays, dental/health/optical insurance, and retirement savings benefits.

Our general fund also helps us market our school to attract highly qualified staff members. We do this by mailers, billboards, radio, etc.

Federal Funds/Resources

Title II - Staff members participate in New Teacher Training as well as Momentum University training each year to prepare them for the upcoming school year.

COMPONENT #5: HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Local Resources

To ensure the safety of all members of our school community, all staff is retrained annually in CPI (Crisis Prevention Intervention).

Staff will share areas of expertise, research interests, and professional competencies with one another through various cooperative learning professional development meetings scheduled throughout the year.

State Resources

General Fund- Professional Development in the areas curriculum, Classroom mgmt., Rigor in Instruction, all are mostly paid from our general fund to support the teacher ongoing learning and assistance in assessment decisions. The professional development aids our reform strategies by assisting teachers in understanding "Teach Like a Champion Techniques" and how to implement them in their classrooms.

31A - Is used to address the needs of at-risk students. We continue to keep relationships with families and community help agencies through our work with at-risk students.

Federal Resources

Title I Part A - With our School Wide Title I program we will be able to better support all of our students. Teachers learning and working with RTI teacher will work together to learn the component information in our SWTP.

Title II - resources are used toward developing staff competencies in areas directly related to academic achievement and behavioral supports for all at-risk students.

COMPONENT #6: STRATEGIES TO INCREASE PARENT INVOLVMENT

Local Resources

PTO Meetings - Parents are asked to be apart of our school parent/teacher organization in order to have involvement in the ongoing process of bettering our culture and climate at our school.

Mobile Dentist- Provides Dental Care. Allow parents to assist in lining students up for this program.

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Vision and Screening - Eye Exams and Hearing Screening

State Resources

General Funds- This fund provides opportunities for parents to attend Open House opportunities and School Carnivals throughout the summer. Monthly Newsletters, IRIS Communications (all calls and emails), are other opportunities for parents to know what is going on at Momentum.

Federal Resources

Title 1 PartA - Allows for Momentum to have meetings throughout the year to assist parents in Math/Reading competencies to help their children and other workshops and seminar opportunities throughout the year given by our RTI Teacher and Title I team.

IDEA Funds- Parents are all asked to participate in the IEP process with students in order to assist students on an ongoing basis. Parents are informed throughout the process to keep consistency at home and in school.

COMPONENT #7: PRESCHOOL TRANSITION STRATEGIES

Local Resources

PTO - Parent and community outreach, uniforms and clothing.

Mobile Dentist- Provides Dental Care.

Vision and Screening - Eye Exams and Hearing Screening

Board Members - Provides Toys for Tots

State Resources

General Fund - Allows us to promote our Pre-K classes at our school.

Teachers in Pre-K and Kdg. work together to prepare opportunities for parents to learn the transition process and what is needed to be prepared for the next level.

Materials for curriculum, flyers, furniture, and transition materials in order to run a successful GSRP program.

Provide gas reimbursements- teachers make two home visits during the school year to meet the children and get familiar with their families.

Highly Qualified Preschool Teachers

Two parent conferences are held each year discussing the growth of the student and the transition into kindergarten which are paid out of this fund.

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Professional Development is provided through these funds as well for teachers to gain more knowledge of GSRP and transitioning ideas for our school.

Four parent workshops are held per school year - each of these training are paid for out of this budget. We pay for materials, snacks, trainer (if needed).

COMPONENT #8: TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

Local Resources

Staff will share expertise, research interests, and professional competencies with one another through various cooperative learning professional development meetings scheduled throughout the year.

Staff participates in either data analysis or school improvement committees. The efforts of both of these committees work in tandem, essentially to provide quantitative and qualitative data about the school that are shared with stakeholders. Decisions about assessments are grounded in discussions based on the collected at the school level.

State Resources

General Fund - Our testing systems such as, Performance Series and Data Director are purchased and maintained through our general funds. This helps us with timely assistance of understanding where students find difficult each month and gives us the tools needed to help students master concepts.

31A- It is imperative that discuss and utilize at-risk materials to assist in the advancement of student success in testing and tiered instruction.

Federal Resources

Title I Part A - Supplemental resources such as, Accelerated reading program, DRA testing, and other programs allow us to assist students in furthering their efforts toward success.

COMPONENT #9: TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

Local Funding and Resources

PTO - Parent and community outreach, uniforms and clothing. Each month our PTO meets to prepare any upcoming events or fundraisers for the school. This is done so that all business is handDIFFICULTYied in a timely manner.

Mobile Dentist- Provides Dental Care.

Vision and Screening - Eye Exams and Hearing Screening

Board Members - Provides Toys for Tots around the Christmas season.

Single Building District Improvement Plan

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State Resources

General Funds - Building maintenance and technology maintenance also uses this source to continue maintaining Momentum's ability to implement proper educational strategies. A nice clean environment and working computers and technology is a must in order to meet and prepare new ideas properly.

Federal Resources

Title 1 Part A

Supplemental materials are purchased and delivered in a timely manner. We ensure that our calendar of events is set up prior to the start of the year.

IDEA

Special Education resources and materials are purchased prior to the school beginning. In any case of new students without materials we purchase more than enough for the school year.

COMPONENT #10: COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES

Local Funding and Resources

School Level Parent Parent Organization, Parent Involvement, Community Outreach, Uniforms and Clothing.

State Resources

General Funds Provide- Staff, Curriculum, Professional Development, School Improvement Team and resources.

31A - Funds provide after school enrichment opportunities that will help students academically, as a supplemental instructional setting to the regular classroom

Federal Funds

Title I Part A- RTI Teacher that will assist in the Tier 3 struggling students who will also ensure parent involvement throughout the year with at-risk students.

Title II- Professional Development for staff.

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.

NUTRITIONAL PROGRAM

Our school participates in the universal break program and free lunch. This program includes nutritional meals. We provide a hot nutritional lunch for all students.

GREAT START READINESS PROGRAM

The Great Start Readiness Program is a state funded preschool program. It is a full day program that meets four days a week. Class sizes are limited to 16 students. This program provides education, health, social, mental health and parent involvement services to educationally at risk children who must be four years old by December 1st of the current school year.

OTHER SUPPORT PROGRAMS

Behavior Intervention is a team based process in which we are creating and sustaining a safe and effective school. We enforce using decision-making in relation to student behavior in order to build our culture and environment.

Evaluation:

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

Momentum Academy evaluates the implementation of the school wide plan annually in the spring of each school year. Our School Improvement Team consists of administrators, staff, and parents to analyze student achievement data from MEAP, Global Scholars, and Data Director. Data analysis remains an ongoing process throughout the school year.

The results of the data are discussed and reviewed throughout the school year through bi-weekly content level meetings and monthly staff/parent meetings to modify any changes needed towards overall student academic achievement. Parents will be involved in the discussion and review the data of each test. Parents will attend monthly meetings directly, and indirectly by way of survey to help provide input to better increase student achievement.

During the spring of each school year administrators, staff, and parents will be formally review all data, discuss the implementation of the school wide plan, and modify any changes in instruction, programs, and services to help meet our goals and objectives. Revisions to the plan will be implemented for the following school year.

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.

Momentum Academy evaluates the results achieved by the schoolwide program using data from the state's annual assessments and other indicators of academic achievement in the following way:

Beginning in the fall and in the spring administrators, staff, and parents meet to discuss data from the Global Scholars, MEAP, Data Director, and teacher assessments. Schoolwide Goals and objectives are reviewed.

All decisions regarding the data is evaluated to determine if students low proficiency have begun to show a trend of declining proficiency in achievement in order to target students for intervention service. We are closely monitoring our academic and demographic as it relates to our school improvement plan. An overall increase in school improvement and increase in academic proficiency would show in an overall incream in proficiency in all students and the targeted subgroup in content areas. Momentum Academy has not yet received our Differentiated Proficiency Targets for State Performance Levels as of this date because we are a second year school. Achievement data and analysis is used for determining what changes may be needed in instructional programming and practice to increase student achievement or establish goals, objectives, strategies, activities within the schoolwide plan to yield more comprehensive, effective, and consistenet gains in student achievement, effectiveness of the implementation of the schoolwide plan, including any updates or revision are unanimous and discussed during this time.

In the spring administrators, staff and parents meet and review achievement data collected over the school year and the data analysis performed by the staff. His data is used to determine the proficiency level of all students particularly targeting students not performing at state academic standards.

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.

Momentum Academy determines whether the schoolwide program has been effective in increasing the achievement of students who are further from achieving the standards in the following ways:

As part of our school Comprehensive Analysis all data is analyzed and discussed by the staff, parents, and administration using multiple assessments such as the MEAP, Global Scholars, Data director and teacher assessments. Students who are seen as at risk of meeting proficiency standards are targeted for intervention support and monitored. Input from all members, are taken into consideration as decisions are made regarding targeted school goals. As new data reveals changes in instructional planning and intervention support so does our goals and objectives.

Students, who are identified as being in Level 3 or 4 (category 1 or 2 priority) on MEAP proficiency test, are considered to be the furthest away from State Proficiency Target of 85%. (Momentum Academy has not yet received our Differentiated Proficiency Targets for State Performance Levels as of this date, for we are a second year school.) Therefore, our Data Analysis Team will continue to progress monitor all content areas, looking for 3% annual increase. The School Improvement Team members determine the effectiveness of the overall schoolwide objectives and interventions using minimum annual of student achievement in each of the content areas. Momentum targets are as follows:

Reading-3%

Writing-3%

Mathematics-3%

Science- 3%

Social Studies-3%

Momentum Academy plans to narrow the achievement gaps among all students, and students who are furthest away from the State Proficiency Target, through efficient data analysis, effective program selections, continuing staff professional development, and an increase community resources and services.

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?

Administrators, staff, and parents meet as a team, to monitor the improvements of the schoolwide plan, after the review of the data. The team is responsible for making the revisions to our schoolwide goals, strategies, and objectives after all results are shared with stakeholders, In the spring, MEAP is analyzed closely to improve the quality of instruction in the classroom and target interventions for the remainder of the school year as well as the up coming school year. Our team carefully progresses monitor overall student achievement growth.

Revisions take place monthly based on data results. Schoolwide teams also meet monthly to discuss results and to ensure the dependability of the Schoolwide Reform Program and plan intervention for students who are furthest from the State's Proficiency Target.

Plan for Single Building District Improvement Plan 2016-17

Overview

Plan Name

Plan for Single Building District Improvement Plan 2016-17

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 at Momentum Academy will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$2100
2	All students at Momentum Academy will be proficient in Math.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$51100
3	All students at Momentum Academy will be proficient in ELA.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$51600
4	All students at Momentum Academy will be proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$2100
5	To Improve school climate, culture, and student behavior.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$1000

Goal 1: All students at Momentum Academy will be proficient in Science.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by using different science concepts in Science by 06/16/2017 as measured by classroom assessments, assignment, state testing, and experiments. .

Strategy 1:

Daily Instruction - Teachers will teach the science curriculum and conduct classroom assessments to maintain evidence of student proficiency.

Category: Science

Tier: Tier 1

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize technology effectively through use of the technology lab and iPads to enhance their comprehension of informational text and research strategies for projects and written work. They will apply their online research to acquire useful information through teacher guidance and integrate what they learn collaboratively with one another. They will become familiar with the strengths and limitations of various technological tools and mediums. The students will do quick, on-the-run research when needed, to express their thinking verbally and in writing in order to summarize, analyze, and design without needing teachers to insert the key questions along the way or to walk them through step by step.	Technology	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All Science Instructional Staff, Support Staff

Activity - Weekly Science Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure weekly assessments are employed that will cover the science objective taught each week to ensure mastery of the concepts effectively instructed.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Science Instructional Staff, Administration, Support Staff

Activity - Science Hands-on Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

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Teachers will explore different activities and hands-on science experiments in which students will learn through the use of their five senses. Students will actively participate in scientific explorations and observations through modeling. Students will also be instructed by their teacher the scientific process.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All Science Instructional Staff, Support Staff
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Strategy 2:

Administration Review/Teacher Collaboration - Observation Forms and walkthrough notes. One on One meetings bi-weekly will be implemented with fidelity.

Observations play a major role in any comprehensive teacher evaluation system. It's critical that they help paint a fair and accurate picture of teachers' strengths and development areas in the classroom.

Category: Science

Research Cited: Professional Learning Communities At Work: Best Practices for Enhancing Student Achievement (2007) by Solution Tree

Tier: Tier 1

Activity - Administrative Walkthroughs and Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will visit classrooms during science hands-on activities and/or explorations to ensure that teachers are utilizing appropriate pacing and effective lessons to move students towards mastery of standards. At a minimum of 3 times a year, the administration will observe a full lesson to collaborate and evaluate the instructional process. Administrators will have bi-weekly meetings with each teacher and staff members that apply. As on team the administrator and educator will discuss the science curriculum and assess their needs.	Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Administration, All Science Instructional Staff, Support Staff

Activity - Science PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At a minimum of 3 times a year teachers will come together for PLC science curriculum meetings to discuss pacing and tools for science. The instructional staff will also share ideas and discuss lessons that worked or did not and collaborate with one another in how to improve in concept areas as well as any research completed.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All Science Instructional Staff

Strategy 3:

Science Professional Development - Teachers will gain more knowledge and support for their students by using data by implementing common assessments and utilizing the PowerSchool Gradebook to determine the mastery of standards.

Category: Science

Research Cited: Data Wise, Revised and Expanded Edition: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning by Kathryn Parker Boudett

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Tier: Tier 1

Activity - PowerSchool Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science instructional staff will receive professional development for PowerSchool to better utilize additional components within the program grade book to be able to track at-risk students.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$2100	Title II Part A	Administration, All Science Instructional Staff, Intervention, Support Staff

Goal 2: All students at Momentum Academy will be proficient in Math.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency They will be able to complete grade level work and test in Mathematics by 06/15/2018 as measured by It will be measured by the use of Data Director, classroom assessments, and Ed Performance.

Strategy 1:

I Do/We Do/You Do Model - I Do/We Do/You Do model will be used to focus on our mathematics priority areas of: Numbers and Operations, Measurement and Data, Geometry, Algebraic Thinking, Ratios and Proportions, Expressions and Equations, and Statics and Probability.

Teachers will provide direct instruction, establish goals and purposes through board objectives, and use the strategy if think alouds with students. In addition, teachers will model to students the mathematical concepts by incorporating the use of manipulatives, diagrams, and/or technology. Next, teachers will then guide instruction using additional modeling, use of interactive instruction, and work with individual or groups based on needs to check for understanding through student interaction and responses. Afterwards, the students begins working independently while the teacher evaluates, provides feedback, and ensure knowledge of content. Finally, the teacher uses the strategy of collaborative learning to allow students to work together to ensure clarification of concept and share individual understandings with one another while the teacher offers support where needed. This model provides an effective way to establish a flow of learning while teaching lessons. The model provides a plan of instruction using thorough modeling and demonstrations, which leads to numerous ways to check for understanding through independent practice and collaborative learning.

Category: Mathematics

Research Cited: Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition

by Douglas Fisher and Nancy Frey

Teach Like a Champion: 49 Techniques That Put Students on the Path to College by Doug Lemov

Tier: Tier 1

SY 2016-2017

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Activity - Administrative Walk Through Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct weekly walkthrough's that will focus on techniques utilized in the classroom from "Teach Like a Champion" and the "I Do/We Do/You Do Model to determine proper use and effectiveness toward student achievement in math.	Walkthrough	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Administrative Staff
Activity - Math Tournaments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will face off against peers (one on one) until one winner is left. That winner will be the Math Champion for the week. Teachers can decide to use either addition, subtraction, multiplication, and/or division facts. Teachers will use Smart Response Systems for summative assessments during math instructional time to determine student mastery of these concepts.	Academic Support Program	Tier 2	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	All Math Instructional Staff

Strategy 2:

Intervention and Enrichment - Teachers will provide support for struggling students and enrichment support for those at or above grade level proficiency in math. Teachers will analyze data during meetings with administration and grade level teams using common assessments within the school to determine which students are not meeting standards and/or who are identified in the lower 30%, proficient, or above grade level.

Category: Mathematics

Research Cited: Response to Intervention in Math: Practical Guidelines for Elementary Teachers by William Bender

Tier: Tier 1

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use differentiated instruction for students identified in the lower 30% of grade level, proficient at grade level, and for high achieving students who are above grade level based on using various assessment data.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All Math Instructional Staff
Activity - Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated Instruction for small groups through the use of intervention strategies. The math Interventionist will use technology and manipulatives to enhance growth in mathematics.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$43000	Title I Part A	Math Interventionist

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Activity - Enhance Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A greater emphasis will be placed on exposing students to various math manipulative, constructed responses, projects, extended response problems, and performance tasks. Based on the depth of knowledge required for the math problem, this could be accomplished through whole group, small group, or independently.	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All Math Instructional Staff
Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention block will be utilized within the daily schedule to support students who are not meeting proficiency expectations in math. Students will be identified using data from NWEA, Illuminate, and other grade level assessments.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All Math Instructional Staff, Interventionist, Support Staff

Strategy 3:

Math Assessment Professional Development - Teachers will gain more knowledge and support for their students by teaching the curriculum more effectively. Teachers will use various assessment data through NWEA, Illuminate benchmark tests, and PowerSchool Gradebook to determine the mastery of standards.

Category: Mathematics

Research Cited: Data Wise, Revised and Expanded Edition: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning by Kathryn Parker Boudett

Tier: Tier 1

Activity - Illuminate Benchmark Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Math Instructional Teachers will receive professional development in how to use the assessment program and administer the assessment to their students to receive data on monthly benchmark tests to determine mastery of content taught within that time period.	Professional Learning	Tier 1	Getting Ready	08/16/2017	06/15/2018	\$1500	Title II Part A	Administration, Math Instructional Staff, Support Staff, and Interventionist
Activity - NWEA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All math instructional teachers will receive professional development on how to administer the NWEA assessment as well as how to utilize the data to drive instruction throughout the school year.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$4500	Title II Part A	Administration, All Math Instructional Staff, Interventionist, and Support Staff
Activity - PowerSchool Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math instructional staff will receive professional development for PowerSchool to better utilize additional components within the program grade book to be able to track at-risk students.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$2100	Title II Part A	Administration, All Math Instructional Staff, Interventionist, and Support Staff

Goal 3: All students at Momentum Academy will be proficient in ELA.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency. They will be able to complete grade level work and test in English Language Arts by 06/16/2017 as measured by the use of Data Director, classroom assessments, and Ed Performance.

Strategy 1:

Best Practices in ELA - I Do/We Do/You Do Model is used to enrich and accelerate instruction in the classroom. This model of instruction moves from explicit modeling and instruction to guided practice and then to activities that position students to become independent learners. The teacher guides the students to a point where the student accepts responsibility for the task. This will be conducted in a daily 90 minute ELA block. Teachers will focus on increasing reading comprehension and improving writing skills through the use of: graphic organizers, remediation, learning centers, and technology.

Category: English/Language Arts

Research Cited: Teach Like A Champion by Doug Lemov

Better Learning Through Structured Teaching: A Framework for the Gradual Release Douglas Fisher and Nancy Frey

Differentiated Reading Instruction: Strategies for the Primary Grades by Sharon Walpole

Tier: Tier 1

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Activity - Learning Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement learning centers in the classroom in ELA to enhance learning through hands-on activities and to provide individual student support.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All ELA Instructional Staff
Activity - I Do/We Do/You Do Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
I Do/We Do/You Do model will be used to focus on our mathematics priority areas of: Numbers and Operations, Measurement and Data, Geometry, Algebraic Thinking, Ratios and Proportions, Expressions and Equations, and Statics and Probability. Teachers will provide direct instruction, establish goals and purposes through board objectives, and use the strategy if think alouds with students. In addition, teachers will model to students the mathematical concepts by incorporating the use of manipulatives, diagrams, and/or technology. Next, teachers will then guide instruction using additional modeling, use of interactive instruction, and work with individual or groups based on needs to check for understanding through student interaction and responses. Afterwards, the students begins working independently while the teacher evaluates, provides feedback, and ensure knowledge of content. Finally, the teacher uses the strategy of collaborative learning to allow students to work together to ensure clarification of concept and share individual understandings with one another while the teacher offers support where needed. This model provides an effective way to establish a flow of learning while teaching lessons. The model provides a plan of instruction using thorough modeling and demonstrations, which leads to numerous ways to check for understanding through independent practice and collaborative learning.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All ELA Instructional Staff
Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA instructional staff will use differentiated strategies to meet the needs of all learners whether on below, or above grade level, with a specific focus on best practices throughout every daily lesson. Teachers will differentiate literacy centers to meet the needs of all learners.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All ELA Instructional Staff, Interventionist, Support Staff
Activity - Words Their Way	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The developmental research on which Words Their Way is grounded shows how learners become aware of and construct knowledge about the relationships among printed words, spoken language, and meaning. When we examine children's writing, we see the evolution of this understanding and the types of information they are using to construct this understanding. In the CCSS, the instructional scope and sequence for reading and spelling skills presented across the grades follow in large part the developmental sequence found in Words Their Way. In our instruction, we will look for what young children and older students "use but confuse" in their spelling of words rather than attempting to target what is absent in their spelling. In this way, we can be assured that they will better internalize and productively apply knowledge of spelling patterns. It will be implemented during our ELA Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All ELA Instructional Staff, Interventionist, Support Staff
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Strategy 2:

Intervention and Enrichment - Teachers will provide support for struggling students and enrichment support for those at or above grade level proficiency in ELA. Teachers will analyze data during meetings with administration and grade level teams using common assessments within the school to determine which students are not meeting standards and/or who are identified in the lower 30%, proficient, or above grade level.

Category: English/Language Arts

Research Cited: 40 Reading Intervention Strategies for K-6 by Elaine McEwan

Tier: Tier 2

Activity - ELA Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated Instruction for small groups through the use of intervention strategies. The ELA Interventionist will use technology and manipulatives to enhance growth in ELA.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$43000	Title I Part A	ELA Interventionist
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Ranked the #1 reading instruction resource in an independent survey of more than 18,000 K-5 teachers, Reading A-Z is famous with educators for its extensive collection of leveled reading resources. With more than 1,500 books at 29 levels of reading difficulty to choose from, you can easily put developmentally appropriate content into each student's hands. The product also includes thousands of corresponding resources to enhance instruction and strengthen students' reading skills, such as guided lesson plans, worksheets, assessments, and much more.</p> <p>Differentiate student reading with more than 1,500 books at 29 levels of reading difficulty. Hone reading skills with lesson plans, worksheets, discussion cards, and comprehension quizzes that accompany every leveled book. Teach important 21st century skills and address critical ELA curriculum standards with thousands of downloadable, projectable, and printable teaching materials. Utilize hundreds of world language / translated books ideal for bilingual, ELL, and dual-language programs.</p>	Technology	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All ELA Instructional Staff, Interventionist, Support Staff
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Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use differentiated instruction for students identified in the lower 30% of grade level, proficient at grade level, and for high achieving students who are above grade level based on using various assessment data.	Direct Instruction	Tier 1		09/05/2017	06/15/2018	\$0	General Fund	All ELA Instructional Staff

Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention block will be utilized within the schedule to support students who are not meeting proficiency expectations in ELA. Students will be identified through NWEA, Illuminate, and grade level assessment data.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All ELA Instructional Staff, Interventionist, Support Staff

Activity - Raz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>With billions of leveled readers already accessed across the world, Raz-Kids is an award-winning resource that provides a library of differentiated books at 29 levels of difficulty students use to practice reading in school, at home, or on the go. Digital and mobile access means that students get the personalized reading practice they need anytime, anywhere. And with easy-to-use online controls, teachers can quickly manage and track their students' reading progress in a matter of minutes.</p> <p>Provide meaningful online reading practice on computers and mobile devices with hundreds of leveled books and corresponding quizzes offered at 29 levels of reading difficulty. Encourage close reading skills and the reading and writing connection with interactive tools and constructed response quiz questions.</p> <p>Make practicing reading fun with the engaging Kids A-Z eLearning environment, which includes built-in motivational rewards.</p> <p>Easily track individual and class-wide progress with digital reports.</p>	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$500	General Fund	All ELA Instructional Staff, Interventionist, Support Staff
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Strategy 3:

ELA Assessment Professional Development - Teachers will gain more knowledge and support for their students by teaching the curriculum more effectively. Teachers will use various assessment data through NWEA, Illuminate benchmark tests, and PowerSchool Gradebook to determine the mastery of standards.

Category: English/Language Arts

Research Cited: Data Wise, Revised and Expanded Edition: A Step-by-Step Guide to Improve Teaching and Learning Using Assessment Results to Boudett

Tier: Tier 1

Activity - Illuminate Benchmark Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA Instructional Teachers will receive professional development in how to use the assessment program and administer the assessment to their students to receive data on monthly benchmark tests to determine mastery of content taught within that time period.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$1500	Title II Part A	Administration, All ELA Instructional Staff, Interventionist, Support Staff

Activity - NWEA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All ELA Instructional Teachers will receive professional development on how to administer the NWEA assessment as well as how to utilize the data to drive instruction throughout the school year.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$4500	Title II Part A	Administration, All ELA Instructional Staff, Interventionist, Support Staff
Activity - PowerSchool Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA Instructional Staff will receive professional development for PowerSchool to better utilize additional components within the program grade book to be able to track at-risk students.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$2100	Title II Part A	Administration, All ELA Instructional Staff, Interventionist, and Support Staff

Goal 4: All students at Momentum Academy will be proficient in Social Studies.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by using social studies concepts in Social Studies by 06/15/2018 as measured by classroom assessments, assignment, state testing, and experiments..

Strategy 1:

Social Studies - Teachers will instruct social studies using technology, interactive activities, and implement the I Do/We Do/You Do instructional model in the classroom to promote extensive modeling by social studies teachers and promoting the opportunity for students to work independently and collaboratively to master the curriculum standards.

Category: Social Studies

Research Cited: Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition by Douglas Fisher and Nancy Frey

Tier: Tier 1

Activity - I Do/We Do/You Do Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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I Do/We Do/You Do Instructional model is used to enrich and accelerate instruction in the classroom. This model of instruction moves from explicit modeling and instruction to guided practice and then to activities that position students to become independent learners. The teacher guides the students to a point where the student accepts responsibility for the task and work collaboratively to gain a better understanding of content and teachers can provide proper feedback.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All Social Studies Instructional Staff, Support Staff
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Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the initial phase of instruction, the teacher begins with a hook to get students excited about learning, recite the objective before the lesson to let students know what the end result of their learning, they will be breaking down the task into steps, modeling for the students, and circulating through the room engaging learners. Teachers and students will read informational text, teachers will engage students in understanding and comprehension of informational text, and provide opportunities for listening and speaking projects and activities.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	All Social Studies Instructional Staff, Support Staff

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize technology effectively through use of the technology lab and iPads to enhance their comprehension of informational text and research strategies for projects and written work. They will apply their online research to acquire useful information through teacher guidance and integrate what they learn collaboratively with one another. They will become familiar with the strengths and limitations of various technological tools and mediums. The students will do quick, on-the-run research when needed, to express their thinking verbally and in written form in order to summarize, analyze, and design without needing teachers to insert the key questions along the way or to walk them through step by step.	Technology	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All Social Studies Instructional Staff, Support Staff

Strategy 2:

Administration Review/Teacher Collaboration - Observation Forms and walkthrough notes. One on One meetings bi-weekly will be implemented. Observations play a major role in any comprehensive teacher evaluation system. It's critical that they help paint a fair and accurate picture of teachers' strengths and development areas in the classroom.

Category: Social Studies

Research Cited: Professional Learning Communities At Work: Best Practices for Enhancing Student Achievement (2007) by Solution Tree

Tier: Tier 1

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Activity - Administrative Walkthroughs and Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will visit classrooms during science hands-on activities and/or explorations to ensure that teachers are utilizing appropriate pacing and effective lessons to move students towards mastery of standards. At a minimum of 3 times a year, the administration will observe a full lesson to collaborate and evaluate the instructional process. Administrators will have bi-weekly meetings with each teacher and staff members that apply. As on team the administrator and educator will discuss the science curriculum and assess their needs.	Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Administration, All Social Studies Instructional Staff, Support Staff

Activity - Social Studies PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At a minimum of 3 times a year teachers will come together for PLC science curriculum meetings to discuss pacing and tools for science. The instructional staff will also share ideas and discuss lessons that worked or did not and collaborate with one another in how to improve in concept areas as well as any research completed.	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Administration, All Social Studies Instructional Staff, Support Staff

Strategy 3:

Social Studies Professional Development - Teachers will gain more knowledge and support for their students by using data by implementing common assessments and utilizing the PowerSchool Gradebook to determine the mastery of standards.

Category: Social Studies

Research Cited: Data Wise, Revised and Expanded Edition: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning by Kathryn Parker Boudett

Tier: Tier 1

Activity - PowerSchool Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies instructional staff will receive professional development for PowerSchool to better utilize additional components within the program grade book to be able to track at-risk students.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$2100	Title II Part A	Administration, All Social Studies Instructional Staff, Support Staff, Intervention

Goal 5: To Improve school climate, culture, and student behavior.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior following practices and procedures in Reading by 06/15/2018 as measured by The number of referrals and consistency of student behavior.

Strategy 1:

Routine Procedures - At the beginning of the school year and consistently followed with fidelity throughout the year, they provide students with a given set of routine procedures that are designed to motivate good behavior, create a positive culture, and school climate.

Category: School Culture

Research Cited: Teach Like a Champion Techniques by Doug Lemov

Tier: Tier 1

Activity - Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices within their classroom using the Teach Like a Champion Model. Teachers will consistently enforce and model/utilize the following strategies with fidelity: SLANT, Track the Speaker, Entry Routine, Tight Transitions, and providing a Do Now at the beginning of the class.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Administration, All Instructional Staff, Intervention, Support Staff

Activity - School-Wide Behavior Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach the school-wide behavior practices to all students who enter their classroom. Each Model that is used will be monitored regularly and practiced throughout the school year.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Administration, All Instructional Staff, Intervention, Support Staff

Strategy 2:

Teacher Follow through and Consistency - Teachers will teach, motivate, instruct, monitor, and inspire, students to follow the school-wide behavior plan and practices, to promote success in each classroom and in the building. When teachers find difficulty getting the correct response, teachers will seek assistance from the administration to correct the internal process of the classroom.

Category: School Culture

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Research Cited: Classroom behavior Strategies that Work! Marzano

Teach Like a Champion by Doug Lemov

Tier:

Activity - Administrative Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will do at least 3 observations for effective classroom procedures and practices throughout the year to ensure all staff are consistently using the school-wide behavior program.	Walkthrough, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Administration, All Instructional Staff, Intervention, Support Staff
Activity - One on One Administrative Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet with administration at least once a month for collaboration of practices and needs in regards to behavior within the classroom and the behavior program.	Teacher Collaboration	Tier 1	Implement	09/08/2015	06/15/2018	\$0	No Funding Required	Administration, All Instructional Staff, Intervention, Support Staff
Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will provide professional development in areas of practices and procedures for student and staff success. Support will be given to struggling students in regards to coping skills, build social and emotional skill building opportunities to increase student achievement. The interventionist will also help collaboratively with teachers to create behavior plans/contracts to increase instructional time within the classroom. Another main goal of the behavior interventionist is to create and maintain a culture of civility, where pro-social behavior is taught and reinforced daily.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Title I Part A	Administration, Behavior Interventionist, All Instructional Staff, Intervention, Support Staff
Activity - Transportation and Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Tranportation will be provided for students who are homeless and in need of support as well as give those identified students academic materials/supplies to be successful within the classroom.</p>	<p>Recruitmen t and Retention, Materials, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/15/2017</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>Title I Part A</p>	<p>Administrati on, Support Staff</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Centers	Teachers will implement learning centers in the classroom in ELA to enhance learning through hands-on activities and to provide individual student support.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All ELA Instructional Staff
Science Hands-on Activities	Teachers will explore different activities and hands-on science experiments in which students will learn through the use of their five senses. Students will actively participate in scientific explorations and observations through modeling. Students will also be instructed by their teacher the scientific process.	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All Science Instructional Staff, Support Staff
Best Practices	Teachers will use best practices within their classroom using the Teach Like a Champion Model. Teachers will consistently enforce and model/utilize the following strategies with fidelity: SLANT, Track the Speaker, Entry Routine, Tight Transitions, and providing a Do Now at the beginning of the class.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Administration, All Instructional Staff, Intervention, Support Staff
Enhance Core Instruction	A greater emphasis will be placed on exposing students to various math manipulative, constructed responses, projects, extended response problems, and performance tasks. Based on the depth of knowledge required for the math problem, this could be accomplished through whole group, small group, or independently.	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All Math Instructional Staff
School-Wide Behavior Program	Teachers will teach the school-wide behavior practices to all students who enter their classroom. Each Model that is used will be monitored regularly and practiced throughout the school year.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Administration, All Instructional Staff, Intervention, Support Staff

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Administrative Walk Through Observations	Administrators will conduct weekly walkthrough's that will focus on techniques utilized in the classroom from "Teach Like a Champion" and the "I Do/We Do/You Do Model to determine proper use and effectiveness toward student achievement in math.	Walkthrough	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Administrative Staff
Intervention Block	An intervention block will be utilized within the daily schedule to support students who are not meeting proficiency expectations in math. Students will be identified using data from NWEA, Illuminate, and other grade level assessments.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$0	All Math Instructional Staff, Interventionist, Support Staff
Intervention Block	An intervention block will be utilized within the schedule to support students who are not meeting proficiency expectations in ELA. Students will be identified through NWEA, Illuminate, and grade level assessment data.	Academic Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$0	All ELA Instructional Staff, Interventionist, Support Staff
Social Studies PLC's	At a minimum of 3 times a year teachers will come together for PLC science curriculum meetings to discuss pacing and tools for science. The instructional staff will also share ideas and discuss lessons that worked or did not and collaborate with one another in how to improve in concept areas as well as any research completed.	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Administration, All Social Studies Instructional Staff, Support Staff
Administrative Walkthroughs and Observations	Administration will visit classrooms during science hands-on activities and/or explorations to ensure that teachers are utilizing appropriate pacing and effective lessons to move students towards mastery of standards. At a minimum of 3 times a year, the administration will observe a full lesson to collaborate and evaluate the instructional process. Administrators will have bi-weekly meetings with each teacher and staff members that apply. As on team the administrator and educator will discuss the science curriculum and assess their needs.	Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Administration, All Social Studies Instructional Staff, Support Staff

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Technology Integration	<p>Ranked the #1 reading instruction resource in an independent survey of more than 18,000 K-5 teachers, Reading A-Z is famous with educators for its extensive collection of leveled reading resources. With more than 1,500 books at 29 levels of reading difficulty to choose from, you can easily put developmentally appropriate content into each student's hands. The product also includes thousands of corresponding resources to enhance instruction and strengthen students' reading skills, such as guided lesson plans, worksheets, assessments, and much more.</p> <p>Differentiate student reading with more than 1,500 books at 29 levels of reading difficulty. Hone reading skills with lesson plans, worksheets, discussion cards, and comprehension quizzes that accompany every leveled book. Teach important 21st century skills and address critical ELA curriculum standards with thousands of downloadable, projectable, and printable teaching materials. Utilize hundreds of world language / translated books ideal for bilingual, ELL, and dual-language programs.</p>	Technology	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All ELA Instructional Staff, Interventionist, Support Staff
Differentiation	All ELA instructional staff will use differentiated strategies to meet the needs of all learners whether on below, or above grade level, with a specific focus on best practices throughout every daily lesson. Teachers will differentiate literacy centers to meet the needs of all learners.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All ELA Instructional Staff, Interventionist, Support Staff
Science PLC's	At a minimum of 3 times a year teachers will come together for PLC science curriculum meetings to discuss pacing and tools for science. The instructional staff will also share ideas and discuss lessons that worked or did not and collaborate with one another in how to improve in concept areas as well as any research completed.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All Science Instructional Staff
I Do/We Do/You Do Instructional Model	I Do/We Do/You Do Instructional model is used to enrich and accelerate instruction in the classroom. This model of instruction moves from explicit modeling and instruction to guided practice and then to activities that position students to become independent learners. The teacher guides the students to a point where the student accepts responsibility for the task and work collaboratively to gain a better understanding of content and teachers can provide proper feedback.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All Social Studies Instructional Staff, Support Staff

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Math Tournaments	Students will face off against peers (one on one) until one winner is left. That winner will be the Math Champion for the week. Teachers can decide to use either addition, subtraction, multiplication, and/or division facts. Teachers will use Smart Response Systems for summative assessments during math instructional time to determine student mastery of these concepts.	Academic Support Program	Tier 2	Getting Ready	09/05/2017	06/15/2018	\$0	All Math Instructional Staff
I Do/We Do/You Do Model	I Do/We Do/You Do model will be used to focus on our mathematics priority areas of: Numbers and Operations, Measurement and Data, Geometry, Algebraic Thinking, Ratios and Proportions, Expressions and Equations, and Statics and Probability. Teachers will provide direct instruction, establish goals and purposes through board objectives, and use the strategy if think alouds with students. In addition, teachers will model to students the mathematical concepts by incorporating the use of manipulatives, diagrams, and/or technology. Next, teachers will then guide instruction using additional modeling, use of interactive instruction, and work with individual or groups based on needs to check for understanding through student interaction and responses. Afterwards, the students begins working independently while the teacher evaluates, provides feedback, and ensure knowledge of content. Finally, the teacher uses the strategy of collaborative learning to allow students to work together to ensure clarification of concept and share individual understandings with one another while the teacher offers support where needed. This model provides an effective way to establish a flow of learning while teaching lessons. The model provides a plan of instruction using thorough modeling and demonstrations, which leads to numerous ways to check for understanding through independent practice and collaborative learning.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All ELA Instructional Staff

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Words Their Way	The developmental research on which Words Their Way is grounded shows how learners become aware of and construct knowledge about the relationships among printed words, spoken language, and meaning. When we examine children's writing, we see the evolution of this understanding and the types of information they are using to construct this understanding. In the CCSS, the instructional scope and sequence for reading and spelling skills presented across the grades follow in large part the developmental sequence found in Words Their Way. In our instruction, we will look for what young children and older students "use but confuse" in their spelling of words rather than attempting to target what is absent in their spelling. In this way, we can be assured that they will better internalize and productively apply knowledge of spelling patterns. It will be implemented during our ELA Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All ELA Instructional Staff, Interventionist, Support Staff
Administrative Observations	Administrators will do at least 3 observations for effective classroom procedures and practices throughout the year to ensure all staff are consistently using the school-wide behavior program.	Walkthrough, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Administration, All Instructional Staff, Intervention, Support Staff
Administrative Walkthroughs and Observations	Administration will visit classrooms during science hands-on activities and/or explorations to ensure that teachers are utilizing appropriate pacing and effective lessons to move students towards mastery of standards. At a minimum of 3 times a year, the administration will observe a full lesson to collaborate and evaluate the instructional process. Administrators will have bi-weekly meetings with each teacher and staff members that apply. As on team the administrator and educator will discuss the science curriculum and assess their needs.	Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Administration, All Science Instructional Staff, Support Staff
One on One Administrative Meetings	Staff will meet with administration at least once a month for collaboration of practices and needs in regards to behavior within the classroom and the behavior program.	Teacher Collaboration	Tier 1	Implement	09/08/2015	06/15/2018	\$0	Administration, All Instructional Staff, Intervention, Support Staff

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Informational Text	During the initial phase of instruction, the teacher begins with a hook to get students excited about learning, recite the objective before the lesson to let students know what the end result of their learning, they will be breaking down the task into steps, modeling for the students, and circulating through the room engaging learners. Teachers and students will read informational text, teachers will engage students in understanding and comprehension of informational text, and provide opportunities for listening and speaking projects and activities.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	All Social Studies Instructional Staff, Support Staff
Technology Integration	Students will utilize technology effectively through use of the technology lab and iPads to enhance their comprehension of informational text and research strategies for projects and written work. They will apply their online research to acquire useful information through teacher guidance and integrate what they learn collaboratively with one another. They will become familiar with the strengths and limitations of various technological tools and mediums. The students will do quick, on-the-run research when needed, to express their thinking verbally and in written form in order to summarize, analyze, and design without needing teachers to insert the key questions along the way or to walk them through step by step.	Technology	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All Social Studies Instructional Staff, Support Staff
Small Group Instruction	Teachers will use differentiated instruction for students identified in the lower 30% of grade level, proficient at grade level, and for high achieving students who are above grade level based on using various assessment data.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All Math Instructional Staff
Technology Integration	Students will utilize technology effectively through use of the technology lab and iPads to enhance their comprehension of informational text and research strategies for projects and written work. They will apply their online research to acquire useful information through teacher guidance and integrate what they learn collaboratively with one another. They will become familiar with the strengths and limitations of various technological tools and mediums. The students will do quick, on-the-run research when needed, to express their thinking verbally and in writing in order to summarize, analyze, and design without needing teachers to insert the key questions along the way or to walk them through step by step.	Technology	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All Science Instructional Staff, Support Staff

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Weekly Science Assessments	Teachers will ensure weekly assessments are employed that will cover the science objective taught each week to ensure mastery of the concepts effectively instructed.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All Science Instructional Staff, Administration, Support Staff
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PowerSchool Training	All math instructional staff will receive professional development for PowerSchool to better utilize additional components within the program grade book to be able to track at-risk students.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$2100	Administration, All Math Instructional Staff, Interventionist, and Support Staff
PowerSchool Training	All science instructional staff will receive professional development for PowerSchool to better utilize additional components within the program grade book to be able to track at-risk students.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$2100	Administration, All Science Instructional Staff, Interventionist, Support Staff
NWEA Professional Development	All math instructional teachers will receive professional development on how to administer the NWEA assessment as well as how to utilize the data to drive instruction throughout the school year.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$4500	Administration, All Math Instructional Staff, Interventionist, and Support Staff
Illuminate Benchmark Tests	All Math Instructional Teachers will receive professional development in how to use the assessment program and administer the assessment to their students to receive data on monthly benchmark tests to determine mastery of content taught within that time period.	Professional Learning	Tier 1	Getting Ready	08/16/2017	06/15/2018	\$1500	Administration, Math Instructional Staff, Support Staff, and Interventionist

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PowerSchool Training	All ELA Instructional Staff will receive professional development for PowerSchool to better utilize additional components within the program grade book to be able to track at-risk students.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$2100	Administration, All ELA Instructional Staff, Interventionist, and Support Staff
NWEA Professional Development	All ELA Instructional Teachers will receive professional development on how to administer the NWEA assessment as well as how to utilize the data to drive instruction throughout the school year.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$4500	Administration, All ELA Instructional Staff, Interventionist, Support Staff
Illuminate Benchmark Tests	All ELA Instructional Teachers will receive professional development in how to use the assessment program and administer the assessment to their students to receive data on monthly benchmark tests to determine mastery of content taught within that time period.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$1500	Administration, All ELA Instructional Staff, Interventionist, Support Staff
PowerSchool Training	All social studies instructional staff will receive professional development for PowerSchool to better utilize additional components within the program grade book to be able to track at-risk students.	Professional Learning	Tier 1	Getting Ready	08/15/2017	06/15/2018	\$2100	Administration, All Social Studies Instructional Staff, Support Staff, Intervention

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Teachers will use differentiated instruction for students identified in the lower 30% of grade level, proficient at grade level, and for high achieving students who are above grade level based on using various assessment data.	Direct Instruction	Tier 1		09/05/2017	06/15/2018	\$0	All ELA Instructional Staff

Single Building District Improvement Plan

Momentum Academy

Raz Kids	<p>With billions of leveled readers already accessed across the world, Raz-Kids is an award-winning resource that provides a library of differentiated books at 29 levels of difficulty students use to practice reading in school, at home, or on the go. Digital and mobile access means that students get the personalized reading practice they need anytime, anywhere. And with easy-to-use online controls, teachers can quickly manage and track their students' reading progress in a matter of minutes.</p> <p>Provide meaningful online reading practice on computers and mobile devices with hundreds of leveled books and corresponding quizzes offered at 29 levels of reading difficulty. Encourage close reading skills and the reading and writing connection with interactive tools and constructed response quiz questions. Make practicing reading fun with the engaging Kids A-Z eLearning environment, which includes built-in motivational rewards. Easily track individual and class-wide progress with digital reports.</p>	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$500	All ELA Instructional Staff, Interventionist, Support Staff
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Interventionist	<p>Administration will provide professional development in areas of practices and procedures for student and staff success. Support will be given to struggling students in regards to coping skills, build social and emotional skill building opportunities to increase student achievement. The interventionist will also help collaboratively with teachers to create behavior plans/contracts to increase instructional time within the classroom. Another main goal of the behavior interventionist is to create and maintain a culture of civility, where pro-social behavior is taught and reinforced daily.</p>	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Administration, Behavior Interventionist, All Instructional Staff, Intervention, Support Staff
Transportation and Supplies	<p>Transportation will be provided for students who are homeless and in need of support as well as give those identified students academic materials/supplies to be successful within the classroom.</p>	Recruitment and Retention, Materials, Academic Support Program	Tier 1	Implement	08/15/2017	06/15/2018	\$1000	Administration, Support Staff

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ELA Interventionist	Differentiated Instruction for small groups through the use of intervention strategies. The ELA Interventionst will use technology and manipulatives to enhance growth in ELA.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$43000	ELA Interventionist
Math Interventionist	Differentiated Instruction for small groups through the use of intervention strategies. The math Interventionst will use technology and manipulatives to enhance growth in mathematics.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$43000	Math Interventionist