



School Improvement Plan

Chandler Park Academy - Middle School

Chandler Park Academy

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Introduction

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

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	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted by team members of the school improvement team. The results are compiled from several data sources that include state and school assessments, demographics and perception surveys. The team meets quarterly to discuss updates to the current plan.

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?

Strengths in perception data concluded from the parents were: leadership creates a culture that is consistent with the school's mission of college and career readiness, leadership and character development; my child has access to computers and other technology with which to learn and the school provides a safe learning environment. From the staff the strengths were: our school's purpose statement is clearly focused on student success; our school's leaders expect staff members to hold all students to high academic standards and our school uses multiple assessment measures to determine student learning and performance. From the students the strengths were: in my school, programs and services are available to help me succeed; in my school, the principal and teachers have high expectations of me and my school prepares me for success in the next school year.

Challenges in perception data concluded from the parents were: my child's teachers help me to understand my child's progress; grading policies are clear and consistent and I am informed of my child's learning progress. The challenges from the staff were: In our school, all school personnel regularly engage families in their children's learning progress; our school provides qualified staff members to support student learning and our school provides protected instructional time. Finally, the challenges presented from the students all involved respect and those included: in my school, all students are treated with respect; in my school, students treat adults with respect and in my school, students respect the property of others.

The student achievement results show that students are consistently improving their Measures of Academic Progress (MAP) scores over their 3 years in middle school, as well as finding gains in the M-step scores from the 2015 to 2016 assessments. The MAP data indicates that the 2016-2017 8th graders grew 5% in Math from 6th to 8th grades. The students demonstrated a 2.8% growth from 6th to 7th grades and a 2.2% growth from 7th to 8th grade. The 8th grade students grew 4.3% in Reading from 6th to 8th grades. The students demonstrated a 3.2% growth from 6th to 7th grades and a 1.1% growth from 7th to 8th grade. The 8th grade students grew 3.9% in Language from 7th to 8th grade. The 8th grade students grew 3.3% in Science from 6th to 8th grades. The students demonstrated a 2.6% growth from 6th to 7th grade and a .8% growth from 7th to 8th grade. The M-step scores indicate growth as well. The 2015 6th grade English Language Arts M-step scores measured 9% more students proficient on the 2016 M-step in 7th grade. The 2015 7th grade students measured 1% more proficient in 2016 in 8th grade. The 2015 6th grade Mathematics M-step scores measured 4% more students proficient on the 2016 M-step in 7th grade. The 2015 7th grade students measured 1% more proficient in 2016 in 8th grade. Next year our data will allow us to analyze from 6th grade through 8th grade in these two subject areas.

School programs/process data was analyzed through attendance, GPA, benchmark tests and surveys. Furthermore, the in school support classes were further analyzed and that evaluation can be reviewed in the school systems review for 2016-2017. These support classes include math lab, science intervention and all reading. The data that we garner from these measurements allow us to formulate a clearer perception of the true benefits to the students serviced by our programs. We have done a cost/benefit analysis based on specific timed goals and outcomes to determine the effectiveness of the programs we offer.

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Demographic data has remained consistent. The school has seen a consistent number of students enrolled. There has been a challenge with tardies to first period, dress code violations and lack of homework completion. There are approximately 17% of the student body who are tardy to first period and 27% of students tardy throughout the day. The three factors that cause first hour tardiness is 1. The students stopping at the corner store. 2. Parents who work midnight's and drop students off late. 3. Students who walk to school usually arrive tardy especially in the winter time. Data regarding homework completion found that 31% of teachers assign homework recovery, 60% of all students have been assigned homework recovery at least once, 58% of all students that were assigned homework recovery attended and homework recovery assists in homework completion because the missing work (or substitute assignment) is turned in at the end of each session and most students who are assigned recovery do attend.

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.

Academic progress made was noted in most areas thus telling us that some of the programs we are putting in place are effectively working. The data that was examined from M-step and MAP was that of the proficiency percentage for each Grade Level Content Expectation (GLCEs) for each grade level in Science and Social Studies and Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics. We are able to differentiate which areas we need more focus on from these results. Professional Learning Communities (PLCs) review and discuss the MAP (NWEA) results for students and analyze year to year and overall middle school trends from the Spring results. M-step data results were compared from 2015 to 2016.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goal of each content area is for students to grow approximately 3% per year over the next 3 years. Students are tested on NWEA quarterly. Goals are set after each of these sessions throughout the year for students to grow on their MAP scores. Students who are disadvantaged are addressed through collaborative education teachers, a social worker and two counselors. Teachers are required to differentiate on their lesson plans. We also have an SAT team that meets regularly in order to address student needs.

Component 2: Schoolwide Reform Strategies

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

All of our instructional goals that we created are intended to improve the proficiency of all students at CPA middle school in order to reach state standards. These goals include the strategies of differentiated instruction, cooperative learning, annotating the text, inquiry-based instruction, project-based learning and monthly writing equivalent practice.

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).

Our school values research based strategies to effectively instruct children. Some of the methods we use are differentiated instruction, writing coach, Marzano, EDGE reading enrichment and guided reading. The use of Marzano taxonomy will be used to increase student achievement across all content areas by increasing the rigor in the instructional design. Teachers will use Marzano in order to make informed decisions about the materials they use to teach, the activities given to students, as well as the types of assessments given. Differentiated Instruction is another way that we will increase student achievement at CPA Middle School. Teachers will present materials in multiple ways to ensure that the students with varying learning styles and abilities are able to be successful.

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

The strategies that align with the CNA for our school wide plan are: the writing process, differentiated instruction, Carnegie math, guided reading, Marzano, marking the text, blended learning, PBIS, cooperative learning, inquiry-based instruction, project-based learning activities and Cornell note taking.

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.

Strategies that provide a level of interventions who need most support are: instructional specialists, PLCs, after-school tutoring, summer school, Saturday school, AVID and enrichment classes. Instructional specialists meet weekly in PLCs and discuss data and instruction with classroom teachers.

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

Intervention is determined by analyzation of MAP and grades in weekly PLCs and implementation and evaluation of our programs such as
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after-school tutorial, summer school, Saturday school, AVID and enrichment classes. We also have an Student Assistance Team (SAT) that meets to review student needs both academically and socially. Instructional specialists monitor strategies and activities in the school improvement plan using a strategy implementation form.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Paraprofessionals are all highly qualified. They are required to complete at least 60 hours of college credit or pass the work keys test.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers at Chandler Park Academy Middle School are certified and teaching in their certifiable area. Twice each school year, the authorizer, Scholastic Solutions compiles an Employee verification report.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The school's teacher turnover rate for this school year is 27%.

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

The average teaching experience for our staff is 11 years.

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

We offer our staff support in obtaining masters certificates, extensive professional development opportunities including outside and common planning, enriched benefit packages, as well as all teachers and stakeholders are involved in the decision making process here at CPA.

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

Specific initiatives are: competitive salaries, enriched benefit packages, 401k retirement plans, professional advancement and promotions within, as well as annual salary increases.

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?

We offer New Teacher Academy, staff social committee, outside professional development and a teacher mentor program.

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 types of professional development staff will continue to receive are: common core training (how to increase rigor in the classroom), curriculum alignment (being sure that the curriculum is alignment with standards and school/district goals), classroom management (engagement of students before, during, and after instruction), teaching the whole child (assuring that all students are reached in the classroom regardless of their deficiencies), differentiated instruction (staff will be presented with various ways in which they can address the learning needs and styles of their students), literacy in science (teachers will participate in sessions AVID literacy and use of the science literacy workbook), analyzing student writing (teachers will collaborate to create, administer, and score a common rubric on students' use of writing conventions, grammar and the writing process), Marzano implementation and Carnegie Learning (staff will participate in ongoing development presented by Carnegie Learning, or via webinars). The effectiveness of these professional developments will be determined by lesson plans, staff presentations, walk-throughs, observations, and evaluations.

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

Professional development is done monthly at early dismissals as well as at vertical team and staff meetings weekly.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents participated in a parent survey conducted in spring of this year. Parents are contacted via the PTO, parent teacher conferences, online via Edline and through our robo-call messages. There are also opportunities for parents to be involved and voice their opinions in the decision-making process of the plan. Parents will be asked to communicate with staff members on matters that concern parents (communication, homework help, student achievement, etc.). We believe that through parent to teacher communication, a bridge can be formed and the school can address immediate concerns. Parents will also be able to locate resources to address their needs or concerns via the main office. Finally, the district will hold two district-wide school improvement meetings which will include parents.

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

Parents have the opportunity to access student grades via Edline, participate in our yearly survey and access online resources such as Study Island and MAP. We will also provide parent workshops on areas such as Carnegie Learning, MAP and Edline. Parents will also be asked to participate in various curricular activities throughout the year including PTO and school improvement at the district level.

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

The plan is available via the school website as well as discussed in staff meetings, district SIP meetings and available at any parents request in the main office. Through increased workshops, presentations and school-wide events, parents will be requested to complete surveys and give feedback to the school on an on-going basis. The feedback and survey responses will serve as a means to evaluate the SIP continuously throughout the year. Parents will also be invited to serve on the district-wide plan committees.

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	The Chandler Park Academy Board of Directors has a written policy to address Title 1 parent involvement.	Parent Involvement Plan

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

Parent orientation, student orientation, Title 1 Meeting, M-Step parent meeting, online access to gradebooks, PTO, parent teacher conferences, monthly calendars, career day, MAP results mailed home three times per year, parent meetings and anti-bully day.

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

Parents complete surveys for data for the school. It will also be addressed during semester district-wide meetings. There is a parent involvement committee as part of the district-wide school improvement team which members of our school team are a part of.

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

Suggestions from the district-wide meetings as well as results from the parent surveys will be reviewed and changes will be implemented as found necessary. Our district has begun initiatives to support communication which were found to be weaknesses according to our parent surveys.

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

The CPA parent/student compact was created by teachers and parent representatives. The compact involves parent, students, teachers and administrators.

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

N/A

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

Parent compacts are reviewed and discussed at the beginning of the school year with all CPA students/parents to ensure that all stakeholders are in agreement with CPA policies.

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

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

The school provides individual student academic assessment results in a language parents can understand by providing them with an interactive grade book system that connects the students, teachers, and parents (Edline); providing four parent-teacher conferences at the middle of all four quarters during progress report time; and meetings with teachers and administrators on an individual basis 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?

N/A

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?

N/A

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 meet weekly in core teams to analyze data and provide feedback used for semester testing.

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

Each department meets weekly to review data as well as interpret statewide testing data to improve instruction in areas lacking improvement. The departments adjust curriculum maps and common assessments accordingly. Teachers align lesson plans with areas that students are not proficient to re-teach for mastery.

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.

Students are identified thru the data on their statewide and MAP testing results. Once identified, students are grouped into core classes according to results and teachers and instructional specialists review data and fit instruction to match student need during weekly PLC meetings.

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?

Weekly vertical team meetings by departments identify struggling students as well as content that the majority of students have not mastered and re-teach the content needed. Students are referred to after-school tutoring or given additional assistance via instructional or reading specialists.

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

Teachers lesson plans must reflect the use of differentiated instruction to ensure that students who need modifications are being modified. Instructional specialists, the reading specialist, paraprofessionals, tutoring and enrichment classes are available for all students. Marzano monitoring is also used to tailor lessons accordingly. Lessons are adapted as needed to accommodate individual needs of students.

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.

The programs comprise the activities that are funded with Federal and State resources and link directly to the strategies, objectives and goals that advance student achievement.

Federal and State Programs listed below are coordinated to address the academic and social/emotional growth of students in conjunction with the enhancement of the educational program.

The Federal Programs (and respective strategies) are:

I. Title I A - IMPROVING BASIC PROGRAMS

- Supplemental Instruction
- Supplemental supplies and materials
- Afterschool Programs that augment the core academic subjects
- Field Trips
- Technology Integration
- Health Services
- Truancy Prevention
- Counseling
- Male Mentoring Program
- Conflict Resolution (Peer Mediation, Anti-Bullying)
- Character Education
- Professional Development
- Parental Involvement
- Community Partnerships

II. Title II A - TEACHER/PRINCIPAL TRAINING & RECRUITING

- Conferences for Teachers and Administrators
- District Workshops

The State Program (and respective strategies) are:

I. Section 31a - At-Risk

- Supplemental Instruction
- Counseling and Behavior Intervention

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

1. Comprehensive Needs Assessment: 31 a for after school tutoring
2. Schoolwide Reform Strategies: Title I, Title IIA, and General Fund

3. Instruction by Highly Professional Staff: General Fund

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4. Strategies to Attract High Quality, Highly qualified teacher to High Needs Schools: Title I, Title IIA, and General Fund for Mentoring and Training, District Professional Development, Conferences to support continual learning, and classroom use
5. High Quality and Ongoing Professional Development: Title I, General Fund, II A & D, for common assessments, curriculum development, and CCSS training.
6. Parent Involvement: Title I A for Parent workshops, Open house, Parent orientation, and Parent involvement educational programs. Additionally, Section 31a will be used for workshops to provide support for parents and families of students who are at risk of academic failure. Title II A will be used to provide training for teachers and administrators to build capacity for parent and family engagement.
7. Transition Strategies: General Fund for Orientation and Open House
8. Teacher Participation in Making Assessment Decisions: Title I for Curriculum Meetings, Grade level meetings and vertical team meetings
9. Timely and Additional Assistance to students having difficulty mastery the standards: 31a, IDEA, Title I, General Fund, and Title IIA for after school tutoring, social work, special education services, paraprofessionals, counselors, instructional specialists, summer school, classroom intervention specialists, academic accountability specialist
10. Coordination and Integration of Federal State and Local Programs and Resources: Title I and General Fund, Coordination of funds is completed by State and Federal Programs Coordinator with staff, administration and management company.

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.

Service: Violence Prevention

Strategies/Activities: Peer Mediation Anti-Bullying Programs, Character Education, Male Mentoring Program

Funding Source: Title I A and Section 31a

Service: Nutrition Programs

Strategies/Activities: Breakfast and Lunch Programs

Funding Source: School Breakfast and National School Lunch Programs

Evaluation:

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

The school evaluates the implementation of the schoolwide program by using qualitative and quantitative data analysis regarding effectiveness of implementation and impact on school goals. Chandler Park Academy does this in several ways. The school leadership meets weekly to discuss implementations strategies and outcomes. In these planning meetings, program assessment, structure, impact and perception data are discussed.

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

The school leadership uses MSTEP, NWEA MAP and Common Assessment data to evaluate the effectiveness of program implementation. We also utilize Professional Learning Communities to share our findings with teachers and support staff. This evaluation allows for effective communication and strategic planning for gains in student achievement.

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

The school determines whether the schoolwide programs have been effective in meeting the needs of students who are furthest from achieving the standards through attendance, GPA, benchmark tests, and student surveys. The data that we garner from these measurements allow us to formulate a clearer perception of the true benefits to the students serviced by our programs. We have done a cost/benefit analysis based on specific timed goals and outcomes to determine the effectiveness of the programs we offer.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The school improvement team meets quarterly to review the outcomes of the plan and makes adjustments as needed. The district has created a district-wide data and evaluation committee that reviews established program supports. This committee provides support analysis and structural guidance for improving program outcomes and implementation. The evaluation measures include student attendance rates, grades in targeted courses, assessment analyses, and staff evaluations that support greater insight into the overall goals of the programs as well as detailed analysis of causal and correlative factors in achieving individual goals.

2017-2018 School Improvement Plan

Overview

Plan Name

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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 Chandler Park Academy Middle School will increase proficiency in math.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$22700
2	All students at Chandler Park Academy Middle School will increase proficiency in reading.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$38302
3	All students at Chandler Park Academy Middle School will increase proficiency in science.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$96000
4	All students at Chandler Park Academy Middle School will increase proficiency in social studies.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$7000
5	All students at Chandler Park Academy Middle School will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$15902
6	Suspensions due to physical altercations will be reduced by 25%.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: All students at Chandler Park Academy Middle School will increase proficiency in math.

Status	Progress Notes	Created On	Created By
N/A	NWEA scores have increased from Fall 2015 to Winter. More hands on learning, peer teaching, stations, projects (future), students presenting explanation to whole class, teacher collaboration, use of fraction strings, pattern blocks and interactive math games.	February 10, 2016	Afton MacDonald
N/A	Teachers are utilizing the NWEA as well as common assessments and classroom data to evaluate student growth and drive instructional decisions.	November 25, 2015	Valerie Ruth
N/A	Students increased proficiency on MEAP Math assessment.	December 19, 2014	Afton MacDonald
N/A	Students are currently engaged in Carnegie learning which is a cooperative learning strategy that differentiates instruction directly to the students academic level. Technology is embedded weekly with teachers/staff alternating use of laptop carts for use of Carnegie Software. Professional Learning Communities meet weekly to adjust instructional practices and evaluate data/assessments.	January 30, 2014	Valerie Ruth

Measurable Objective 1:

A 9% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on the statewide assessments in Mathematics by 06/14/2019 as measured by Statewide assessments, Schoolwide Common Assessments, Common Core State Standards, Study Island, Unit/Chapter Assessments, weekly Carnegie modules, and NWEA assessments.

Status	Progress Notes	Created On	Created By
Not Met	The 3% goal for 2015-2016 school year is in progress and being monitored by NWEA, common assessments including Carnegie and M-step data.	February 17, 2016	Afton MacDonald
Not Met	Currently waiting on most recent state data to evaluate student growth and deficiency areas.	November 25, 2015	Valerie Ruth
Not Met	Teachers and students are working towards a 9% increase by June of 2017.	December 19, 2014	Afton MacDonald

Strategy 1:

Differentiating Instruction - Teachers will differentiate instruction for target groups, incorporating collaboration among grade level teachers and sharing of strategies including interventions for students. Teachers are using NWEA (MAP) scores to adjust teaching strategies and grouping, use jigsaw and tiered assignments (choices).

Category: Other - Differentiation

Research Cited: Dacey, L., Polly, D. Common core standards: the big picture. Teaching Children Mathematics.(2012, Feb). 18. Issue 6(378).

Gersten, R., Beckman,S. (2009). Assisting students struggling with mathematics: Response to Intervention (RTI) for elementary and middle schools.NCEE,(2009, April).

*The Art and Science of Teaching by Marzano (2007)

Tier: Tier 2

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Status	Progress Notes	Created On	Created By
N/A	Modified assignments are given for target groups. Tiered groups have been established based on MAP scores. MAP reinforcement Tuesdays are beginning on 11/22/16.	November 28, 2016	Valerie Ruth
N/A	Teachers are using cooperative learning in the classroom and a variety of checks for understanding techniques, all while using different representations of mathematical concepts.	November 25, 2015	Valerie Ruth
N/A	MEAP data, NWEA, student data, Mathia software, data to drive instruction, PLC's and workshops are used to collaborate with teachers to target next steps for implementation with fidelity.	December 19, 2014	Afton MacDonald
N/A	Math instruction is differentiated by providing students with learning opportunities to deepen their mathematical understanding. To achieve learning goals of each lesson, students will respond to different representations of mathematical concepts, ideals, and processes. Students will discuss to understand in their collaborative groups, work with a partner and present to class. Math teachers will also monitor student progress by checking for understanding. Use of Graphic Organizers to show the definition for a key term, related words, sample questions, and examples. Teachers are maintaining the pace of the lesson to achieve the day's objective, initiating and facilitating student discourse, prepared to accommodate individual differences and abilities, using effective questioning strategies to access prior knowledge, clarify student thinking and assess student understanding.	March 07, 2014	Valerie Ruth

Activity - Carnegie Learning Software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 'Carnegie Learning Software' provides teachers with an additional documented intervention that can be used with existing textbooks and instructional methods for students in order to better analyze individual student progress.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2019	\$4000	Title I Part A	Teachers, Instructional Specialists and Paraprofessionals

Status	Progress Notes	Created On	Created By
In Progress	The Carnegie Learning Math resource is a blended curriculum with a 60/40 split. 40% of the instruction takes place using the online software. It is mandatory that students use the software 2 days each week during class time. The software adapts to individual student need. Teachers can use detailed reports such standards, progress and mastery to assess student need.	February 05, 2018	Afton MacDonald
In Progress	The Carnegie Learning Math resource is a blended curriculum with a 60/40 split. 40% of the instruction takes place using the online software. It is mandatory that students use the software 2 days each week during class time. The software adapts to individual student need. Teachers can use detailed reports such standards, progress and mastery to assess student need.	November 27, 2017	Afton MacDonald
In Progress	Teachers currently use the Carnegie program to differentiate lessons aligned with individual students needs.	February 03, 2017	Valerie Ruth
In Progress	Teachers have a set schedule of days to implement Mathiax. The software adapts to individual student needs.	November 28, 2016	Valerie Ruth
In Progress	Teachers use detailed Carnegie student reports from the software to customize instruction for each student. The purpose of the reports is to monitor student progress and adjust and differentiate instruction and provide immediate feedback to students and instructors.	December 01, 2015	Afton MacDonald

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Chandler Park Academy - Middle School

In Progress	Teachers use detailed Carnegie student reports from the software to customize instruction for each student.	December 19, 2014	Afton MacDonald
In Progress	Carnegie Learning MATHia Software- Features include... <ul style="list-style-type: none"> • Differentiates instruction with ongoing formative assessment for mainstream and supplemental implementations. • It provides students with highly individualized and self-paced instruction that adapts to their exact needs to improve their math skills. • Mastery learning model and multi-step problems. • Immediate feedback and positive reinforcement. • Detailed reports for analyzing student progress. • Review for practice prior to exams. 	March 07, 2014	Valerie Ruth
In Progress		January 13, 2014	Afton MacDonald

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school, the tutoring program and computer lab will be available to all students. During school, access to the learning lab will be available. During the summer, the school also provides a Summer Academy to assess student's knowledge prior to the start of school.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$14000	Title I Part A	Teachers, Reading Specialist, Instructional Specialist and Administrators

Status	Progress Notes	Created On	Created By
In Progress	Teacher's in the math department tutor students either on Monday or Wednesday during the semester.	February 05, 2018	Afton MacDonald
In Progress		November 27, 2017	Afton MacDonald
In Progress	First semester tutoring is complete. 2nd semester tutorials will begin in February. The program is closely monitored following the program evaluation tools.	February 03, 2017	Valerie Ruth
In Progress	Tutoring still occurs after school either by appointment or if students are assigned to the program.	November 28, 2016	Valerie Ruth
In Progress	Services students who fell in the bottom tier of NWEA assessments.	December 01, 2015	Afton MacDonald
In Progress	Any student who received a D or F during 1st quarter.	February 11, 2015	Afton MacDonald
In Progress	After school the computer lab is open and students may receive tutoring. Also, students can use their Mathia software at home.	December 19, 2014	Afton MacDonald
In Progress		January 13, 2014	Afton MacDonald

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Activity - Marzano model of scales and measures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Marzano model of scales and measures daily in order to raise achievement.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Specific cooperative learning notated by the math team are: status checks, thumbs up, whiteboard usage, exit tickets and grouping in pairs as well as fours.	November 28, 2016	Valerie Ruth
In Progress	All staff is in the process of being trained in the Marzano Teacher Evaluation. Teachers are currently using verbal cueing as well as organizing students to interact with content, helping students process knowledge, using higher order thinking strategies such as jigsaw, chunking the text, foldables, graphic organizers, interactive notebooks and cornell notes.	November 28, 2016	Valerie Ruth
In Progress	The district is in the process of implementing the Marzano Teacher Evaluation method. Several professional development trainings have taken place to assist teachers in moving students from basic knowledge to higher order thinking levels. Teachers have started to introduce higher level DOK through classroom assignments and equivalent practice assessments.	November 25, 2015	Valerie Ruth
In Progress	Teachers develop lesson plans that contain higher-order thinking questions and skills in order to drive instruction and raise student achievement.	December 19, 2014	Afton MacDonald
In Progress	Teachers use Bloom's Taxonomy, DOK to ask probing questions to access prior knowledge, clarify student thinking and assess student understanding. Teachers always use the Standards for Student Mathematical Practice on a daily basis.	March 07, 2014	Valerie Ruth
In Progress		January 13, 2014	Afton MacDonald

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on an ongoing basis to increase teacher effectiveness and student achievement.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2019	\$0	Title I Part A	Teachers, Instructional Specialist and Paraprofessionals

Status	Progress Notes	Created On	Created By
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Chandler Park Academy - Middle School

In Progress	Vertical alignment meetings have been taking place on Saturday's where teacher's plan together and learn how to effectively implement instructional learning cycles. A few teachers from the middle will also take part in off-site professional development to further grow in their teaching profession.	February 05, 2018	Afton MacDonald
In Progress	There are 6 Saturday's during the school year which began October 7, 2017 where vertical alignment and learning how to create a collaborative classroom takes place.	November 27, 2017	Afton MacDonald
In Progress	Teachers are currently still in the middle of a series of Carnegie training as well as the Math department head attending training in formative assessment.	February 03, 2017	Valerie Ruth
In Progress	Teachers are currently in the process of a series of Carnegie Math Saturday Professional Development trainings as well as a full day in house math PD and the DACTM conference.	November 28, 2016	Valerie Ruth
In Progress	The Carnegie Learning PD is geared towards teacher needs to build teacher capacity to increase student learning. It is measured by teacher feedback through the use of surveys and open discussion.	February 10, 2016	Afton MacDonald
In Progress	Some teachers will offered Carnegie professional development at a Carnegie conference at the Courtyard Marriot. We will have a Carnegie professional development session on December 11th to explore data and modify action plan.	December 01, 2015	Afton MacDonald
In Progress	Teachers have attended 3 in-house Carnegie professional development sessions.	December 19, 2014	Afton MacDonald

Activity - Saturday School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate a Saturday School/enrichment classes in order to prepare for statewide assessments.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$2400	Title I Part A	Teachers and Administrators

Status	Progress Notes	Created On	Created By
In Progress	Planning for Saturday school will occur during the 2nd quarter.	November 25, 2015	Valerie Ruth
Not Completed	Saturday school has not taken place so far this school year.	December 19, 2014	Afton MacDonald

Activity - Academic Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate an Academic Games math enrichment class in which students participate in supplemental math activities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$1000	Title I Part A	Teachers and Instructional Specialist

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Status	Progress Notes	Created On	Created By
In Progress	Academic games is a math enrichment class, that aligns with the core teachers curriculum as well as incorporates games being such as jeopardy, multiplication wars, grudge all, bingo and other math supplemental activities.	February 03, 2017	Valerie Ruth
In Progress	Academic games is currently being taught, we also have several math enrichment games being implemented such as jeopardy, multiplication wars, grudge all, bingo and other math supplemental activities.	November 28, 2016	Valerie Ruth
In Progress	Teachers use manipulatives, internet activities, teacher-created games and compete in in-class competitions.	December 01, 2015	Afton MacDonald
In Progress	Math enrichment class during the day to enhance mathematical skills and emphasizes higher-order thinking skills.	December 19, 2014	Afton MacDonald

Strategy 2:

Cooperative learning - Teachers will provide a cooperative and collaborative classroom environment.

Category: Other - Cooperative learning

Research Cited: *Quinn, R., & Tomlinson, S. (1999, January). . Cooperative Learning in Mathematics Teacher Education, 92(1), 11.

*The Art and Science of Teaching by Marzano (2007)

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Teachers will engage students in group roles, peer teaching, partners in group work.	December 01, 2015	Afton MacDonald
N/A	Students are placed in cooperative learning groups to solve problems, explain solutions to their peers, creating classroom displays and by fostering a greater awareness of metacognitive strategies that become their own.	December 19, 2014	Afton MacDonald

Activity - Collaborative Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in a collaborative student-led environment which will allow students to develop the skills to work cooperatively to solve problems, participate in investigations, and facilitate math project-based learning.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/12/2020	\$1300	Title II Part A	Teachers and Instructional Specialist

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Status	Progress Notes	Created On	Created By
In Progress	There are 6 Saturday's during the school year which began October 7, 2017 where teachers learn how to creating a collaborative classroom is impactful. Our written curriculum requires collaboration among students.	November 27, 2017	Afton MacDonald
In Progress	Our written curriculum requires collaborative group work and presentations.	November 28, 2016	Valerie Ruth
In Progress	Most teachers facilitate math stations, Carnegie textbook, collaborative discussions in groups, student creation of posters and games.	December 01, 2015	Afton MacDonald
In Progress	Students are engaged in a way that is appropriate to their ability. Teachers use pointed questions from D.O.K. and Bloom's taxonomy (higher level) to access prior knowledge and clarify student thinking to assess students understanding. Instruction provides immediate feedback and positive reinforcement.	December 19, 2014	Afton MacDonald
In Progress	The math collaborative classroom, students are doing the mathematics, practicing know routines for learning without teach intervention, writing in their consumable books, explaining solutions to their peers, creating classroom displays, justifying answers to the class and asking relevant questions.	March 07, 2014	Valerie Ruth

Activity - Embedded Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure students make strategic use of technology on a daily basis. For example, the students will use computers, graphing calculators, iPads, SMART boards, and laptops. This use of technology enhances understanding of findings, reasoning, and supports evidence. Teachers will also use smart exchange for interactive smart board activities.	Technology	Tier 1	Monitor	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers and Paraprofessionals

Status	Progress Notes	Created On	Created By
In Progress	Teachers use a variety of technology. Smartboards, Mathia, NWEA, Study Island as well as the computers/laptops on a daily basis.	February 03, 2017	Valerie Ruth
In Progress	Technology use is on a daily basis, it is evident in our lesson plans and being used by all members to ensure and enhance student learning.	November 28, 2016	Valerie Ruth
In Progress	Teachers will use document camera to show student work, use Smartboard to project do nows, classwork, videos, activity exchange (share lessons), virtual manipulatives. Graphing calculators for lines, equations and probability.	February 10, 2016	Afton MacDonald
In Progress	Teachers facilitate use of Smart boards, graphing calculators, document cameras and laptops.	December 01, 2015	Afton MacDonald
In Progress	Smart boards are used in Carnegie to show on time progress of students on the Mathia software. Graphing calculators are used by students along with the textbook and software. Laptops are used for acquirement of Mathia software and Math enrichment.	December 19, 2014	Afton MacDonald

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In Progress	Smart board (to show on time progress of students on MATHia software), graphing calculators are used by students along with the textbook and software, laptops (to acquire and use MATHia software).	March 07, 2014	Valerie Ruth
In Progress		January 14, 2014	Afton MacDonald

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in professional learning communities (PLCs) in order to discuss ways to improve student achievement by making data driven decisions.	Teacher Collaboration	Tier 1	Monitor	06/06/2017	06/12/2020	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	PLC's are held weekly to discuss student data and create common monitoring practices. PLC's are also department grade level where teacher's share data and plan together.	February 05, 2018	Afton MacDonald
In Progress	PLC's are held weekly to discuss student data and create common monitoring practices.	November 27, 2017	Afton MacDonald
In Progress	PLCs are held weekly including all day PLCs on data. These are monitored by teachers, administrators, instructional specialist and literacy specialist. Evidence includes agendas and the PLCs will continue weekly throughout the school year.	February 03, 2017	Valerie Ruth
In Progress	The Math team meets every Thursday during 6th hour in PLC's.	November 28, 2016	Valerie Ruth
In Progress	Due to collaboration of teachers, we share best practices, analyze data/NWEA scores to drive lessons and curriculum, ideas to help struggling students, address issues and concerns, positive/negative feedback and sharpen math skills.	February 10, 2016	Afton MacDonald
In Progress	Teachers meet on a weekly basis with their instructional specialist to analyze data from classroom assessments (NWEA and Carnegie) and discuss best practices.	December 01, 2015	Afton MacDonald
In Progress	Teachers meet on a weekly basis to assess school improvement plan implementation, Carnegie feedback, lesson review and teaching strategies.	December 19, 2014	Afton MacDonald
In Progress	PLC's are used to instruct and inform math teachers of different instructional strategies that can be used in the classroom. Teachers are given math problems to do to keep their math skills sharpen. The Math PLC's are used to see what is going well in the classroom and also the challenges, that they may be corrected.	March 07, 2014	Valerie Ruth
In Progress		January 14, 2014	Afton MacDonald

Goal 2: All students at Chandler Park Academy Middle School will increase proficiency in reading.

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Status	Progress Notes	Created On	Created By
N/A	All students at Chandler Park Academy Middle School are evaluated 3 times a year on the NWEA test. Data from the fall testing, indicating students whom needed interventions were placed in reading enrichment classes. Students have also been grouped by RIT levels so teachers can differentiate their lessons according to skill levels indicated as problematic among the selected group.	November 25, 2015	Valerie Ruth
N/A	Through intervention classes such as reading enrichment students are showing academic growth in the area of reading.	December 19, 2014	Afton MacDonald
N/A	Classes such as reading enrichment have been put in student schedules as an intervention for struggling readers. Instructional specialists assist teachers in differentiation instruction as well as working one on one with students as an intervention method. Professional learning communities take place weekly where teachers adjust instructional practices, discuss best practice strategies and evaluate data/assessments. Literature circles are a method being used to evaluate text and improve comprehension.	January 30, 2014	Valerie Ruth

Measurable Objective 1:

A 9% increase of Sixth, Seventh and Eighth grade Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency in reading in Reading by 06/20/2019 as measured by Schoolwide Common Assessments, Reading Gains assessments, Common Core State Standards, Study Island, and NWEA computer-based assessments.

Status	Progress Notes	Created On	Created By
Not Met	The 3% goal for 2015-2016 school year is in progress and being monitored by common assessment, NWEA and M-step data.	February 17, 2016	Afton MacDonald
Not Met	Teachers and students are working towards a 9% increase by June of 2017.	December 19, 2014	Afton MacDonald

Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction for target groups, incorporating collaboration among teachers and sharing of strategies including interventions for students. Teachers are using NWEA (Map) scores to adjust teaching strategies.

Category: Career and College Ready

Research Cited: Conlon, L. (2008). Why we run our school like a gifted program. Educational Leadership, 66(2), 38-43.

Tier: Tier 1

School Improvement Plan

Chandler Park Academy - Middle School

Status	Progress Notes	Created On	Created By
N/A	Tier groups have been implemented. NWEA data was used for grouping. Some groups have received differentiated tasks. Our goal is to increase the use differentiated tasks for NWEA grouping.	March 01, 2018	Afton MacDonald
N/A	The students have been placed in some tier groups for NWEA data planning.	February 05, 2018	Afton MacDonald
N/A	Teachers scaffold their lessons, targeting all levels of learners. We are currently using Marzano Scales to scaffold up to identified learning targets.	February 03, 2017	Valerie Ruth
N/A	Study Island (leveled by difficulty) NWEA Scores, and Tuesday MAP skills reinforcement days differentiated by MAP Scores. Monitored by Teachers, Coaches and Literacy Specialist using lesson plans for evidence. Continuing with Study Island and MAP days.	November 30, 2016	Afton MacDonald
N/A	As of November 2015, the ELA team held an action plan meeting and are assessing 1st and 2nd quarter final exams and M-step data and using Marzano workshop information as seen on daily lesson plans.	February 15, 2016	Afton MacDonald
N/A	Students have been grouped by RIT level so teachers can differentiate lessons. Teachers have spent time, reading data from NWEA as well as common assessments and creating action plans for areas of concern to implement skills that need to be targeted for growth.	November 25, 2015	Valerie Ruth
N/A	MEAP data, NWEA, student data, data to drive instruction, PLC's and workshops are used to collaborate with teachers to target next steps for implementation with fidelity.	December 19, 2014	Afton MacDonald

Activity - Interventions for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring program will be available to struggling students. During school, the Reading Specialist supports students through pull-outs in the learning lab. During the summer, the school also provides a Summer Enrichment Program and Credit Recovery prior to the start of school.	Academic Support Program	Tier 2		09/02/2014	06/14/2019	\$14000	Title I Part A	Teachers, Administrators, Literacy Specialist, Dean of Students, Reading Specialist, and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	After school tutoring is available for students who need extra support in ELA. The ELA instructional specialist supports students by pushing in classrooms to support teachers. During the summer, the school also provides a summer enrichment program and credit recovery prior to the start of the school. We do not have a reading specialist.	March 01, 2018	Afton MacDonald
In Progress	After school tutorial is currently in progress. ELA Instructional specialist pushes in classes and works with students.	February 05, 2018	Afton MacDonald

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In Progress	There are currently 4 Reading Enrichment classes that focus primarily on the lowest performing students comprehension skills in Reading.	November 28, 2017	Afton MacDonald
In Progress	Reading enrichment is in progress. Students are monitoring thru reading cluster tests as well as reading gains tests to increase comprehension skills. Teachers have also been trained in marking the text and jigsaw reading comprehension strategies to implement in all classes.	February 03, 2017	Valerie Ruth
In Progress	After School tutoring has been implemented. Summer enrichment will be implemented in the Summer of 2017. Monitored by the Dean of Students. Evidence included sign-in sheets, attendance and schedules. Tutoring will continue throughout the school year and summer enrichment will be implemented at the end of the school year.	November 30, 2016	Afton MacDonald
In Progress	Students identified with lower RIT scores on NWEA, indicating they were not on grade level for reading have been placed in a year long reading enrichment class.	November 25, 2015	Valerie Ruth
In Progress	After school tutoring is available two days a week for qualifying students. A reading specialist regularly meets with a select group of students for intervention. There is a learning lab as well as computer lab available for students' use.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - Marzano model of scales/measures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Marzano scales/measures.	Curriculum Development	Tier 1	Implement	09/06/2016	06/15/2018	\$0	No Funding Required	Teachers, Instructional Specialist and Literacy Specialist

Status	Progress Notes	Created On	Created By
In Progress	We received training on how to create Marzano scales. A PLC was allotted for teachers to create a scale. The district curriculum director will set a requirement date for teachers to use the Marzano scale. Currently, teachers are encouraged but not required to use the Marzano scales in the classroom.	March 01, 2018	Afton MacDonald
Not Completed	Some staff have been trained in scales, however upcoming training is scheduled.	November 28, 2017	Afton MacDonald
In Progress	Specialists have monitored the implementation of socratic seminars within classes across the content areas.	February 03, 2017	Valerie Ruth
In Progress	Teachers will use reciprocal teaching during the end of the 1st semester and the beginning of the 2nd semester for Socratic Seminar. This will be monitored by teachers, literacy specialist and instructional specialist. Lesson plans will contain evidence.	November 30, 2016	Afton MacDonald
In Progress	The district is in the process of implementing the Marzano Teacher Evaluation method. Several professional development trainings have taken place to assist teachers in moving students from basic knowledge to higher order thinking levels. Teachers have started to introduce higher level DOK through classroom assignments and equivalent practice assessments.	November 25, 2015	Valerie Ruth

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In Progress	Teachers create lesson plans that start with your basic knowledge level thinking and move to higher-order question stems.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - Scaffolding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development training in how to scaffold lessons in their classrooms using the data from NWEA assessments. Training is set up for the fall of 2016, incorporating NWEA into daily lessons, which will assist in scaffolding lessons.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/28/2018	\$1000	Title I Part A	Literacy Specialist, Teachers, Testing Coordinator, Administrators, and Instructional Specialists

Status	Progress Notes	Created On	Created By
In Progress	Teachers had training with the data specialist on how to plan using NWEA data. Friday was designated for NWEA focus. NWEA data was used to identify the skills/content that teachers would use for scaffolding lessons to help students reach Common Core Standards.	March 01, 2018	Afton MacDonald
In Progress	Teachers have just started to implement Marzano scales. Teachers are working on creating the scales. The administrators, literacy specialist and instructional specialist are monitoring. Evidence of implementation includes professional development agendas and sign-in sheets. Further action needed includes practice session dates.	November 30, 2016	Afton MacDonald
In Progress	Teachers are working using the gradual release method with the majority of curriculum. The ELA department is moving to student centered lessons, using centers, student leaders and modeling.	November 25, 2015	Valerie Ruth
In Progress	Teachers create lesson plans based off of the MAP scales and lessons are scaffolded to meet the needs of the students.	December 19, 2014	Afton MacDonald

Activity - AVID (Advancement via Individual Determination)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Enrichment program to accelerate under achieving students who have potential for more rigorous courses. Teaches academic and social skills and provides intense support with in-class college tutors. Academic instruction in Writing, Inquiry, Collaboration, Organization, and Reading.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/16/2017	\$13902	Section 31a	AVID Elective Teachers, AVID Site team teachers, Administrators, Counselors, College Tutors, and District Director
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Status	Progress Notes	Created On	Created By
In Progress	AVID is a full time class for 3 grades. All AVID students engage in close reading strategies, marking the text and reading comprehension skills on a regular basis.	November 28, 2017	Afton MacDonald
In Progress	AVID is a full year class that is implemented in grades 6-8. Teachers have been trained in AVID WICOR methodologies to implement the program with fidelity. The program is observed by the district director to make sure implementation is effective.	February 03, 2017	Valerie Ruth
In Progress	Students are tutors instead of using college tutors. This is monitored weekly by the District AVID Director. Evidence will be demonstrated in lesson plans.	November 30, 2016	Afton MacDonald
In Progress	The AVID elective class is in year two of implementation. The enrollment has moved from 3 classes to 6 classes. The curriculum focuses on providing intense support in the areas of writing, inquiry, collaboration, organization and reading. There is also a tutorial piece with this program, that focuses on skills from all content areas that may need more practice.	November 25, 2015	Valerie Ruth
In Progress	The AVID elective class has been implemented and is providing intense support in the areas of writing, inquiry, collaboration, organization and reading.	December 19, 2014	Afton MacDonald

Activity - Saturday School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will facilitate a Saturday School/Enrichment classes in order to prepare for Statewide assessments.	Curriculum Development	Tier 2	Monitor	09/02/2014	06/22/2018	\$2400	Title I Part A	Dean of students, testing coordinator, Literacy Specialists, Instructional Specialists, Teachers and Administrators
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Status	Progress Notes	Created On	Created By
In Progress	In March students will be offered enrichment classes on Saturday to prepare for statewide assessment.	March 01, 2018	Afton MacDonald
In Progress	In March students will be offered enrichment classes on Saturday to prepare for statewide assessment.	March 01, 2018	Afton MacDonald
Not Completed	Saturday school takes place usually in March before the state assessment.	November 28, 2017	Afton MacDonald
In Progress	Saturday school is slated for the month of March.	February 03, 2017	Valerie Ruth
Not Completed	Saturday School is upcoming in semester 2. Monitoring will be done by the Dean of Students and literacy specialist using upcoming schedules and agendas.	November 30, 2016	Afton MacDonald
Not Completed	Saturday school has not taken place so far this school year.	December 19, 2014	Afton MacDonald

Activity - Reading Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing extra support in the area of reading will be placed in a reading enrichment class to improve reading and comprehension skills.	Academic Support Program	Tier 2	Monitor	09/01/2013	06/05/2018	\$0	No Funding Required	Reading Enrichment Teacher, ELA Specialist, Reading Specialist and Literacy Specialist.

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Status	Progress Notes	Created On	Created By
In Progress	A placement test was used to identify students lexile level. Students were grouped with reading support based on their lexile level. Students take biweekly cluster test to monitor their progression in reading comprehension. The reading Gains test was used to measure students' growth in reading comprehension at the end of semester 1.	March 01, 2018	Afton MacDonald
In Progress	Currently there are 4 Reading Enrichment classes implementing the Reading Edge Program.	November 28, 2017	Afton MacDonald
In Progress	Reading enrichment is a year long class. The curriculum monitors reading progress, reading gains thru an online Eassessment that monitors consistent student growth.	February 03, 2017	Valerie Ruth
In Progress	Reading enrichment is monitored weekly by the literacy specialist, instructional specialist and teachers. Student schedules and lesson plans indicate implementation and the program will continue 2nd semester.	November 30, 2016	Afton MacDonald
In Progress	Students that were identified as struggling readers thru NWEA scores were placed in the year long reading enrichment class. There are currently 6 classes of reading enrichment that focuses on implementing reading strategies to improve comprehension and fluency in reading.	November 25, 2015	Valerie Ruth

Activity - Cornell notes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Cornell notes to monitor student understanding and retention of reading materials.	Curriculum Development	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Teachers, Instructional Specialist and Literacy Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers use Cornell notes for note taking when new content is introduced.	March 01, 2018	Afton MacDonald
In Progress	All staff have have been trained in Cornell Notes and are expected to be using this note taking strategy in classrooms.	November 28, 2017	Afton MacDonald

Strategy 2:

Annotating the Text - Teachers will instruct students on how to annotate texts through the specific steps of marking the text. Teachers will participate in several trainings of how to instruct in annotating the text and evaluate peers thru observations.

Category: Career and College Ready

Research Cited: Cameron, J., & Pierce, W. D. (1994). Reinforcement, reward, and intrinsic motivation: A metaanalysis. Review of Educational Research, 64(3), 363-423.

Tier: Tier 1

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Status	Progress Notes	Created On	Created By
N/A	Teachers have taught annotating the texts. During novel studies, teachers have student annotate the text within the novels.	February 03, 2017	Valerie Ruth
N/A	All grades and electives including reading enrichment are using marking the text and Jigsaw chunking the text strategies.	February 17, 2016	Afton MacDonald
N/A	Students have started annotating the text thru, marking the text strategies. Students have also incorporated T4, talking to the text, which is another form of annotating the text thru, prediction, questioning, visualizing, connecting, summarizing and circling unknown words.	November 25, 2015	Valerie Ruth
N/A	Teachers have been using chunking the text as a strategy to identify main idea, draw inferences and improve reading comprehension.	December 19, 2014	Afton MacDonald

Activity - Analyze Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will expose students to narrative and informational texts using selected novels and texts to analyze and annotate the texts for comprehension	Curriculum Development	Tier 1	Implement	09/01/2015	06/29/2018	\$7000	Title I Part A	Teachers, Instructional Specialist, Reading Specialist, Assistant Principal and Literacy Specialist.

Status	Progress Notes	Created On	Created By
In Progress	We used the strategy annotating the text for nonfiction.	March 01, 2018	Afton MacDonald
In Progress	Teachers have all been trained on Marking the Text strategies.	November 28, 2017	Afton MacDonald
In Progress	Teachers will use Jigsaw, reciprocal teaching, essays, M-step essays using "Thank You Ma'am." Students have bookmarks for annotating and will complete for "Spirit Bear." This will be monitored by teachers, instructional specialist and literacy specialist. Evidence will include lesson plans and student sample work. Training is upcoming.	November 30, 2016	Afton MacDonald
In Progress	Currently the teachers are using the following analyzing the text strategies: marking the text, T4 and reciprocal teaching will begin in December.	November 25, 2015	Valerie Ruth
In Progress	Students are currently reading narrative as well as informational texts through short stories as well as novels.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

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Chandler Park Academy - Middle School

Activity - Literature Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate literature circles using informational and narrative texts to target vocabulary, identify main idea, analyze characters, theme and tone and draw inferences within texts	Curriculum Development	Tier 1	Implement	09/01/2015	06/22/2018	\$0	No Funding Required	Literacy Specialist, Reading Enrichment Teachers, Instructional Specialist, Reading Specialists,

Status	Progress Notes	Created On	Created By
Not Completed	Upcoming professional development is set for all staff to learn and implement the strategy of literature circles.	November 28, 2017	Afton MacDonald
In Progress	Literature circles are in progress for 2nd semester for "A Spirit Bear." This will be monitored by teachers, instructional specialist and literacy specialist through lesson plans and will be implemented 2nd semester.	November 30, 2016	Afton MacDonald
In Progress	Teachers are set to implement reciprocal teaching starting in Quarter 2.	November 25, 2015	Valerie Ruth
In Progress	All five ELA instructors are using reciprocal teaching as a strategy to improve reading comprehension.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in professional learning communities in order to discuss ways to improve student achievement by using Marzano scales/measures, and make data driven decisions from NWEA Assessments, Common Assessments as well as State Standardized Assessments to drive effective instruction and monitor student growth.	Curriculum Development	Tier 1		09/05/2017	06/15/2018	\$0	No Funding Required	Instructional Specialist, Reading Specialist, Assistant Principal, and Literacy Specialist.

School Improvement Plan

Chandler Park Academy - Middle School

Status	Progress Notes	Created On	Created By
In Progress	PLC take place weekly with all content area teams.	November 28, 2017	Afton MacDonald
In Progress	PLCs are held weekly including all day PLCs on data. These are monitored by teachers, administrators, instructional specialist and literacy specialist. Evidence includes agendas and the PLCs will continue weekly throughout the school year.	February 03, 2017	Valerie Ruth
In Progress	PLCs are held weekly including all day PLCs on data. These are monitored by teachers, administrators, instructional specialist and literacy specialist. Evidence includes agendas and the PLCs will continue weekly throughout the school year.	November 30, 2016	Afton MacDonald
In Progress	Weekly PLC meetings occur. In meetings the following are discussed: student data, strategy implementation, and evaluation.	November 25, 2015	Valerie Ruth
In Progress	Teachers meet weekly in PLCs to discuss best practice strategies and analyze data for student growth.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Goal 3: All students at Chandler Park Academy Middle School will increase proficiency in science.

Status	Progress Notes	Created On	Created By
N/A	Teachers meet weekly in PLCs to disaggregate data and are guided by an Instructional Specialist. There is also a district Science Task Force Team that has been put in place to assist in raising student achievement in Science.	February 17, 2016	Afton MacDonald
N/A	Professional learning communities meet weekly to adjust instructional practices and evaluate data from assessments. Cooperative grouping is used along with technology such as Smart Boards. Teachers continue to differentiate lessons to the needs of the students.	December 02, 2015	Afton MacDonald
N/A	A tutoring program has been put in place for students struggling. Professional learning communities meet weekly to adjust instructional practices and evaluate data/assessments. Cooperative grouping is used along with technology such as I-pads, Smart Boards, Clickers and laptops. Students are beginning projects this month and teachers continue to differentiate lessons to the needs of the students.	February 11, 2015	Afton MacDonald
N/A	Students increased proficiency on MEAP Science assessment.	January 16, 2015	Afton MacDonald

Measurable Objective 1:

A 9% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on the Statewide assessment in Science by 06/14/2019 as measured by Statewide assessments, Unit Assessment tests, Common Core State Standards/GLCEs, and Schoolwide Common Assessments.

School Improvement Plan

Chandler Park Academy - Middle School

Status	Progress Notes	Created On	Created By
Not Met	The 3% goal for 2015-2016 school year is in progress and being monitored by common assessment, NWEA and M-step data.	February 17, 2016	Afton MacDonald
Not Met	Teachers are working towards the targeted increase by administering and monitoring unit, common and NWEA assessments.	December 02, 2015	Afton MacDonald
Not Met	Teachers are working towards the targeted increase by administering and monitoring common and MAP assessments.	February 11, 2015	Afton MacDonald
N/A	Science teachers administer unit assessments at the end of each unit. The assessments vary. School wide common assessments are administered several times throughout the school year. They provide a way to measure students learning.	February 07, 2014	Valerie Ruth

Strategy 1:

Inquiry-based Instruction - Teachers will provide students with a variety of experiences with the process of scientific inquiry. This will include hands on activities in making observations, collecting relevant data, and using logical reasoning.

Category: Science

Research Cited: Luft, J., Bell, R. and Gess-Newsome, J. (2008). "Science as Inquiry in the Secondary Setting," National Science Teacher Association.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	8th grade and honors classes are using lab aids in order to increase student learning through instruction that implements cooperative grouping.	December 02, 2015	Afton MacDonald
N/A	Group inquiry projects implemented and evaluated using formative group assessment techniques, summative assessments and lab grades. Lab aids used in partner and small group inquiry and investigation in cooperative labs and critical discussions.	January 16, 2015	Afton MacDonald
N/A	Inquiry based instruction in Science emphasizes students actively thinking and drawing conclusions from data. Teaching strategies actively engage students in the learning process through scientific investigation. Inquiry based instruction has enhanced student learning and has made a profound effect on science instruction.	February 07, 2014	Valerie Ruth

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not achieving at proficiency will be referred to after-school tutoring for instructional support provided by classroom instructional staff.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/14/2019	\$2000	Title I Part A	Teachers, Instructional Specialist and Administrators

School Improvement Plan

Chandler Park Academy - Middle School

Status	Progress Notes	Created On	Created By
In Progress	1. Determine effective correlation with valid documentation between tutoring and academic performance. 2. Determine how classroom teachers will use data from the after school program to support students in the classroom.	February 05, 2018	Afton MacDonald
In Progress	Review student data for quarter #1 to determine next steps of student assistance.	November 27, 2017	Afton MacDonald
In Progress	After school tutoring was monitored by attendance and 2nd semester schedules are forthcoming.	February 03, 2017	Afton MacDonald
In Progress	During October every Monday and Wednesday tutoring was available.	November 28, 2016	Valerie Ruth
Not Completed	Science does not have a teacher this semester for tutoring, therefore, no science tutoring is being offered.	December 02, 2015	Afton MacDonald
In Progress	Based on teacher recommendations students who need academic assistance have been offered tutoring. Teachers develop pre-tests and post tests to determine effectiveness of tutoring. The program is currently being evaluated for methods to ensure effectiveness and efficiency. Academic growth of enrolled students is currently measured by progress reports and report card grades.	February 11, 2015	Afton MacDonald
In Progress	Students who have an academic deficit of 69% or below are referred by the academic liaison for after school content recovery. Students who are not referred may sign-up for after school study groups or may utilize the open computer labs for self-study.	January 16, 2015	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - Student-Led Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science department will meet to discuss specific practices of project based learning in grade level groups for planning and implementation. The ultimate goal being a first semester science fair project.	Other - Project-based learning	Tier 1	Implement	09/05/2017	06/19/2020	\$10000	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Students will not create Science Fair Projects. All teachers will conduct classroom investigations during the 3rd card marking. Will need to determine correlation between completion of investigations and student proficiency.	February 05, 2018	Afton MacDonald
In Progress	Meeting to establish Science Fair Projects	November 27, 2017	Afton MacDonald
In Progress	The department meets in weekly PLCs in order to plan student-led projects for April 2017.	February 03, 2017	Afton MacDonald
In Progress	Beginning discussions have started regarding the process for implementing student led projects. The district has also established a K-12 Science Task force to address the needs identified with science.	November 28, 2016	Valerie Ruth
In Progress	8th Grade students will develop a video presentation on the solar system by May 2016.	February 19, 2016	Ms. Jerrel D Hale
In Progress	Teachers are working on the implementation of a cross-curricular Science Fair for Spring 2016.	February 17, 2016	Afton MacDonald
Not Completed	Student-led projects have not been met because of issues with teacher staffing.	February 10, 2016	Afton MacDonald

School Improvement Plan

Chandler Park Academy - Middle School

In Progress	Student-led projects have not been completed up to this point but are going to be completed 2nd semester.	December 02, 2015	Afton MacDonald
In Progress	Students will create a commercial to promote an element from the periodic table. Student-led investigation into organ systems, diseases and social implication. Two projects including illustrations and flip chart manipulations. Students are given research questions to investigate further and elaborate. Students will research budgets for public health organizations to build a proposal to raise capital for public awareness of various diseases.	January 16, 2015	Afton MacDonald
In Progress	Student led projects are in the formative stage.	February 07, 2014	Valerie Ruth
In Progress		January 14, 2014	Afton MacDonald

Activity - Marzano scales and measures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Marzano scales and measures in order to raise achievement through depths of knowledge activities. Higher order thinking questions will include test taking skills, graphing and math skills including bellwork and challenge questions.	Curriculum Development	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	DOK questions have been varied on student Quarterly Assessments. Teachers have begun planning DOK lessons through the use of Scales.	February 05, 2018	Afton MacDonald
In Progress	Introduce DOK questions on Illuminate. Plan of Action to introduce DOK in lessons.	November 27, 2017	Afton MacDonald
In Progress	Higher order thinking questions are monitored thru exit tickets, lab assignment analysis questions, equivalent practice and assessments. The department is working toward using more problem based learning.	February 03, 2017	Afton MacDonald
In Progress	Teachers are implementing higher order thinking through activities such as exit tickets, daily monitoring, lab analysis, and equivalent practice assessments.	November 28, 2016	Valerie Ruth
In Progress	The district is in the process of implementing the Marzano Teacher Evaluation method. Several professional development trainings have taken place to assist teachers in moving students from basic knowledge to higher order thinking levels. Teachers have started to introduce higher level DOK through classroom assignments and equivalent practice assessments.	December 03, 2015	Valerie Ruth
In Progress	Higher order thinking questions are embedded in the analysis component of every activity and lab.	December 02, 2015	Afton MacDonald
In Progress	Students' thinking is regularly provoked by higher-order thinking questions embedded in the analysis component of every activity and lab. This is an on-going and regular practice of the science classroom.	January 16, 2015	Afton MacDonald
In Progress	Higher order thinking questions in science: Teachers facilitate communication with and among students. Teacher stimulate the thinking process by asking questions; (what would happen if?) Students demonstrate comprehension skills; (explain in your own words.) Students analyze; (what is the difference between?) Students are able to apply; (what is your knowledge of or predict how.) Students are able to synthesize; (organize a list of.) Students are able to evaluate; (explain how or why questions.)	February 07, 2014	Valerie Ruth

School Improvement Plan

Chandler Park Academy - Middle School

In Progress		January 14, 2014	Afton MacDonald
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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in professional learning communities in order to discuss ways to improve student achievement by making data driven decisions using NWEA assessment results and teacher reflections. Teachers will also collaborate in lab planning discussions.	Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/19/2020	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	During PLC's the science teachers have used student achievement data from NWEA and Quarterly Assessments to identify standards showing low proficiency. The teachers have restructured content pacing maps to allow time to re-teach these standards using Do Now Assignments, Quick Review and/or Exit tickets. The outcome of this approach still shows the majority of students showing low proficiency. The Science department has restructured its approach to re-teaching low standards. Teachers will now utilize the interactive lessons and activities provided by Study Island. The effectiveness of this approach will be revisited.	February 05, 2018	Afton MacDonald
In Progress		November 27, 2017	Afton MacDonald
In Progress	Professional learning communities meet every Thursday and are monitored by the instructional and literacy specialists. The PLCs are working on adapted lessons based on NWEA data, reviewing test scores, continuing testing and evaluations.	February 03, 2017	Afton MacDonald
In Progress	Weekly PLC's are implemented, data is discussed as well as strategies for teaching science curriculum is modeled.	November 28, 2016	Valerie Ruth
In Progress	Professional Learning Communities meet on a weekly basis to disaggregate assessment data, plan curriculum according to this data using differentiation and discuss the student project implementation (Science Fair).	February 17, 2016	Afton MacDonald
In Progress	Professional Learning Communities meet on a weekly basis to reflect, plan, and engage discourse in a collaborative fashion to promote consistent progress and meaningful instruction within the science department.	January 16, 2015	Afton MacDonald
In Progress	PLC's are very effective. It is time to share ideals, resources, suggestions, plans and brainstorm with the science team.	February 07, 2014	Valerie Ruth
In Progress		January 14, 2014	Afton MacDonald

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Chandler Park Academy - Middle School

Teachers will participate in the professional development sessions: AVID Science and Literacy Workshop, use of the science literacy workbook, inquiry-based learning and Next Generation Science Standards (NGSS) exemplar classes (RESA).	Professional Learning	Tier 1	Implement	09/05/2017	06/19/2020	\$1600	Title I Part A	Teachers, Instructional Specialist and AVID District Director
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Status	Progress Notes	Created On	Created By
In Progress	<p>The Science Instructional Specialist and one lead teacher have registered for the following Science professional development workshops:</p> <p>NGSS Professional Development through Wayne RESA.</p> <p>Keep, Toss, or Tweak: The Michigan Science Standards for Grades K-12.</p> <p>Next Generation Science Exemplar (NGSX)</p> <p>Introduction To The Michigan Science Standards.</p> <p>The Science Instructional Specialist along with the lead teacher will report findings of the professional development workshops to the District Science Task Force. The District Science Task Force will develop a plan to disseminate the findings to the remaining science instructional staff. The first dissemination of findings has been planned in workshop format during January of 2018.</p>	February 05, 2018	Afton MacDonald
In Progress	Register teachers of NGSS Professional Development through Wayne RESA.	November 27, 2017	Afton MacDonald
Not Completed	A professional development that addresses literacy in science will be scheduled next semester.	February 03, 2017	Afton MacDonald
In Progress	Plans to have a science literacy PD 2nd semester.	November 28, 2016	Valerie Ruth
In Progress	Science teachers and Instructional Specialist will seek out training and Professional Development in the area of Science Literacy.	February 19, 2016	Ms. Jerrel D Hale
In Progress	Teachers are using Jigsaw, graphic organizers, Cornell notes and four squares.	February 17, 2016	Afton MacDonald
In Progress	The team is working on implementing 4 different strategies to incorporate literacy in science.	December 03, 2015	Valerie Ruth
In Progress	Teams meet weekly to disaggregate in house assessment data, and to introduce and share best practice strategies.	December 03, 2015	Valerie Ruth
Not Completed	Professional development for literacy in Science has not yet been scheduled. However, the instructional specialist is working towards this initiative.	February 11, 2015	Afton MacDonald

Activity - Labs (Dissection)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth grade teachers will facilitate various dissection labs.	Supplemental Materials	Tier 1	Monitor	09/05/2017	06/12/2020	\$1000	Title I Part A	Teachers and Instructional Specialist

School Improvement Plan

Chandler Park Academy - Middle School

Status	Progress Notes	Created On	Created By
In Progress	Dates need to be established for implementation.	February 05, 2018	Afton MacDonald
In Progress	Review of 2017-2018 Pacing Map to determine potential dates of implementation.	November 27, 2017	Afton MacDonald
In Progress	Labs are performed in 8th grade using dissections of fish, crawfish, earthworms and frogs. Labs are monitored by the instructional specialist and 8th grade teachers and evidence can be found in lesson plans..	February 03, 2017	Afton MacDonald
In Progress	Labs have started in classes. More specimens are being ordered to complete labs for next semester.	November 28, 2016	Valerie Ruth
Completed	Teachers and students completed comparative anatomy labs, comparing the anatomy of the worm, crayfish and perch in order to understand the role of each system.	February 17, 2016	Afton MacDonald
In Progress	Dissections will include the earth worm, crayfish and perch. Students will be able to compare and contrast body systems of the three specimens.	December 03, 2015	Valerie Ruth
In Progress	Dissections have taken place for the understanding of joint and bone anatomy using chicken wings. Cow eyeball and sheep heart dissections are scheduled for third quarter.	January 16, 2015	Afton MacDonald

Activity - Robotics Club and STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead an after-school robotics club that will use innovation and creativity to teach and enforce concepts in math, science and technology through the STEM program.	Academic Support Program	Tier 2	Implement	10/02/2017	05/29/2020	\$2500	Title I Part A	Teachers

Status	Progress Notes	Created On	Created By
In Progress	Robotics will be implemented as a part of the STEM class during the 2018-2019 school year.	February 05, 2018	Afton MacDonald
In Progress	Determine possibility of implementing Robotic as a par to the STEM class	November 27, 2017	Afton MacDonald
Completed	We are not currently implementing these programs. We are in the process thru the science task force of re-vamping how to implement these with fidelity.	November 28, 2016	Valerie Ruth
Not Completed	Due to staff shortage, Robotics Club has not taken place. However, it is the goal of the Science team to seek out district personnel who may be interested in advising Robotics.	February 19, 2016	Ms. Jerrel D Hale
In Progress	Robotics Club meets weekly after school to promote skill development and STEM career paths.	January 16, 2015	Afton MacDonald

Activity - CSI (Forensics Club)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Chandler Park Academy - Middle School

Teachers will facilitate CSI (Forensics Club).	Academic Support Program	Tier 2	Monitor	03/01/2017	05/29/2020	\$2500	Title I Part A	Teachers
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Status	Progress Notes	Created On	Created By
Not Completed	We will no longer offer this program.	February 05, 2018	Afton MacDonald
Not Completed	We currently do not have the staffing to offer the CSI Forensics Club.	November 27, 2017	Afton MacDonald
In Progress	CSI (Forensics Club) will meet third quarter after school.	January 16, 2015	Afton MacDonald

Strategy 2:

Differentiating Instruction - Teachers will differentiate instruction for target groups by incorporating collaboration among grade level teachers and the collaborative education team through sharing of strategies including interventions for students. Teachers are using NWEA (MAP) scores to adjust teaching strategies.

Category: Other - Differentiation

Research Cited: Amtmann, D., Abbott, R., & Berninger, V. (2008). Identifying and predicting classes of response to explicit phonological spelling instruction during independent composing. *Journal of Learning Disabilities*, 41(3), 218.

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	Students have been grouped by RIT level and accommodations for differentiation have been included and implemented through lesson plans. A district Science Task Force has been created to assist with implementation.	February 17, 2016	Afton MacDonald
N/A	Students have been grouped by RIT level so teachers can differentiate lessons. Teachers have spent time, reading data from NWEA as well as common assessments and creating action plans for areas of concern to implement skills that need to be targeted for growth.	December 03, 2015	Valerie Ruth
N/A	DeCarte instructional leveling guides are used regularly to plan instructional according to student MAP scores.	January 16, 2015	Afton MacDonald

Activity - Cooperative Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Chandler Park Academy - Middle School

Teachers will provide cooperative learning environments by placing students in diverse learning groups for daily instruction using NWEA assessment results, table groups and lab groups. Within these groups students are taught to construct knowledge through critical thinking, higher order concepts, and meaningful discourse.	Other - Cooperative learning	Tier 1	Monitor	09/06/2016	06/14/2019	\$24000	Section 31a	Teachers and Instructional Specialist
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Status	Progress Notes	Created On	Created By
In Progress	Cooperative grouping is implemented for the majority of lab activities and group games. Teachers will continue to utilize cooperative grouping and monitor test scores for future utilization of grouping.	February 03, 2017	Afton MacDonald
In Progress	Cooperative grouping is done for labs and activities, as well as class assignments.	November 28, 2016	Valerie Ruth
Completed	8th Grade students have had the opportunity to participate in multiple dissections and discuss findings in cooperative groups.	February 19, 2016	Ms. Jerrel D Hale
In Progress	Students participate in cooperative grouping that are inclusive of the high and low students within that classroom. Groups are used to complete projects, dissections as well as lab activities.	December 03, 2015	Valerie Ruth
In Progress	All science instruction is developed to support cooperative learning. Groups are developed according to individual teacher and class needs and are inclusive of a balanced group of high and low achieving students.	January 16, 2015	Afton MacDonald

Activity - Embedded Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate innovative instruction that utilizes multiple technologies to support student learning. Each technology (e.g. iPads, laptops, clickers, SMART boards, etc.) will work in tandem with accompanying software (Pearson Realize) designed to engage students in science disciplines causing them to strengthen individual critical thinking, problem solving, analytical skills, and develop collaborative learning skills.	Technology	Tier 1	Monitor	09/05/2017	06/12/2020	\$50000	Title I Part A	Teachers and Instructional Specialists

Status	Progress Notes	Created On	Created By
In Progress	Teachers use Smart boards daily and laptops biweekly. Study Island is used weekly for homework. Staff will continue to use current technology and will implement the Remind app with staff not using. The team is researching the use of Gizmo and Daqri for 8th grade.	February 03, 2017	Afton MacDonald
In Progress	Teachers use smartboards daily and laptops use is also available for study island.	November 28, 2016	Valerie Ruth
In Progress	Teachers utilize the smartboard for instruction as well as classroom sets of laptops to implement technology with programs such as gizmo.	December 03, 2015	Valerie Ruth

School Improvement Plan

Chandler Park Academy - Middle School

In Progress	Laptops, clickers and iPads are used on rotation within the department to support aspects of instruction that include analysis, research, concept tracking and project development.	January 16, 2015	Afton MacDonald
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Activity - Saturday School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate a Saturday School/enrichment classes in order to prepare for statewide assessments.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$2400	Title I Part A	Teachers and Administrators

Status	Progress Notes	Created On	Created By
In Progress	This program does not begin until March 2018.	February 05, 2018	Afton MacDonald
In Progress	Saturday school will be implemented in Spring of 2017.	February 03, 2017	Afton MacDonald
In Progress	Saturday school will begin on March 5, 2016 and run through April 9, 2016. Students will focus on targeted areas of need during these sessions.	February 19, 2016	Ms. Jerrel D Hale
In Progress	Saturday school has not taken place so far this school year. Planning for Saturday school takes places usually after the 2nd quarter.	December 03, 2015	Valerie Ruth
In Progress	Saturday school is scheduled to be held March 7, 14, 21 and 28.	February 11, 2015	Afton MacDonald

Goal 4: All students at Chandler Park Academy Middle School will increase proficiency in social studies.

Status	Progress Notes	Created On	Created By
N/A	According to the common assessments, students are showing academic growth.	November 25, 2015	Valerie Ruth
N/A	Analyzing primary sources for 8th graders.	February 11, 2015	Afton MacDonald
N/A	Sixth and seventh graders are supported with MC3 format to address deficiency in geography and world history.	February 11, 2015	Afton MacDonald
N/A	Met through implementation of common core standards, curriculum maps and curriculum guides.	December 19, 2014	Afton MacDonald

Measurable Objective 1:

School Improvement Plan

Chandler Park Academy - Middle School

A 9% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on the statewide assessment in Social Studies by 06/14/2019 as measured by Statewide assessments, Common Core State Standards/GLCEs, NWEA MAP, and Schoolwide Common Assessments.

Status	Progress Notes	Created On	Created By
Not Met	The 3% goal for 2015-2016 school year is in progress and being monitored by common assessment, NWEA and M-step data.	February 17, 2016	Afton MacDonald
Not Met	Assessments are essays and argumentation debates, common assessments and unit tests, projects and unit tests.	February 11, 2015	Afton MacDonald
Not Met	Teachers and students are working towards a 9% increase by June of 2017.	December 19, 2014	Afton MacDonald

Strategy 1:

Project-based learning activities - Teachers will engage students in project based learning and cross curricular activities. Teacher will also increase the use of technology in the classroom.

Category: Social Studies

Research Cited: *Best Practices: Today's Standard for Teaching and Learning in American Schools by Zemelman et. al (2005)

*Classroom Instruction that Works by Marzano et. al (2001)

*The Art and Science of Teaching by Marzano (2007)

*Oakland Schools Atlas Rubicon

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Students are currently writing their own review questions in preparation for various tests and exams. 6th and 7th grades have completed projects assigned by their teachers. The 6th grade project was on Cultures and 7th grade was on Ancient Egypt including class system, government, location, jobs, religion and written language. Social Studies Weekly and Up Front magazine have been added as resources. Interpreting primary source documents and Read Works question sets in on-going.	February 03, 2017	Afton MacDonald
N/A	Teachers are holding individual NWEA Test score/goal setting conferences.	November 28, 2016	Valerie Ruth
N/A	Teachers have implemented marking the text, guided reading, and closed reading activities as well as online reading activities.	November 25, 2015	Valerie Ruth
N/A	Teachers interpret primary source documents and Read Works question sets.	December 19, 2014	Afton MacDonald

Activity - Inquiry based activities (Jigsaw)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Chandler Park Academy - Middle School

Teachers will implement a number of activities such as "Jigsaw" where students are actively engaged in teaching sections from a text to the other students, prepare discussion questions and activities for group participation. More emphasis will be given to student developed questions which reach beyond what is known in the text. This will be used as a precursor to teaching Socratic Seminars.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers and Instructional Specialist
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Status	Progress Notes	Created On	Created By
In Progress	Implementation will be monitored through lesson plans. Teachers will have to provide evidence of Jigsaw activity.	February 05, 2018	Afton MacDonald
In Progress	Continues progress, currently only one teacher utilizing, efforts to be made to ensure other department members of using this strategy.	November 27, 2017	Afton MacDonald
In Progress	Teachers use compare and contrast, cause and effect, a station activity where students go from station to station collecting information, Socratic chairs and Kahoot.	February 03, 2017	Afton MacDonald
In Progress	Students are showing basic level or positive growth in Jigsaw activities.	February 17, 2016	Afton MacDonald
In Progress	All activities are group based and include development on evidence-based arguments which propel higher-order thinking skills.	February 11, 2015	Afton MacDonald
In Progress	Primary documents, Read Works, primary source activities, supplemental materials - MC3 materials	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - Make and support inferences from text (Social Studies Weekly, "Junior Scholastic," and Ed Helper)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use compelling "Think About it" questions that follow the main articles in student edition of "Junior Scholastic," Social Studies Weekly and Ed Helper, challenging students to make and support inferences from text. Additional higher order thinking questions appear as common core and discussion questions in the teacher's guide.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/12/2020	\$1000	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Continue with progress. Strategy being used by multiple teachers, efforts to be made to incorporate new subject based reading materials.	November 27, 2017	Afton MacDonald
In Progress	Social Studies Weekly has been added to resources.	February 03, 2017	Afton MacDonald
In Progress	Teachers are implementing Social Studies Weekly, Channel One News and CNN student news as well to assist with the skills of making inferences and supporting ideas from texts.	November 28, 2016	Valerie Ruth

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In Progress	Within the textbooks and supplemental materials, students are engaged in a number of strategies to draw inferences. ie. Jigsaw	November 25, 2015	Valerie Ruth
In Progress	Teachers are continuing to implement "Junior Scholastic" into their curriculum.	December 19, 2014	Afton MacDonald

Activity - Michigan Youth in Government	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reinforce research skills for students to use to enter debate competition during Michigan Youth and Government.	Extra Curricular	Tier 2	Monitor	09/05/2017	06/12/2020	\$1000	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
Completed	Students researched current laws and regulations regarding a societal concern of their choice in the state of MI. In Lansing, students debated and discussed the bills they wrote to turn them into law.	February 05, 2018	Afton MacDonald
Completed		November 27, 2017	Afton MacDonald
Completed	MI Youth in Government was completed in November with a trip to Lansing.	February 03, 2017	Afton MacDonald
In Progress	MYIG has shown a 75% successful level of student engagement.	February 17, 2016	Afton MacDonald
In Progress	MYIG is a program available for ALL students who are interested in learning more about how our government works.	November 25, 2015	Valerie Ruth
Completed	Students were trained under the guidance of teachers in legislative procedures and attended a statewide conference in the State capitol including a debate competition and mock legislative session with students from around the State.	December 19, 2014	Afton MacDonald

Strategy 2:

Inquiry and Reading - Teachers will use primary sources and informational text to increase inquiry and reading ability during classroom instruction. Teachers will continue to increase their use of non-text primary sources, eg. include videos, photographs and music clips.

Category: Other - Social Studies and Reading

Research Cited: *Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

*Zemelman, S., Daniels, H. & Hyde, A. (2005). Best practice: Today's standard for teaching and learning in American schools. Third edition. Portsmouth, NH: Heinemann.

*Oakland Schools Atlas Rubicon

Tier: Tier 1

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Status	Progress Notes	Created On	Created By
N/A	To improve reading comprehension, students use techniques such as drawing inferences, predicting, and summarizing text thru use of the MC3 curriculum.	November 28, 2016	Valerie Ruth
N/A	Students are required to read primary and secondary source documents.	February 17, 2016	Afton MacDonald
N/A	One strategy to increase reading comprehension and inquiry is using a chapter report which is a study guide to help facilitate independent learning.	November 25, 2015	Valerie Ruth
N/A	Reading improves inquiry-based instruction through primary sourced reading assignments inclusive of scholarly and current event articles.	February 11, 2015	Afton MacDonald
N/A	Primary documents, Read Works, primary source activities, supplemental materials, differentiated assessments and instruction	December 19, 2014	Afton MacDonald

Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on how to identify events in history. Teachers will provide more opportunities for students to form their own questions and facilitate self-tests on understanding by building a resource library. Teachers will have students create online portfolios and interactive notebooks.	Curriculum Development	Tier 1	Implement	09/05/2017	06/12/2020	\$1600	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Continue with progress. Strategy being used by multiple teachers, efforts to be made to incorporate more use of primary sources - currently secondary source heavy.	November 27, 2017	Afton MacDonald
In Progress	Activities include guided reading and Cornell notes. Also, new 7th grade text books and supplemental materials have been added resources.	February 03, 2017	Afton MacDonald
In Progress	Social Studies weekly, Study Island and ED Helper are used to as informational text and supplemental materials on a weekly basis.	November 28, 2016	Valerie Ruth
In Progress	Teachers are using several different sources weekly to promote informational texts in the classroom. Students are reading within and extends beyond the classroom. ie. Readworks.org	November 25, 2015	Valerie Ruth
In Progress	Teachers incorporate leveled texts including primary sources, Read Works question sets, "Junior Scholastic," as well as other supplemental materials in the curriculum.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - Embedded Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers uses primary sources, equivalent practice activities, Study Island, and apps as we continue to build technology resources. Teachers will incorporate more technology into their instruction utilizing the Chrome books as well as introducing Google Drive.	Technology	Tier 1	Monitor	09/05/2017	06/12/2020	\$1000	Title I Part A	Teachers and Instructional Specialist
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Status	Progress Notes	Created On	Created By
In Progress	Continue with progress. Strategy being used by multiple teachers, efforts to be made to incorporate use of webquest activities and virtual field trips into lesson plans/ activities. (google earth, national archives, etc.)	November 27, 2017	Afton MacDonald
In Progress	Teachers continue to use technology and will also make use of the new media center and document camera.	February 03, 2017	Afton MacDonald
In Progress	Currently teachers are incorporating online texts and related activities to expand technology use in the classroom.	November 25, 2015	Valerie Ruth
In Progress	All teachers use interactive Smart boards, laptop carts, QR scanner codes, Study Island and Brain Pop on a regular basis.	December 19, 2014	Afton MacDonald

Activity - Use of historical events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are instructing students on the use of historical events by conducting oral presentations, analyzing cause and effect and independent and group activities including assessments using speeches, thinking maps and debates.	Curriculum Development	Tier 1	Implement	09/06/2016	06/14/2019	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Students are thinking critically about historical events in order to make connections between the past and the present and how we dealt with early challenges as a nation.	February 05, 2018	Afton MacDonald
In Progress	Continue with progress. Strategy being used by multiple teachers, efforts to be made to incorporate new subject based reading materials and artifacts to reinforce learning.	November 27, 2017	Afton MacDonald
In Progress	In class plays like the Gettysburg Address are read as well as field trips for students such as African American Museum, Mackinaw Island and the Renaissance Festival are activities that increase knowledge of historical events.	November 28, 2016	Valerie Ruth
In Progress	Listen Current provides online robust learning activities for all students exposing them to historical events.	November 25, 2015	Valerie Ruth
In Progress	Students analyze historical events using D.O.K. and higher-order thinking questions.	December 19, 2014	Afton MacDonald

Strategy 3:

SY 2017-2018

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Differentiated Instruction - Teachers will differentiate instruction for target groups, incorporating collaboration among grade level teachers and sharing of strategies including interventions for students also using Kagan Structures instructional activities to encourage engagement.

Category: Other - Differentiation

Research Cited: Amtmann, D., Abbott, R., & Berninger, V. (2008). Identifying and predicting classes of response to explicit phonological spelling instruction during independent composing. *Journal of Learning Disabilities*, 41(3), 218.

*The Art and Science of Teaching by Marzano (2007)

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	Teachers use various strategies and techniques to engage students at all levels. ie. cooperative grouping, jigsaw and small group instruction	November 25, 2015	Valerie Ruth
N/A	Teachers regularly differentiate their instruction to meet the needs of all their students using collaborative learning and technology as well as other strategies.	December 19, 2014	Afton MacDonald

Activity - Marzano scales and measures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Marzano scales and measures in order to raise achievement through depths of knowledge activities including Cornell note-taking by content area.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Continue with progress. Strategy being used by multiple teachers. Teachers are currently in practice of learning how to generate scales.	November 27, 2017	Afton MacDonald
In Progress	Several professional development trainings have taken place to assist teachers in moving students from basic knowledge to higher order thinking levels. Teachers have started to introduce higher level questioning thru activities such as socratic seminar and philosophical chairs.	February 03, 2017	Valerie Ruth
In Progress	Teachers incorporate Socratic seminar as well as Philosophical chairs to increase higher order thinking skills among students.	November 28, 2016	Valerie Ruth
In Progress	The district is in the process of implementing the Marzano Teacher Evaluation method. Several professional development trainings have taken place to assist teachers in moving students from basic knowledge to higher order thinking levels. Teachers have started to introduce higher level DOK through classroom assignments and equivalent practice assessments.	November 25, 2015	Valerie Ruth
In Progress	Teachers are continuing to formulate and integrate D.O.K. questions to increase classroom rigor.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in professional learning communities (PLCs) in order to discuss ways to improve student achievement by using Webb's Depth of Knowledge (DOK Levels) and make data driven decisions.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	PLCs have been focused on using student data to inform instructional decisions. Focus has also been put on teaching strategies such as Marking the Text, Cornell Notes, and Jigsaw so that teachers feel comfortable implementing them in their classroom.	February 05, 2018	Afton MacDonald
In Progress	PLCs are held weekly including all day PLCs on data. These are monitored by teachers, administrators, instructional specialist and literacy specialist. Evidence includes agendas and the PLCs will continue weekly throughout the school year.	February 03, 2017	Valerie Ruth
In Progress	Weekly PLC's are being implemented where data analysis is being done as well as sharing of best practice strategies.	November 28, 2016	Valerie Ruth
In Progress	Weekly PLC meetings occur. In meetings the following are discussed: student data, strategy implementation, and evaluation.	November 25, 2015	Valerie Ruth
In Progress	The professional learning communities evaluate common assessments to identify below average standards and reflect and strategize on how to reteach targeted content.	February 11, 2015	Afton MacDonald
In Progress	PLCs meet on a weekly basis to discuss and share best practice strategies.	December 19, 2014	Afton MacDonald

Activity - Saturday School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate a Saturday School/enrichment classes in order to prepare for statewide assessments.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$2400	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
Not Completed	Postponed til March 2018	November 27, 2017	Afton MacDonald
In Progress	Saturday school is slated for the month of March.	February 03, 2017	Valerie Ruth

School Improvement Plan

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In Progress	Planning for Saturday school will occur during the 2nd quarter.	November 25, 2015	Valerie Ruth
Not Completed	Saturday school has not taken place so far this school year.	December 19, 2014	Afton MacDonald

Goal 5: All students at Chandler Park Academy Middle School will become proficient writers.

Status	Progress Notes	Created On	Created By
N/A	The ELA department is using cross-content writing in their classrooms. Students writing samples are being monitored biweekly in ELA as well as writing enrichment using the 6+1 and smarter balance rubric.	February 15, 2016	Afton MacDonald
N/A	Students in the 6th grade are enrolled in a writing enrichment class to increase writing skills. All students are doing timed writing, journal writing as well as writing across the curriculum in classes such as journalism and other content area classes.	December 01, 2015	Valerie Ruth
N/A	Students are showing growth in their writing compositions with the use of 6+1 traits of writing.	December 19, 2014	Afton MacDonald
N/A	After school tutoring is available as well as the computer lab to assist with student writing.	January 30, 2014	Valerie Ruth
N/A	Students are utilizing journals to increase writing and work thru the writing process weekly. Teachers meet weekly in professional learning communities to adjust instructional practices and evaluate data/assessments. Interventions such as after school tutoring, instructional specialist push ins and pulls outs are being used to assist lower achieving students. Training in 6+1 writing traits is in process to evaluate and analyze student writing. Teachers are differentiating lessons to meet the needs of the students.	January 30, 2014	Valerie Ruth
N/A	All students are utilizing journals weekly in classes to demonstrate the writing process when practicing writing skills. Lessons are being taught using differentiation to reach all students. Professional learning communities meet weekly to train in best practice strategies and analyze data.	January 30, 2014	Valerie Ruth

Measurable Objective 1:

A 9% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the areas of the writing process and conventions using 6+1 traits as well as RADAR writing strategies in English Language Arts by 06/01/2018 as measured by State wide assessment goals, School-wide common assessments, NWEA MAP testing, and 6+1 Traits Rubrics..

Status	Progress Notes	Created On	Created By
Not Met	The 3% goal for 2015-2016 school year is in progress and being monitored by common assessment, NWEA and M-step data.	February 17, 2016	Afton MacDonald
Not Met	Students are demonstrating growth in writing.	December 19, 2014	Afton MacDonald

Strategy 1:

Differentiated Instruction - Students are grouped according to MAP RIT scores and teachers lesson plans will reflect the differentiation of skill levels being taught.

School Improvement Plan

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Teachers will differentiate instruction for target groups, incorporating collaboration among teachers and sharing of strategies including interventions for students to continuously improve student writing growth.

Category: Career and College Ready

Research Cited: Conlon, L. (2008). Why we run our school like a gifted program. Educational Leadership, 66(2), 38-43.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Differentiation by Group: We have grade level goals from MAP. However, assignments need to be differentiated by leveled groups.	November 27, 2017	Afton MacDonald
N/A	Students are given a variety of writing options, assignments are tiered and leveled to the specific needs of the students thru writing assessment/evaluation.	February 03, 2017	Valerie Ruth
N/A	Effective February 2016, teachers are using NWEA data to evaluate writing along with classroom writing assessments. Students who are struggling learners are placed in writing enrichment.	February 15, 2016	Afton MacDonald
N/A	Students are grouped by MAP scores and interventions are put in place for struggling learners.	December 19, 2014	Afton MacDonald

Activity - Interventions for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring program will be available to academically struggling students. After school, the computer lab will be available to all students. During school, the Reading Specialist supports students through pull-outs in the learning lab. During the summer, the school also provides a Summer Enrichment Program and Credit Recovery prior to the start of school.	Academic Support Program	Tier 2		06/08/2015	06/28/2019	\$2000	Title I Part A	Literacy Specialist, Teachers, Reading Specialist, Academic Liaison, Instructional Specialist, Data Specialist

Status	Progress Notes	Created On	Created By
In Progress	The following practices have been put in place this year: daily journal writing, timed writing, Cornell notes and equivalent practice writing.	November 28, 2017	Afton MacDonald
In Progress	Students are using study island as well as the writing coach weekly to differentiate instruction to meet the needs of individual students that are identified as non-proficient.	December 02, 2016	Valerie Ruth

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In Progress	The following interventions have been put in place this year: 6th grade writing enrichment, daily journal writing, timed writing, and equivalent practice writing.	December 01, 2015	Valerie Ruth
In Progress		January 14, 2014	Afton MacDonald

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in professional learning communities in order to discuss ways to improve student achievement by using Webb's Depth of Knowledge (DOK Levels), and make data driven decisions using MAP data, common assessment data as well as data from state standardized assessments.	Academic Support Program	Tier 1	Monitor	06/09/2015	06/21/2019	\$0	No Funding Required	Literacy Specialist, Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers have participated in PLC committees analyzing student writing from all grade levels.	November 28, 2017	Afton MacDonald
In Progress	PLC occur weekly. At PLC meetings, teachers disaggregate data, model best practice strategies, adjust pacing maps and collaborate.	February 03, 2017	Valerie Ruth
In Progress	PLC meetings are held weekly to analyze assessment data and model best practice strategies.	December 02, 2016	Valerie Ruth
In Progress	PLCs occur weekly, data is analyzed and instruction is adjusted to meet the needs of the students.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - AVID (Advancement via Individual Determination)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment program to accelerate under achieving students who have potential for more rigorous courses. Teaches academic and social skills and provides intense support with in-class tutors. Academic instruction in Writing, Inquiry, Collaboration, Organization, and Reading.	Academic Support Program	Tier 2	Implement	09/08/2015	06/20/2019	\$13902	Section 31a	Teachers, Administrators, Counselors, College Tutors, and District Director

Status	Progress Notes	Created On	Created By
In Progress	AVID students write on a daily basis with a variety of writing styles. Cornell notes are required of students weekly, daily journal writes as well as essays.	November 28, 2017	Afton MacDonald

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In Progress	There are currently 6 classes of AVID students. AVID students engage in pre writing, note taking and scholarly writing weekly following the WICOR curriculum guidelines.	February 03, 2017	Valerie Ruth
In Progress	AVID is a year long class. There are currently 6 classes of AVID being implemented.	December 02, 2016	Valerie Ruth
In Progress	AVID is fully implemented in it's first year. Students are provided support with class tutors as well as instruction in writing.	December 19, 2014	Afton MacDonald

Activity - Monthly online grammar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use monthly online grammar in order to build student grammar usage in writing.	Technology	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Title I Part A	Teachers, Instructional Specialist, Literacy Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers utilize daily grammar prompts in bell ringers to implement grammar practice.	November 28, 2017	Afton MacDonald

Activity - Weekly Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Study Island weekly for practice and classroom assessments.	Technology , Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Title I Part A	Teachers, Instructional Specialist, Literacy Specialist

Status	Progress Notes	Created On	Created By
In Progress	Study Island training is upcoming for all staff. Some staff use it to implement homework assignments as well as interventions. We also use Study Island for the tutoring program.	November 28, 2017	Afton MacDonald

Activity - Professional Development - Writing across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in a writing across the curriculum professional development.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Title I Part A	Teachers, Administrators, Curriculum Specialist, Literacy Specialist
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Status	Progress Notes	Created On	Created By
In Progress	All teachers have been trained in Cornell Notes as well as Marking the text writing strategies.	November 28, 2017	Afton MacDonald

Strategy 2:

Monthly Writing Equivalent Practice - Each month students will participate in writing practice similar to state wide writing assessments as well as PSAT/SAT writing practice to improve writing skills and fluency. Teachers will use the MI State assessment rubric to evaluate and give students' constructive feedback.

Category: Career and College Ready

Research Cited: Marzano, Dimensions of Thinking: A Framework for Curriculum and Instruction.1988

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Students engage in equivalent writing practice in all content areas. They are currently doing bi-weekly equivalent writing practice in preparation for state assessments.	February 03, 2017	Valerie Ruth
N/A	Monthly equivalent writing practice has been implemented. Teachers have also implemented equivalent practice with scoring essays using the MSTEP rubrics.	December 02, 2016	Valerie Ruth
N/A	Bi-weekly writing equivalent practice is evaluated using M-step and smarter balance rubrics.	February 15, 2016	Afton MacDonald

Activity - Writing for success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly writing equivalent practice based off of state wide writing assessments and sample Mi State assessment writing prompts will be implemented and tracked for academic growth.	Curriculum Development	Tier 1	Getting Ready	09/07/2015	06/20/2019	\$0	No Funding Required	Teachers, Instructional Specialist and Assistant Principal.

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Status	Progress Notes	Created On	Created By
In Progress	We use M-Step equivalent practice writing prompts.	November 28, 2017	Afton MacDonald
In Progress	Along with ELA classroom writing equivalent practice occurs within other core classes, elective classes and advisory classes. Students practice a variety of writing to enrich their writing skills.	February 03, 2017	Valerie Ruth
In Progress	Teachers have implemented the monthly writing equivalent practice.	December 02, 2016	Valerie Ruth

Goal 6: Suspensions due to physical altercations will be reduced by 25%.

Measurable Objective 1:

collaborate to implement effective behavior strategies by 06/12/2020 as measured by the behavior referral tracker.

Strategy 1:

Use of Positive Behavior Support System - Teachers, administrators and counselors will implement an effective Positive Behavior Support System (PBIS).

Category: School Culture

Research Cited: Bradshaw, C., Waasdorp, T., & Leaf P. (2012) Examining the variation in the impact of School-wide Positive Behavioral Interventions and Supports. Pediatrics, 10(5), 1136-1145.

Tier: Tier 1

Activity - Peer Mediation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and students will be trained in order to implement an effective peer mediation program.	Behavioral Support Program	Tier 2	Getting Ready	09/05/2017	06/12/2020	\$0	Title I Part A	Administrators, Counselors, Teachers and Students

Status	Progress Notes	Created On	Created By
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In Progress	Peer mediation is a currently in the implementation process with training of students.	February 05, 2018	Valerie Ruth
Not Completed	Students assist other student with problem solving and conflict resolution. A trained student mediator meets with students in private, safe setting.	November 17, 2017	Afton MacDonald

Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and counselors will implement a character education program.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/12/2020	\$0	Title I Part A	Teachers and counselors

Status	Progress Notes	Created On	Created By
In Progress	The program is currently in the planning stages with the elementary counseling staff. The middle school counselors will monitor the program by tracking data and report back to administration. Counselors will use the following data: referrals, surveys and character counts. Counselors will share information in the monthly social/emotional staff meeting training sessions.	February 05, 2018	Valerie Ruth
In Progress	Character counts is getting ready to be implemented through the counseling department.	November 28, 2017	Afton MacDonald

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and counselors will monitor the PBIS strategy in order to effectively reward students without behavior referrals.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/19/2020	\$0	Title I Part A	Administrators, Counselors and Teachers

Status	Progress Notes	Created On	Created By
In Progress	PBIS is monitored monthly and students are celebrated for their positive behavior.	February 05, 2018	Valerie Ruth
In Progress	The school has initiated a school-wide behavior intervention program which includes announcements, behavior tracking, school assemblies and visual aids.	November 28, 2017	Afton MacDonald

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AVID (Advancement via Individual Determination)	Enrichment program to accelerate under achieving students who have potential for more rigorous courses. Teaches academic and social skills and provides intense support with in-class tutors. Academic instruction in Writing, Inquiry, Collaboration, Organization, and Reading.	Academic Support Program	Tier 2	Implement	09/08/2015	06/20/2019	\$13902	Teachers, Administrators, Counselors, College Tutors, and District Director
AVID (Advancement via Individual Determination)	Enrichment program to accelerate under achieving students who have potential for more rigorous courses. Teaches academic and social skills and provides intense support with in-class college tutors. Academic instruction in Writing, Inquiry, Collaboration, Organization, and Reading.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/16/2017	\$13902	AVID Elective Teachers, AVID Site team teachers, Administrators, Counselors, College Tutors, and District Director
Cooperative Grouping	Teachers will provide cooperative learning environments by placing students in diverse learning groups for daily instruction using NWEA assessment results, table groups and lab groups. Within these groups students are taught to construct knowledge through critical thinking, higher order concepts, and meaningful discourse.	Other - Cooperative learning	Tier 1	Monitor	09/06/2016	06/14/2019	\$24000	Teachers and Instructional Specialist

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Writing for success	Monthly writing equivalent practice based off of state wide writing assessments and sample Mi State assessment writing prompts will be implemented and tracked for academic growth.	Curriculum Development	Tier 1	Getting Ready	09/07/2015	06/20/2019	\$0	Teachers, Instructional Specialist and Assistant Principal.
Literature Circles	Teachers will facilitate literature circles using informational and narrative texts to target vocabulary, identify main idea, analyze characters, theme and tone and draw inferences within texts	Curriculum Development	Tier 1	Implement	09/01/2015	06/22/2018	\$0	Literacy Specialist, Reading Enrichment Teachers, Instructional Specialist, Reading Specialists,
Professional Learning Communities	Teachers will meet weekly in professional learning communities in order to discuss ways to improve student achievement by using Webb's Depth of Knowledge (DOK Levels), and make data driven decisions using MAP data, common assessment data as well as data from state standardized assessments.	Academic Support Program	Tier 1	Monitor	06/09/2015	06/21/2019	\$0	Literacy Specialist, Teachers and Instructional Specialist
Marzano scales and measures	Teachers will utilize Marzano scales and measures in order to raise achievement through depths of knowledge activities including Cornell note-taking by content area.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/12/2020	\$0	Teachers and Instructional Specialist
Marzano model of scales and measures	Teachers will utilize the Marzano model of scales and measures daily in order to raise achievement.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/12/2020	\$0	Teachers and Instructional Specialist
Professional Learning Communities	Teachers will meet weekly in professional learning communities (PLCs) in order to discuss ways to improve student achievement by making data driven decisions.	Teacher Collaboration	Tier 1	Monitor	06/06/2017	06/12/2020	\$0	Teachers and Instructional Specialist
Reading Enrichment	Students identified as needing extra support in the area of reading will be placed in a reading enrichment class to improve reading and comprehension skills.	Academic Support Program	Tier 2	Monitor	09/01/2013	06/05/2018	\$0	Reading Enrichment Teacher, ELA Specialist, Reading Specialist and Literacy Specialist.

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Professional Learning Communities	Teachers will meet weekly in professional learning communities (PLCs) in order to discuss ways to improve student achievement by using Webb's Depth of Knowledge (DOK Levels) and make data driven decisions.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Teachers and Instructional Specialist
Professional Learning Communities	Teachers will meet weekly in professional learning communities in order to discuss ways to improve student achievement by making data driven decisions using NWEA assessment results and teacher reflections. Teachers will also collaborate in lab planning discussions.	Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/19/2020	\$0	Teachers and Instructional Specialist
Marzano model of scales/measures	Teachers will utilize Marzano scales/measures.	Curriculum Development	Tier 1	Implement	09/06/2016	06/15/2018	\$0	Teachers, Instructional Specialist and Literacy Specialist
Use of historical events	Teachers are instructing students on the use of historical events by conducting oral presentations, analyzing cause and effect and independent and group activities including assessments using speeches, thinking maps and debates.	Curriculum Development	Tier 1	Implement	09/06/2016	06/14/2019	\$0	Teachers and Instructional Specialist
Inquiry based activities (Jigsaw)	Teachers will implement a number of activities such as "Jigsaw" where students are actively engaged in teaching sections from a text to the other students, prepare discussion questions and activities for group participation. More emphasis will be given to student developed questions which reach beyond what is known in the text. This will be used as a pre-cursor to teaching Socratic Seminars.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/12/2020	\$0	Teachers and Instructional Specialist
Marzano scales and measures	Teachers will utilize Marzano scales and measures in order to raise achievement through depths of knowledge activities. Higher order thinking questions will include test taking skills, graphing and math skills including bellwork and challenge questions.	Curriculum Development	Tier 1	Implement	09/05/2017	06/19/2020	\$0	Teachers and Instructional Specialist
Professional Learning Communities	Teachers will meet weekly in professional learning communities in order to discuss ways to improve student achievement by using Marzano scales/measures, and make data driven decisions from NWEA Assessments, Common Assessments as well as State Standardized Assessments to drive effective instruction and monitor student growth.	Curriculum Development	Tier 1		09/05/2017	06/15/2018	\$0	Instructional Specialist, Reading Specialist, Assistant Principal, and Literacy Specialist.

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Cornell notes	Teachers will use Cornell notes to monitor student understanding and retention of reading materials.	Curriculum Development	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Teachers, Instructional Specialist and Literacy Specialist
Embedded Technology	Teachers will ensure students make strategic use of technology on a daily basis. For example, the students will use computers, graphing calculators, iPads, SMART boards, and laptops. This use of technology enhances understanding of findings, reasoning, and supports evidence. Teachers will also use smart exchange for interactive smart board activities.	Technology	Tier 1	Monitor	09/05/2017	06/12/2020	\$0	Teachers and Paraprofessionals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative Classroom	Teachers will engage students in a collaborative student-led environment which will allow students to develop the skills to work cooperatively to solve problems, participate in investigations, and facilitate math project-based learning.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/12/2020	\$1300	Teachers and Instructional Specialist

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student-Led Projects	The science department will meet to discuss specific practices of project based learning in grade level groups for planning and implementation. The ultimate goal being a first semester science fair project.	Other - Project-based learning	Tier 1	Implement	09/05/2017	06/19/2020	\$10000	Teachers and Instructional Specialist
Robotics Club and STEM	Teachers will lead an after-school robotics club that will use innovation and creativity to teach and enforce concepts in math, science and technology through the STEM program.	Academic Support Program	Tier 2	Implement	10/02/2017	05/29/2020	\$2500	Teachers
Monthly online grammar	Teachers will use monthly online grammar in order to build student grammar usage in writing.	Technology	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Teachers, Instructional Specialist, Literacy Specialist

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Saturday School	Teachers will facilitate a Saturday School/enrichment classes in order to prepare for statewide assessments.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$2400	Teachers and Instructional Specialist
Interventions for students	After school tutoring program will be available to academically struggling students. After school, the computer lab will be available to all students. During school, the Reading Specialist supports students through pull-outs in the learning lab. During the summer, the school also provides a Summer Enrichment Program and Credit Recovery prior to the start of school.	Academic Support Program	Tier 2		06/08/2015	06/28/2019	\$2000	Literacy Specialist, Teachers, Reading Specialist, Academic Liaison, Instructional Specialist, Data Specialist
Character Education	Teachers and counselors will implement a character education program.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/12/2020	\$0	Teachers and counselors
Saturday School	Teachers will facilitate a Saturday School/enrichment classes in order to prepare for statewide assessments.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$2400	Teachers and Administrators
Make and support inferences from text (Social Studies Weekly, "Junior Scholastic," and Ed Helper)	Teachers use compelling "Think About it" questions that follow the main articles in student edition of "Junior Scholastic," Social Studies Weekly and Ed Helper, challenging students to make and support inferences from text. Additional higher order thinking questions appear as common core and discussion questions in the teacher's guide.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/12/2020	\$1000	Teachers and Instructional Specialist
Weekly Study Island	Teachers will use Study Island weekly for practice and classroom assessments.	Technology, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Teachers, Instructional Specialist, Literacy Specialist
CSI (Forensics Club)	Teachers will facilitate CSI (Forensics Club).	Academic Support Program	Tier 2	Monitor	03/01/2017	05/29/2020	\$2500	Teachers
Embedded Technology	Teachers will facilitate innovative instruction that utilizes multiple technologies to support student learning. Each technology (e.g. iPads, laptops, clickers, SMART boards, etc.) will work in tandem with accompanying software (Pearson Realize) designed to engage students in science disciplines causing them to strengthen individual critical thinking, problem solving, analytical skills, and develop collaborative learning skills.	Technology	Tier 1	Monitor	09/05/2017	06/12/2020	\$50000	Teachers and Instructional Specialists

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Embedded Technology	Teachers uses primary sources, equivalent practice activities, Study Island, and apps as we continue to build technology resources. Teachers will incorporate more technology into their instruction utilizing the Chrome books as well as introducing Google Drive.	Technology	Tier 1	Monitor	09/05/2017	06/12/2020	\$1000	Teachers and Instructional Specialist
Michigan Youth in Government	Teachers will reinforce research skills for students to use to enter debate competition during Michigan Youth and Government.	Extra Curricular	Tier 2	Monitor	09/05/2017	06/12/2020	\$1000	Teachers and Instructional Specialist
Professional Development	Teachers will participate in the professional development sessions: AVID Science and Literacy Workshop, use of the science literacy workbook, inquiry-based learning and Next Generation Science Standards (NGSS) exemplar classes (RESA).	Professional Learning	Tier 1	Implement	09/05/2017	06/19/2020	\$1600	Teachers, Instructional Specialist and AVID District Director
Interventions for students	After school tutoring program will be available to struggling students. During school, the Reading Specialist supports students through pull-outs in the learning lab. During the summer, the school also provides a Summer Enrichment Program and Credit Recovery prior to the start of school.	Academic Support Program	Tier 2		09/02/2014	06/14/2019	\$14000	Teachers, Administrators, Literacy Specialist, Dean of Students, Reading Specialist, and Instructional Specialist
Tutoring	After school, the tutoring program and computer lab will be available to all students. During school, access to the learning lab will be available. During the summer, the school also provides a Summer Academy to assess student's knowledge prior to the start of school.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$14000	Teachers, Reading Specialist, Instructional Specialist and Administrators
Scaffolding	Teachers will attend professional development training in how to scaffold lessons in their classrooms using the data from NWEA assessments. Training is set up for the fall of 2016, incorporating NWEA into daily lessons, which will assist in scaffolding lessons.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/28/2018	\$1000	Literacy Specialist, Teachers, Testing Coordinator, Administrators, and Instructional Specialists

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Analyze Texts	Teachers will expose students to narrative and informational texts using selected novels and texts to analyze and annotate the texts for comprehension	Curriculum Development	Tier 1	Implement	09/01/2015	06/29/2018	\$7000	Teachers, Instructional Specialist, Reading Specialist, Assistant Principal and Literacy Specialist.
Carnegie Learning Software	The 'Carnegie Learning Software' provides teachers with an additional documented intervention that can be used with existing textbooks and instructional methods for students in order to better analyze individual student progress.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2019	\$4000	Teachers, Instructional Specialists and Paraprofessionals
Academic Games	Teachers will facilitate an Academic Games math enrichment class in which students participate in supplemental math activities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$1000	Teachers and Instructional Specialist
Saturday School	Teachers will facilitate a Saturday School/Enrichment classes in order to prepare for Statewide assessments.	Curriculum Development	Tier 2	Monitor	09/02/2014	06/22/2018	\$2400	Dean of students, testing coordinator, Literacy Specialists, Instructional Specialists, Teachers and Administrators
Peer Mediation	Counselors and students will be trained in order to implement an effective peer mediation program.	Behavioral Support Program	Tier 2	Getting Ready	09/05/2017	06/12/2020	\$0	Administrators, Counselors, Teachers and Students
Tutoring	Students who are not achieving at proficiency will be referred to after-school tutoring for instructional support provided by classroom instructional staff.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/14/2019	\$2000	Teachers, Instructional Specialist and Administrators
PBIS	Administrators and counselors will monitor the PBIS strategy in order to effectively reward students without behavior referrals.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/19/2020	\$0	Administrators, Counselors and Teachers

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Professional Development - Writing across the Curriculum	Teachers will participate in a writing across the curriculum professional development.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Teachers, Administrators, Curriculum Specialist, Literacy Specialist
Saturday School	Teachers will facilitate a Saturday School/enrichment classes in order to prepare for statewide assessments.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$2400	Teachers and Administrators
Professional Development	Teachers will participate in professional development on an ongoing basis to increase teacher effectiveness and student achievement.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2019	\$0	Teachers, Instructional Specialist and Paraprofessionals
Informational Text	Teachers will instruct students on how to identify events in history. Teachers will provide more opportunities for students to form their own questions and facilitate self-tests on understanding by building a resource library. Teachers will have students create online portfolios and interactive notebooks.	Curriculum Development	Tier 1	Implement	09/05/2017	06/12/2020	\$1600	Teachers and Instructional Specialist
Labs (Dissection)	Eighth grade teachers will facilitate various dissection labs.	Supplemental Materials	Tier 1	Monitor	09/05/2017	06/12/2020	\$1000	Teachers and Instructional Specialist