



School Improvement Plan

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	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 included both informal and formal evaluations from teachers, administrators, and instructional specialists. Standardized test data was the primary source of information that drove the comprehensive needs assessment. These results were reviewed and disaggregated in staff meetings, professional developments, and vertical team meetings/professional learning communities. In these meetings, areas of weakness and deficiency were targeted and to create instructional program delivery and curriculum implementation. Formally and informally, discussions with students, parents, and teachers identified areas of strength and weakness. A combination of surveys and stakeholder meetings were used to give a voice to all stakeholders in the comprehensive needs assessment.

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?

The comprehensive needs assessment revealed that there was a decrease in both mathematics and evidence-based reading and writing on the SAT exam, when comparing the various graduating classes. On average, our current junior class experienced growth of over forty points from the PSAT to the SAT, yet their proficiency is still lagging behind previous classes. The cause is that ninth grade students are entering the high school with more gaps in their understanding, and we failed to appropriately address them. This is now being addressed by a revision of the mathematics and English support curriculum. Additionally, both departments are engaged in week-long planning of instructional learning cycles to better align our curriculum. Our perception data is very positive overall. Relative areas of improvement relate to the relationships between students. Our creation of the GRIT character-building homerooms last year addressed student-staff relationships and we saw improvement in perception data. For this upcoming year, we have revised the goal of GRIT to focus upon building healthy relationships between all stakeholders and will be focusing on building positive relationships between students as well.

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.

As a school, our mission is for our students to become academically excellent. Therefore, our school goals are to increase proficiency in mathematics, science, English, and social studies. The needs assessment revealed deficiencies in math, English, and science. Despite growth for certain grade levels with certain content areas, we largely have a low percentage of students deemed proficient. This need was identified by an analysis of MAP, SAT, PSAT, MSTEP, and common assessment data. Survey data was also analyzed and revealed that our relative weakness is student-to-student trust and relationship building, as well as parental involvement and communication. This was determined via parent, student, and staff surveys. This connects directly to our mission of character development and our perennial goal of increasing parental involvement.

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?

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The curriculum has been revamped to align with the Common Core State Standards and standardized tests. Instructional practices have been improved to include best practices for all students with a concentration on developing the skills and abilities of disadvantaged students. The development of a formal student advocate program is derived from the research that supports the development of personal and consistent relationships with students from urban areas as a means to drive academic performance. In this program, the staff member will forge a relationship with a group of students and monitor them as if these students were their own children. Along with this, they will support their personal activities such as sports and hobbies and help the student to make wise choices. Students with IEPs are provided additional support within the classroom via the use of paraprofessionals. Special assignments are also provided through the use of the resource room. Additionally, teachers offer after-school tutorial and office hours to support all struggling students. Lastly, the teachers do revise their assignments to meet the needs of students with IEPs

Component 2: Schoolwide Reform Strategies

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

Part of the school-wide plan is the adoption to the Common Core State Standards in the areas of English language arts, science, and mathematics. Teachers are providing a deeper level of content that will address the rigor of the incoming state tests. Instructional specialists will support this through numerous professional developments focusing on constructive response, extended response, and more interdisciplinary prompts. There will be a focus on equivalent practice to the SAT given that it will remain an integral part of students' acceptance into college. Chandler Park Academy High has also incorporated strategies from Marzano's, "Classroom Instruction that Works." In addition, the school is using programs such as Data Director and Plus Portal to support their instruction and data disaggregation. We also continue to provide extended year tutorials for all content areas to assist in reaching academic goals. Our instructional specialists help to ensure curriculum alignment to oversee the school's instructional plan. We have also created specialized courses in English, math, and science to address the lack of student proficiency in these three core areas. In these classes, they use the core data to develop interventions and a curriculum to increase student proficiency within these courses.

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 instructional framework is Marzano. This paradigm is supported by thorough, longitudinal research and focuses on high yield instructional strategies. We have taken a methodical approach to implementation. We began with a yearlong focus on monitoring for learning. The following year, we began diving into learning scales, which provide students with a means to self-assess and encourage teachers to plan in a more detailed manner. These cornerstones create clear expectations and allow teachers to adjust instruction based upon student data.

The use of the Marzano hierarchy of cognitive complexity has also assisted us in promoting critical thinking. Similar to Webb's depth of knowledge, the Marzano taxonomy categorized lessons and activities into retrieval, comprehension, analysis, or knowledge utilization. This taxonomy assist teachers in creating more rigorous lessons that align with common core state standards and College Board expectations. There has been a shift to more authentic learning, including a focus on non-fiction texts and real world mathematics problems and performance tasks.

We have additionally used Calkin's "The Art of Teaching Writing". This research focuses on the quality of writing instruction and deals with high priority writing skills. Teachers utilize common core standards, as well as standardized test data to identify relevant areas of need on which to focus. Specific areas addressed are text type, purpose, convention, and range of writing. All teachers will address literacy, as it is imperative for success in all disciplines.

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

Our needs revealed deficiencies in the areas of mathematics, English, science, and social studies. Data indicates that our students greatly struggled with the rigor of standardized tests, more so than a lack of exposure to the content. The Marzano instructional framework promotes more rigorous lessons through the use of the taxonomy. Teachers analyze the level of their lessons and use questions stems to

plan activities that are more cognitively complex. Two of the higher order strategies of the framework focus upon revising understanding of knowledge and completing cognitively complex tasks.

Additionally, the Marzano framework fosters monitoring for understanding, utilization of data to identify misconceptions, and necessary re-teaching. This will allow teachers to address misconceptions prior to cognitively complex tasks.

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.

Common Core development is a strategy which will enable accelerated students to excel while supporting progress for all students. Data analysis will be used to highlight and address deficiencies grade-wise as well as in specific course levels. Vertical teams and professional learning communities will be utilized to support department-wide goals while also focusing on specific student deficiencies directed toward constructed response questions while beginning students can focus on less rigorous multiple choice and essay questions. Focusing on common core standards will allow for differentiated instruction. In mathematics, more advanced students can create questions. The same differentiated instruction can be done with the English and social studies curriculum. For those who didn't meet the standards, after school tutorial and specialized classes were offered. SAT Boot Camp was also offered to help students hone core skills. There was also an initiative to include literacy in all subject areas. We also will continue with our behavioral RTI this year. This plan included progressive discipline, multiple interventions, and constant parent communication. This plan has helped to tackle misbehavior, tardiness, and dress code violations. We created a role for one staff member to monitor all attendance based issues and another to monitor the dress code issues.

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

Students needing significant instructional support will be provided with a staff advocate to meet with monthly. This staff member will be provided with training on how to mentor students. Periodically, students will meet with their advocates for counseling as well as to discuss grades, attendance, and behavior. After school tutoring is another initiative for struggling students whose grade point average drops below a 2.0. Such students will also be assisted through support classes, SAT Boot Camp, and Carnegie Learning which is hinged on differentiated instruction.

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	see attachments	2018 highly qualified letter 2017 highly qualified letter

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	see attachments	2018 highly qualified 2017 highly qualified letter

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have retained 82% of our staff and had an 18% turnover rate.

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

We currently have 41 teachers. From the 41 teachers, we have 27 that have taught 0-5 years, 11 that have taught 6-10 years, and 3 that have taught 11 or more years.

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

The school has common planning periods for all teachers so that they may work collaboratively with each other on a daily basis. This professional collaboration allows for no teacher to work in isolation and therefore feel supported by their colleagues. Upon request, teachers are allowed professional collaboration days to work with their department on curriculum and instructional strategies. Additionally, the school has expanded their search for attracting highly qualified teachers by appealing to the teacher education programs throughout the state. The school leaders correspond with these programs and visit to attract future educators. We also have increased professional development opportunities both inside and outside the school district. Not only do we have professional learning communities, but we also offer vertical teams and we provide instructional specialists to assist them in planning and assessment of our students.

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

The district attempts to attract and retain high quality teachers by supporting teachers with professional and educational mentors. These mentors are called instructional specialists and are expert educators that function as coaches for the teachers. The district attempts to attract and retain high quality teachers by supporting teachers with time to collaborate and grow professionally with monthly professional development days. These days are dedicated to teachers receiving development on areas where additional growth may be needed. The district planning team occasionally allows teachers to use their own personal discretion on training but offers mandated training when necessary. For example, we are currently receiving a large portion of our professional development on properly utilizing the Marzano model. They also offer a competitive pay rate and benefit package. Lastly, they provide technology within the classroom such as SMART boards, Dukane carts, and computers/laptops.

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?

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The turnover rate for the school did not increase as of last year; however, this is an area that the school leaders seek to keep low by working on providing professional feedback to teachers throughout the year. This feedback allows teachers to get more support with the hopes that the teachers do not become overwhelmed in the profession or at school.

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.

This year, our main focus for professional development is on the Marzano's essential classroom instructional strategies, training on incorporating the use of G-Suite for Education technology in the classroom, and how to use reflective collaboration as a method to examine and analyze data systems for improved student achievement. All three are aligned with the comprehensive needs assessment. The Marzano's essential classroom instructional strategies and using reflective collaboration as a method to examine and analyze data systems align with all of the goals of the school improvement plan. The use of G-Suite for Education technology will assist the staff with infusing technology into their curriculum.

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

With the implementation of the Marzano Evaluation Framework, the staff has participated in ongoing and sustained professional development specific to the framework and the associated best practices. Facilitated under the guidance of Learning Sciences International, these professional developments are centered on using learning scales to monitor student achievement levels and monitoring for learning strategies to allow teachers to receive minute-to-minute feedback about a majority of students. The professional development sessions include specific instructional strategies that can be used to for monitoring for learning, such as the use of instructional technology and differentiated instruction.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Our professional learning plan is complete and updated to the current year to ensure that the plan is ongoing and sustaining,	2018-2019 professional development plan

Component 6: Strategies to Increase Parental Involvement

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

Every year, there are 4 quarterly stakeholder review meetings. In these meetings, the instructional specialist and teachers present the school improvement plan to the stakeholders, work together with the parents to assess whether or not the activities are working, and suggest alternate or supplemental activities to improve student achievement. Also, portions of this plan are reviewed with the stakeholders in order to get necessary feedback to drive the changes for this plan for the next year. Parents also assist in disaggregating data to drive the school-wide plan for the following year.

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

Yearly, our parents are involved in the implementation of the plan through attendance at orientation, parent meetings, field trips, board meetings, parent teacher organization, and quarterly stakeholder review meetings. The parents come to the quarterly review meetings to formally review the plan in order to take it back and present it to other parents who are unable to attend the meetings. They also help us to establish whether or not the initiatives are being met. These parents also help to run the survey stand that is open during the parent teacher conferences in order to get more parental feedback. Parents are also given opportunities to attend all parent programs. Next year, we will be starting to send out reminders using Remind to help increase parental involvement.

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

Yearly, parents are involved in the evaluation of the plan by completing surveys and also by participating in the quarterly stakeholder meetings. In the meetings, parents, and students work with teachers and instructional specialists to formally evaluate the plan and then to revise/redesign the new plan for the following year. Parents are also involved informally via discussions and meetings with staff and administration at conferences and parent meetings. Parents are also asked to evaluate the effectiveness of the school compact and parent involvement plan in order to update these as well. Our quarterly reviews are becoming more interactive which has helped to increase parental support. The invitations to these meetings are provided via fliers, phone calls, emails, scrolling marquee, and parent involvement plan/year at a glance documents. Next year, we will be using Remind to send out reminders as well so that they will be more personalized and ensure the parent sees the invitation.

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 following attachments are handed out to parents at Title I meetings and quarterly review meetings. They will also be available on-line on our web-site. see attached	2017-2018 parent involvement plan 2018-2019 parent involvement plan 2018-2019 year at a glance Title I

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

Together with the parents, we reviewed the budget, the areas that need to be addressed for parents, and then we chose several activities that would support their inclusion such as College 101, The SAT and my Child, Parent Teacher Organization, Carnegie Workshop, Family Feud Night, Painting with Pappas, etcetera. We also reviewed some of our partnerships which have led to the annual community Health Fair, the quarterly stakeholder reviews, the Mother's Day breakfast, and the Open House for our community involvement pieces. We have informed parents of our stakeholder quarterly review dates as well as all other dates in order to ensure more active participation from the parents

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

Yearly, the parent involvement component is evaluated throughout the year during the quarterly stakeholder review meetings. In these meetings, the parent involvement plan, parent activities, and compact are presented to the parents for review. The parents also receive all of the information about the four core areas and help direct the changes of activities as well. The parents will fill out a specialized survey relating to all activities to provide their feedback. The feedback will be reviewed and then presented to parents on our website and at the next quarterly review meeting.

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

Yearly, we analyze the results of each evaluation and present it to the parents. We will then use all feedback to provide activities that help the parents to assist their children, increase parental involvement, and increase community involvement.

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

The school improvement team reviews and revises the compact twice a year in the quarterly review meetings during the first half hour. Parents, students, teachers, community members, and administrators review the compact and determine whether they wish to remove a portion or add a portion to what is already in place. A vote is taken and the majority rule determines whether to add or remove the component in question.

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

Our school is a high school and our compacts are completed at the beginning of the year before parent-teacher conferences.

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

The compact is shared with parents at the beginning of the school year and is then signed by administration, homeroom teachers, parents,

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and child. This is done at the orientation meetings and then the follow up is done with the homeroom teachers. It is also shared once a semester at the quarterly stakeholder review meetings in order to make necessary revisions.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The compact is reviewed with all stakeholders in attendance at the quarterly reviews and is updated as needed twice a year.	2017-18 compact 2018-19 compact

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

Student academic assessment data is delivered in various forms so that parents can understand the data. Parents can view grades and student achievement through Plus Portal. If questions exist or are raised, communication via the teacher and/or parent is available through functions on Plus Portal. Additionally, parent meetings are held to review and discuss standardized assessment data. Counselors and teachers personally review data when and if necessary. All of these avenues allow for parents to comprehend data.

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?

The teachers participate in Professional Learning Communities with their Instructional Specialist. In these meetings, they determine what to teach, how to teach, and how to assess the students. Professional developments are held with the purpose of driving instruction through the use of data, both formal and informal. Teachers also become presenters for professional developments on best practices and instructional strategies.

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

In our staff meetings, the staff members are provided with copies of the data from standardized tests. They are given opportunities to disaggregate the data and determine new goals to improve student achievement. The teachers will also meet weekly in vertical/professional learning community teams in order to disaggregate data from classroom evaluations as well as quarterly assessments in order to determine how to best meet the needs of our students by requiring additional assistance as well as specialized assignments.

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.

We identify students who experience difficulty mastering the state's academic achievement by reviewing their individual data from previous years and we place them in specialized courses to help improve their abilities. Also, we regularly meet in professional learning communities in order to review our current data on each child to determine whether a child needs to be recommended for extra assistance, one on one assistance, or additional tutoring. Teachers are also looking at their personal data every time they give an assessment in order to figure out which children may need to be sent to the Student Assistance Team and which children simply need after school tutorial.

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?

We immediately provide these students with tutorial classes, SAT Boot Camp opportunities (to hone test-taking, time management, organizational, and study skills), counseling, and a resource room, as directed by students' IEPs. We are assisting students with organizational skills by having each course require a color coded binder/folder.

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

All teachers are required to teach using multi-leveled lesson plans to individualize learning patterns. Teachers are also required to use various instructional methods from Bloom's Levels of Taxonomy and Marzano's strategies on "Classroom Instruction that Works." Additionally, teachers are required to utilize technology for which we have already provided multiple professional developments on the implementation of technology across the curriculum. Finally, we have incorporated literacy into each classroom to continue to meet the national literacy standards.

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.

There are numerous programs coordinated to meet school-wide goals. Supplemental courses, SAT Boot Camp, weekly office hours, and after-school tutoring are aimed to raise standardized test scores. Many of the programs at Chandler Park Academy High School (CPAHS) also address the school mission of promoting character development. The Lady Butterflies, Gentlemen's Club, D.I.V.A. Teens, Peer Mentoring, and Grief Counseling Support all assist students socially and emotionally.

CPAHS coordinates and integrates funds from Title I, Title IIA, Title IID, 31A, SVSU, as well as District General Funds to support a variety of programs such as Aventa Learning/Apex Learning/Michigan Virtual University credit recovery classes, Lincoln on-line classes, Urban League of Detroit, Wayne County Community Dual Enrollment, and CPA construction and Skill Trades Explorer (sponsored by the Boy Scouts Explorer Program). Collectively, these programs are designed to provide a wide spectrum of support services to ensure the success of all students.

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.

The school will implement the school-wide component, Comprehensive Needs Assessment, by using the 31A funds to pay for staff and supplies for extended day tutorial. The school will implement the school-wide component, School-wide Reform Strategies, by using Title I and Title IIA funds to pay for data analysis. The school will implement the school-wide component, Instruction by Highly Professional Staff, by using general funds to pay for continuous professional development to ensure that all staff are currently highly qualified. The school will implement the school-wide component, Strategies to Attract High Quality, Highly Qualified Teachers to High Needs Schools, by using Title I, Title IIA, and general funds to cover mentoring and training, district professional developments, classroom use, and conferences to support continual learning. The school will implement the school-wide component, High Quality and Ongoing Professional Development, by using Title I, Title IIA, Title IID, and General Funds to cover common assessments, curriculum development, and GLCE training. The school will implement the school-wide component, Transition Strategies, by using general funds to cover open house, summer academy, and orientation. The school will implement the school-wide component, Teacher Participation in Making Assessment Decisions, by using Title I funds to cover curriculum meetings, grade level meetings, and vertical team meetings. The school will implement the school-wide component, Timely and Additional Assistance to Students Having Difficulty Mastering the Standards, by using 31A, IDEA, Title I, Title IIA, and General Funds to cover after school tutoring, social work, special education services, paraprofessionals, counselors, curriculum coach, summer school, reading specialists, and academic accountability specialists. Lastly, our school will implement the school-wide component, Coordination and Integration of Federal, State, and Local Programs and Resources, by using Title I and General Funds to cover coordination of funds completed by federal and state programs and coordination 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.

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Chandler Park Academy High School(CPAHS) uses general funds to support classroom use, conferences to support continual learning, curriculum development, open house/orientation, and paraprofessionals. Our school uses Title I funds to cover mentoring and training, common assessments, parent workshops, curriculum meetings, grade level meetings, vertical team meetings, and special education services. The school uses Title IIA and Title IID funds to cover district professional development, GLCE training, open house, parent orientation, parent involvement educational programs, counselors, curriculum coach, attendance and accountability specialist, summer school, literacy specialist, and instructional specialist. CPAHS uses 31A funds to cover after school tutoring and 8th hour classes.

Chandler Park Academy High School's school-wide improvement committee has completed this plan with the best intentions for the school and its students. The data, including assessment scores and several surveys, has been analyzed and goals and initiatives have been put into place. The plan will be evaluated annually through local and state assessments. The committee will monitor the progress and effectiveness of this plan and modify the plan as needed. The following methods will be utilized in the evaluation of the school-wide plan.

1. The Instructional Program will cover the analysis of the NWEA scores, the analysis of SAT scores, the analysis of PSAT Scores, analysis of Ed Yes results, review of teacher, parent, and student surveys, analysis of Title I parent survey results, analysis of quarterly report cards and weekly assignments, review of weekly lesson plans and vertical/grade level meeting notes, and analysis of SAT, PSAT, and NWEA assessment data.
2. The Professional Development will cover evaluation of professional development (teachers, administrators, and paraprofessionals).
3. Parental Involvement will cover evaluation of Parent Teacher Organization and Title I programs.
4. Support Staff will cover evaluation of support staff services.

Evaluation:

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

Our school annually has all stakeholders meet in order to complete the self-assessment relating to the school improvement plan. We also receive stakeholder feedback regularly via surveys and verbal input within vertical team/professional learning communities as well as staff meetings and parent teacher organization meetings. In our quarterly review meetings, students, teachers, administrators, and parents work together to review, evaluate, and revise the plan. Based on the feedback we receive, from all stakeholder meetings, we complete the program evaluation tool. Every quarter, the teachers are expected to add a memo to their sections of the plan in order to show where they are currently at. Portions of the plan are visited monthly in order to ensure that the plan is being implemented and constantly kept "alive."

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.

Chandler Park Academy is a data driven school. As soon as we receive feedback from the State's annual assessments, we review the results as a group to see if we have met the goals stated in our school improvement plan. At least four times a year, we also meet to review the school's data to see if academic achievement has gone up or not by reviewing grades within the classrooms, quantity of students performing below required achievement levels, and the quantity of students that participate in the after school tutorial program. We then take the results and compare them to the goals stated in the school improvement plan. At this time, we make necessary adjustments. All of these items are utilized when completing the program evaluation tool.

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.

Chandler Park Academy has a student assistance team that is vigilant in monitoring the achievement of our students who are furthest from achieving the standards. They ensure that the students are attending all mandatory after-school tutorial sessions and that they are placed in the specialized classes geared towards improving basic skills needed within each core subject area. Their grades are monitored closely (via teacher feedback and progress reports) and meetings occur at least monthly to see what changes are needed for this focus group. They share this information with the rest of the staff as necessary in order to help teachers know what adjustments might need to be made. When completing the program assessment tool, we ensure that we utilize the data from the classroom as well as standardized test scores to examine the effectiveness of the program.

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?

After the stakeholders evaluate the information, we then work together to determine what needs to be changed in the plan as well as what changes we need to make in our implementation of the plan in order to ensure continuous improvement of students in the school-wide program.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment included both informal and formal evaluations from teachers, administrators, and instructional specialists. Standardized test data was the primary source of information that drove the comprehensive needs assessment. These results were reviewed and disaggregated in staff meetings, professional developments, and vertical team meetings/professional learning communities. In these meetings, areas of weakness and deficiency were targeted and to create instructional programs and curriculum. Formally and informally, discussions with students, parents, and teachers identified areas of strength and weakness. A combination of surveys and stakeholder meetings were used to give a voice to all stakeholders in the comprehensive needs assessment.

Concerning achievement, the data is provided to the administrators who then share the information with the staff teaching them how to read the data in order to help them revise and/or recreate their portions of the plan. After the staff has had time to work through the data, it is then shared with parents both on the school's home page as well as with the students and their parents in their grade-level meetings as well as during the stakeholder quarterly review meetings. This data is shared with the parents along with the activities planned to help bridge the achievement gap for our students. During the final stakeholder quarterly review, parental feedback is given related to the activities and their success and suggestions are provided for staff and the SIP to look over and integrate.

Concerning perception, all stakeholders are asked to complete a survey which provides feedback about their perception of how they feel we are doing. This information is pulled by the core members of the SIP and then shared out in stakeholder quarterly review meetings as well as district improvement meetings. We are going to start posting the results of the perception surveys on our homepage as well for the upcoming year. As the perception is reviewed, we then find out what the strengths and weaknesses are and then we come up with activities to improve our weaknesses for the following year's improvement plan.

With regards to program/process, we provide all stakeholders with a pamphlet that states all programs offered within our school. The pamphlet has an explanation of all programs and who the programs are available to. Parents then choose which programs they wish their children to participate in. They complete how they feel the programs assist their children in their perception surveys that they complete. This information is also presented verbally to parents at the Title I Annual Meeting (done by grade levels at our school).

Lastly, the demographic data is shared to all stakeholders on the home page which gives a breakdown of our children by gender, ethnicity, and economic status. The core SIP work to disaggregate whether there is a discrepancy between any part of our demographics and student achievement. So far, we have not identified any significant demographic issues that need to be addressed other than the success of our resource students. The SIP has ensured that all teachers have office hour availability for these students and we have ensured that all core teachers are provided with a paraprofessional when there is a resource student in the classroom to ensure that these students have ongoing assistance along with more manageable assignments.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Chandler Park Academy High School utilizes several data sources to identify at-risk students. Some of these data sources include administration review data consistently to ensure proactive, effective intervention. Formative and summative data is reviewed by teachers on
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a daily basis during daily class instruction with modifications made as necessary to increase student achievement. Standardized test data (PSAT/SAT) & NWEA/MAP are compiled by administration and reviewed with instructional specialists upon receipt. The data is compiled into graphs and charts to juxtapose academic trends and gains. This information is shared with teachers through professional learning community meetings of each core subject (internally referred to as vertical team meetings). These weekly meetings are attended by administration. Upon review of the data, next steps are determined and may result in data driven action plans or additional interventions.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

As a data-driven school, the needs assessment is heavily developed and directed based on data from various sources including: NWEA/MAP scores, standardized tests (PSAT, SAT, AND M-STEP), formative and summative assessments, surveys, and course grade distribution. This data allows the team to identify children who are failing or the most at risk of failing. This information is reviewed with the school improvement team as well as the school staff in various forms consistently throughout the school year. This data influences the instructional practices of the supplemental courses as well as the SAT boot camp. The greatest use of this data is in the formation of the curriculum and instruction of the summer Success Academy for rising 9th grade students. NWEA/MAP scores are disaggregated by the team to address academic trends and deficiencies in the students. The Success Academy is a 4-week academic enrichment program for entering 9th grade students. The needs assessment addresses the grade level and content area gaps for new 9th grade students with the purpose of closing the achievement gaps as needed.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Our school is a high school; therefore, we do not have preschool through grade 2.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

The SAT boot camp is a 5-week academic enrichment program held on Saturdays to assist students in developing academic skills for the SAT exam. The boot camp is available to all 11th grade students preparing for the SAT exam. The courses are led by highly qualified teachers who use formative and summative assessment data as well as the PSAT test data to deliver instruction based on gaps in student achievement.

The summer credit recovery program provides an opportunity to students to earn course credits not accrued during the traditional school year. Credit recovery is held during the month of July for all core academic areas. Courses are taught by highly qualified teachers. The Success Academy is a four-week program for rising 9th grade students that provides foundational skills and academic support to help prepare students for the rigors of the high school curriculum. Students that attend the program will receive academic support to address gaps in student achievement. The spring NWEA/MAP scores for the rising 9th graders are used to guide the instructional strategies and practices implemented in Success Academy.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

The planning process to address the needs of eligible students is a forefront of the planning process for school improvement. Continuous improvement as a school is the primary focus of all staff, especially the school improvement team. This team consists of input from all staff including administration. The administration is tasked to approve and coordinate all programs and budget for Title 1 programming and is actively involved with the school improvement planning team increasing opportunities for timely and appropriate planning based on the suggestions of the team and the staff. As a Title 1 school, the staff as a whole focuses on the development of interventions and services that will assist students in achieving the academic expectations of the state.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

The SIP includes a myriad of instructional strategies to help students reach the state's achievement standards. These strategies are greatly influenced by the district adaption of the Marzano Evaluation Framework. The instructional strategies recommended with the Marzano Framework are included as a part of the plan including differentiated instruction, monitoring for learning, and the integration of educational technology. The implementation of learning scales to monitor individual student achievement in the four core academic areas are focused on allowing students to be reflective of their learning and express their achievement levels informally and formally throughout instruction. In the use of differentiated instruction, teachers adjust instruction based on student achievement levels. Cooperative learning, think-pair-share, and white boards are used to monitor and assess student learning during instruction. In accordance with the Marzano Evaluation Framework, monitoring requirements minute to minute feedback from a majority of students. The use of instructional technology including Kahoot and Plickers allow students to demonstrate achievement levels.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Welch, L., Adams, G., Brown, J. L., Welch, A., Marzano, R. J., & Association for Supervision and Curriculum Development. (2008). *The Art and science of teaching*. Alexandria, Va: ASCD.

Marzano, R. J., Boogren, T., Heflebower, T., Kanold-McIntyre, J., & Pickering, D. (2012). *Becoming a reflective teacher*. Bloomington, Ind: Marzano Research Laboratory.

The strategies need to be aligned (based on the causes for gaps or the findings in the needs assessment). These are also the focus of our professional development for this year to ensure that all staff are able to effectively assist our students in their academic improvement.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

There is an essentials course in the subjects of ELA, math, and science to help students bridge the gap in their achievement. In these classes, students receive a more focused instruction on the basics that they appeared to be missing so that they can improve their scores in their regular classes as well as on the standardized tests. These are courses added into their instruction throughout the day. The instructional specialists and the administration then track these students to see whether or not they improve on the standardized tests from one year to the next. So far, they have shown some signs of improvement. This information is provided to all staff in staff meetings when we go over testing data disaggregation as a staff.

The SAT Boot Camp is also available to help students become better prepared to achieve on the SAT. This Boot Camp lasts for a month and provides students will additional equivalent practice as well as depth of knowledge leveled questions. This activity takes place on Saturday mornings. The administration tracks the students who attended this program in order to show whether it aids in improving achievement data. Current data shows that our students have improved achievement by attending all of the Boot Camp sessions.

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After-school tutorial (office hours) is provided for students who are in need of additional help in the subject area. It allows the teacher to have a small group interaction with the students who show up to help them better grasp the topics covered for the week. Teachers and instructional specialists track to see if the students improve on their formative and summative tests based on additional tutoring received.

Additionally, students receive supplemental learning through the Success Academy summer program. This learning program is data-driven and seeks to increase the rigor for students that demonstrate the need for an accelerated, quality curriculum, in the same way the data is used to address deficiencies in student performance. NWEA/MAP scores are used to identify students that are performing below and above average. These students are addressed with a curriculum and instruction to address their achievement levels. In using grouping strategies, teachers and administration can more closely review the success of the service.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Chandler Park Academy High School seeks to preserve the instructional time for students. The implementation of supplemental classes as a part of the daily student schedule has allowed for students to receive academic support in addition to taking the required courses in the Michigan Merit Curriculum. These supplemental courses are not in lieu of other courses, but instead an addition to the student's schedule. In addition, students receive academic support after the traditional school day through after-school tutoring. The tutoring courses are taught by highly-qualified instructors that work with students on addressing academic gaps in the student's learning. The SAT Boot Camp assists students in being academically prepared for the rigors of the SAT exam. This supplemental program takes place on Saturdays over the course of 5 weeks for students preparing to take the SAT. The program is taught by highly qualified teachers from all core subjects. This boot camp is offered on Saturdays to limit disruption to the regular classroom schedule and provide an extended learning opportunity for students. Additionally, a paraprofessional is provided in the four core subjects to help the teacher better reach all students in the classroom by identifying and targeting students in the class that are in need of increased instruction. The paraprofessional then approaches and assists the student in the classroom so that they do not miss the overall class instruction, but do receive the one on one assistance that they often need. Also, the math courses have incorporated technology as an additional supplemental assistance tool that helps the students to grow at their own pace and receive help while doing their homework.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The SIP Team consists of administration, instructional specialists and instructional staff that seek to coordinate the regular education and supplemental programming in the school. The team reviews data from various sources including NWEA/MAP data, formative & summative assessments, grade distribution, and standardized test data (MSTEP, PSAT, SAT). The data from these sources are shared in the various professional learning communities (PLCs) in the school including the vertical team (core subject), 9th grade teachers PLC and New Teacher Academy PLC. This information is also discussed in weekly staff meetings. With the information regarding the data from supplemental programming being discussed in so many forums in the school, it allows for all parties to openly communicate perceptions and successes of the programming. Surveys allow another avenue for collaboration on supplemental programming.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

We are a high school; therefore, we do not have a kindergarten.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes, all of our instructional paraprofessionals meet the NCLB requirements for highly qualified.	2017 highly qualified letter 2018 highly qualified letter

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes, all of our teachers meet the NCLB requirements for highly qualified.	2017 highly qualified letter 2018 highly qualified letter

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

With the implementation of the Marzano Evaluation Framework, the staff has participated in ongoing and sustained professional development specific to the framework and the associated best practices. Facilitated under the guidance of Learning Sciences International, these professional developments are centered on using learning scales to monitor student achievement levels and monitoring for learning strategies to allow teachers to receive minute-to-minute feedback about a majority of students. The professional development sessions include specific instructional strategies that can be used for monitoring for learning, such as the use of instructional technology and differentiating instruction.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Professional development and learning opportunities are available to all staff throughout the school year. For the curricular and support staff, training on Marzano's essential classroom instructional strategies, training on incorporating the use of G-Suite for Education technology in the classroom, and how to use reflective collaboration as a method to examine and analyze data systems for improved student achievement will be our main focus for the upcoming year as is observed in our professional development plan. The Marzano's training and reflective collaboration training is a continuation of last year's professional development and the incorporation of the G-Suite is a new endeavor added into our plan for the upcoming year. Courses for parents are provided as can be observed in the Parent Involvement Plan.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	see attachment	2018-2019 professional development plan

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Our parents are given the data at the beginning of the year. They are all invited to the quarterly stakeholder review meetings where this information is revisited and reviewed to see if there is growth or not. They are also given the chance to give their feedback as to how to better assist our students. A Parent Involvement Plan is provided to all parents to ensure that they are aware of the important meeting dates for Title I meetings, stakeholder quarterly review meetings, parent academy classes, and family engagement activities. They are also provided with a survey to complete at the third parent teacher conferences. If they were unable to make it to conferences, a hyperlink is placed on the home page in order for the parents to go in and complete in a specific window of time. The quarterly stakeholder meetings are where all the information is shared out and then plans for improvement take place.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Our parents are involved in the implementation of the plan through attendance at orientation, parent meetings, field trips, board meetings, parent teacher organization meetings, and quarterly stakeholder meetings. The parents come to the quarterly review meetings to formally review the plan in order to take the information back to other parents who may have missed the meeting. They also help us to establish whether or not the initiatives are being met, provide reasons why they may not have been met, and to offer suggestions on how to meet our initiatives for the following year. They will work together with the teachers and Instructional Specialists in order to approve activities for the year's school improvement plan as well as to review our student progress based on the activities. Our parents also work closely with the school improvement team to revise the compact twice per year and to ensure the parent involvement plan is being utilized and followed throughout the year. Additionally, they assist the school improvement team with creating the activities for the parent involvement plan for the upcoming year.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	No	We are not a targeted assistance program. We are a school-wide title I school. Parents are involved in the evaluation of title I funds through their participation in the district improvement team, school improvement team, and the title I parent meeting. Even though we continue to increase parental involvement, the parent involvement is still quite underrepresented. We are continuously trying new methods to involve parents in the title I planning and evaluation process.	2018-2019 Parent Involvement Plan 2018-19 Year at a Glance Title I

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Together with the parents, we reviewed the budget, the areas that need to be addressed for parents, and then we chose several activities that would support their inclusion such as the SAT and My Child, College 101, Carnegie Workshop, FAFSA night, Painting with Pappas,

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Family Feud Night, etcetera. We also reviewed some of our partnerships and included our community events such as the quarterly stakeholder reviews, Community Beautification Day, and the Health Fair. We have informed parents of our stakeholder quarterly review dates and the plan and compact review dates to ensure that we get an active participation from the parents.

5. Describe how the parent involvement activities are evaluated.

The parent involvement activities are evaluated both based on attendance at the activities, feedback given at the activities, and then at the quarterly review meetings. In these meetings, the parent involvement plan, parent activities, and compact are presented to the parents for review. The parents also receive all of the information about the four core areas and help to direct these as well. The parents fill out a specialized survey relating to all activities to provide their feedback. The feedback is reviewed and then presented to parents at the next quarterly meeting. We will be improving our parent page on the home website this year as well.

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

The school improvement team reviews and revises the compact twice a year in the quarterly review meetings during the first half hour. We share the current compact with the parents section by section and then the parents vote on whether to keep it as is OR to alter it or to add to it. The majority consensus determines what is done with each section of the compact.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The compact is reviewed with the parents and altered/added to as needed.	2018-2019 stakeholder compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

Student academic assessment data is delivered in various forms so that parents can understand the data. Parents can view grades and student achievement through Admin Plus Parent Portal. If questions exist or are raised, communication via the teacher and/or parent is available through functions on Plus Portal. Additionally, parent meetings are held to review and discuss standardized assessment data. Counselors and teachers personally review data when and if necessary. All of these avenues allow for parents to comprehend data.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	We have it in two forms. The Title I Parent Involvement Policy and an abbreviated form called the Year at a Glance form.	2018-2019 parent involvement plan 2018-2019 year at a glance Title I

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

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N/A

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Local programs that are coordinated and integrated to serve eligible students include the GEAR-UP partnership with the University of Michigan-Dearborn as well as a partnership with the DAPCEP. These partnerships provide eligible students with additional supports and exposure opportunities to close the achievement gap. Professional developments are available to staff through Wayne RESA to support the development and growth of classroom instruction and strategies which directly impact student achievement in the classroom. State programs that are integrated to serve eligible students include after-school tutoring to provide specific academic support to students that are achieving below the state standards. Federally funded programs such as the summer credit recovery and online learning are integrated to assist students in meeting the state's standards for achievement.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The plan includes the coordination and integration of federal, state, and local programs and services. Students receive free breakfast and lunch due to federal funding. In addition, state support is used through paraprofessionals and after-school tutoring. Federal services are used to support credit recovery courses for eligible students as well as the SAT boot camp, a Saturday program to assist students in preparation for the SAT exam. Local services that assist the applicable grade levels of the school include GEAR-UP through the University of Michigan-Dearborn and DAPCEP.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Students that participate in interventions as listed in the plan are monitored throughout the duration of the program. Monitoring includes the accumulation of quantitative and qualitative data. These data sources are formative and summative and therefore are reviewed accordingly. Ongoing review includes the daily use of grades to determine achievement levels. Upon receipt of standardized tests scores which are administered annually, the data is reviewed to determine future interventions or programs. For example, the review of the SAT boot camp examines the previous PSAT scores of students with the SAT scores in accordance with the student attendance to the boot camp. This information is all used to determine the effectiveness of the program.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

The Targeted Assistance program is revised based on various data sources and perception data. This information is reviewed by the team to determine if the program as implemented is effective and more critically, which components are and which are not. Changes to the program could include eligible students, goals of program, time and day of the program, and the communication about the aforementioned in regards to the program. This information is reviewed by the team and the eligible stakeholders to determine in what ways the program must be altered to better meet the needs of the students.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers participate in a sustained and continuous professional development program that provides support and guidance on how to identify students who need additional assistance. Research proven best practices and instructional models are used to guide this development. Professional learning communities allow for collaboration among staff to assist and discuss the student achievement standards in the classroom and across the curriculum. Feedback surveys are provided for teachers allowing them the opportunity to be reflective regarding additional training that is needed to better identify students who need assistance and how to implement these strategies in the classroom setting.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The targeted assistance program is reviewed annually through the team meeting with leaders of each core subject area, administration, and other members of the team to review the data from a myriad of sources. This review includes the quantitative and qualitative data from multiple data sources including the following: grade distribution, standardized test scores (PSAT, SAT & M-STEP), NWEA/MAP, and survey results.

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

The school evaluates the results achieved by the targeted assistance program through a myriad of quantitative and qualitative data sources including the following: grade distribution, standardized test scores (PSAT, SAT & M-STEP), NWEA/MAP, and survey results. The results are reviewed by the team to evaluate if the program as currently implemented is achieving the desired result.

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

The effectiveness of the TA program is determined through various data sources. Many of these data sources are quantitative in nature. The quantitative data sources include standardized test scores and course grade distribution reports. Qualitative data sources to determine effectiveness include conversations with students, staff, parents, and other stakeholders. Surveys that are provided to these parties include a quantitative component; however, the surveys allow for narratives to be included allowing for a more robust and comprehensive review of the program effectiveness. The achievement of eligible students is monitored annually through the release of standardized test data, quarterly through course grade distribution, and weekly through professional learning community & staff meetings.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The school is in active and continuous pursuit of improvement. The plan is revised based on the data provided from several data sources reviewed by the team, administration and the staff. Under the guidance of the administration, each core subject area reviews NWEA/MAP, PSAT, SAT & M-STEP scores to determine if the goals, objectives, activities, and strategies of the plan are being met. This data is disaggregated to determine what programs are effective and meeting the goals resulting in students meeting or closing the gap in achievement. This data review, as well as the use of research proven best practices, are used to revise the plan accordingly.

2018-2019 School Improvement Plan

Overview

Plan Name

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Plan Description

2018-2019 SIP

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students and parents will become involved with the school and its improvement.	Objectives: 2 Strategies: 2 Activities: 9	Organizational	\$17000
2	All students at Chandler Park Academy will become proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 9	Academic	\$25500
3	All students at Chandler Park Academy High School will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$7000
4	All students at Chandler Park Academy High School will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$7000
5	All students at Chandler Park Academy High School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$4000
6	All students at Chandler Park Academy High school will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 12	Academic	\$15000

Goal 1: Students and parents will become involved with the school and its improvement.

Status	Progress Notes	Created On	Created By
N/A	We are still increasing as of yet. The most recent stakeholder meeting brought in close to 20 parents. We had our Painting With Pappas event and also brought out around 10 parents. During our community event, the Health Fair, we brought out a significant amount of people as well. Both events were very well received by parents who stated they enjoyed themselves fully. For these events, we have created a plan to send out fliers and e-mail blasts to parents. We also put information on our scrolling marquee. Lastly, we require each core department to secure a minimum of three people to attend all stakeholder events.	February 01, 2018	Ms. Laura M Sipsock
N/A	We are continuing to advance in this goal. We consistently get more parents every year for our events. We have only had one stakeholder meeting so far, but had around 10 parents attend. We are about to have our first family fun night in one week and look forward to seeing several parents there.	November 27, 2017	Ms. Laura M Sipsock
N/A	This was the 2nd year in which we have seen some advancement with this goal. We have increased and adjusted the length of this program to ensure that we meet this goal.	June 20, 2017	Ms. Laura M Sipsock
N/A	Every year, we continue to have more success at bringing in a larger number of parents and students to become involved in our planning process.	November 30, 2016	Ms. Laura M Sipsock
N/A	We are currently in progress on this one. We are seeing a bigger influx of involvement from our parents; however, it is still not where we would like it to be. We are still working on making sure to get timely reminders to the parents so that they won't forget, yet will still have time to plan. Teachers are getting better at contacting parents as well to keep them better informed on their child's progress. We continuously get more and more parents coming to planning events and other parent meetings, yet we would like to continue increasing at least by 5% each year or better. Our students are becoming better about keeping track of their progress as well as attending stakeholder meetings. Our students enjoy having the ability to provide feedback relating to their own education and how we can better reach and teach them.	December 02, 2015	Ms. Laura M Sipsock
N/A	We have several groups in place to become well known by administration and several teachers have also taken students under their wings, but we still are not fully implemented.	January 09, 2015	Ms. Laura M Sipsock

Measurable Objective 1:

demonstrate a behavior of closeness with our students in order to foster both academic and personal student growth by 06/23/2023 as measured by student evaluations/surveys, behavioral reports, and formative and summative test scores.

Status	Progress Notes	Created On	Created By
Not Met	With the implementation of the GRIT program, we are continuing to build relationships. This is a fairly new program and is only recently starting to show some effectiveness as it takes some time for a program to become accepted by both the teachers and the students. We are still trying to find ways to iron out a few issues along the way.	February 01, 2018	Ms. Laura M Sipsock

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Not Met	We are continuously making strides in this objective. Our students are developing a special relationship with their GRIT teachers which meet every Wednesday this year.	November 27, 2017	Ms. Laura M Sipsock
Not Met	Although we have increased significantly in this objective, we needed to extend the deadline and adjust the program in order to ensure meeting the goal.	June 20, 2017	Ms. Laura M Sipsock
Not Met	Although we have established a routine where teachers and staff have an established amount of time together, many use this time for tutorials or study halls. On the positive side, we have all established a decent relationship with a group of students that we keep tabs on and help out as often as possible.	November 30, 2016	Ms. Laura M Sipsock
Not Met	We are working toward meetings this goal via the activities within. We have run into several snags initially, so some of our expectations were not able to be met; however, we were able to start with our meetings so that staff could get to know the students better. We would have liked these groups to be smaller and more intimate than what they are, but we are not currently able to find a way to make that happen due to the student to teacher ratio.	December 02, 2015	Ms. Laura M Sipsock
Not Met	We are approaching this; however, we can say that we have proof for several groups and yet don't have it to show closeness with ALL students.	January 09, 2015	Ms. Laura M Sipsock

Strategy 1:

GRIT - All staff members will become responsible to lead and guide an assigned group of students in areas they struggle both academically and personally. Staff members will strive to get the students any help they need to improve in their academic success as well as personal success. This program will be separated by grade level in order to help make the topics discussed more relevant to students' varied needs.

Category: School Culture

Research Cited: Eric Schaps, E. Ph.D., "The Role of Supportive School Environments in Promoting Academic Success," Getting Results, Developing Safe and Healthy Kids Update 5: Student Health, Supportive Schools, and Academic Success, Chapter 3. (Internet Article)

Battistich, V., & Hom, A. (1997). The relationship between students' sense of their school as a community and their involvement in problem behaviors. *American Journal of Public Health*, 87(12), 1997–2001.

Berkowitz, M., & Bier, M. (in press). The interpersonal roots of character education. In Lapsley, D. & Powers, F. (Eds.), *Character psychology and character education*. South Bend: University of Notre Dame Press.

Learning First Alliance. (2001). *Every child learning: Safe and supportive schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wehlage, G. G., Rutter, R. A., Smith, G. A., Lesko, N., & Fernandez, R. R. (1989). *Reducing the risk: Schools as communities of support*. New York: Falmer.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Additionally, new teachers that have no prior experience are supported by seasoned teachers to help them form a positive relationship with the students.	February 01, 2018	Ms. Laura M Sipsock

School Improvement Plan

Chandler Park Academy - High School

N/A	The GRIT program has begun this year, yet has not yet shown much effectiveness as measured by the number of referrals and suspensions given; however, it has helped improve the students' academic grades as seen on the comparison of grades from one semester to the other. Only recently have we seen the program begin to become effective and are waiting to see if the trend will continue to turn around for third quarter. The administration continues to guide and direct teachers through this program and they are monitoring its effectiveness by the quantity of referrals, the responses of parents from our culture and climate surveys, and the quality of the elements that students created and turned in for potential community service possibilities.	February 01, 2018	Ms. Laura M Sipsock
N/A	We have created the GRIT program this year to help students develop their soft skills and hone character building skills. During this meeting, teachers build relationships with the students while working the program alongside the students. We are hoping that this will help to improve the continuous survey results of teachers don't know my kid and their is a disrespect between kids and teacher.	November 27, 2017	Ms. Laura M Sipsock
N/A	Our monthly meetings happened without problems. When going into next year, we want to look for ways to stretch the content of what goes into the monthly meetings.	June 20, 2017	Ms. Laura M Sipsock
N/A	We have not been successful with bi-weekly groups; however, we have managed to have monthly group meetings.	November 30, 2016	Ms. Laura M Sipsock
N/A	This meeting became a monthly group meetings instead of a bi-weekly group meeting since we could not find a way to work the other into the schedule. We will continue to see if we can find a way to make this happen. Even with the monthly meetings, we are starting to foster a more positive environment for both the students and the staff.	December 02, 2015	Ms. Laura M Sipsock
N/A	This is still not met. The meetings take place less often than that at this moment; however, the staff assigned to track the students will often bring in certain students to find out what's going on as needed.	January 09, 2015	Ms. Laura M Sipsock

Activity - Teacher Training for Student Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all teachers with a variety of ideas to help them approach the students in a way that is meaningful for both the teacher and the students.	Behavioral Support Program	Tier 1	Getting Ready	08/27/2018	06/10/2019	\$0	No Funding Required	counselor, school improvement team, and all staff

Status	Progress Notes	Created On	Created By
Not Completed	We were unable to find a way to incorporate this training due to the fact that we are already full for all professional developments. We instead addressed this in our weekly staff meetings.	June 20, 2017	Ms. Laura M Sipsock
Not Completed	There has not yet been an established training session to teach teachers how to mentor the students, which is why our monthly meetings often result in study halls. We have not found the right person to instruct our staff on how to do this activity effectively.	November 30, 2016	Ms. Laura M Sipsock

School Improvement Plan

Chandler Park Academy - High School

Not Completed	There still has been no official training provided to the staff for how to mentor the students. Instead, they were given directives from the counselors and administration as to what they would like to see happen to foster growth in the relationships between teachers and students. We still are in need of the official training so that the staff will feel more comfortable with leading these groups.	December 02, 2015	Ms. Laura M Sipsock
Not Completed	This didn't take place yet. We are still looking to start this back again this coming year.	January 09, 2015	Ms. Laura M Sipsock
Not Completed	This has not happened yet this year. We hope to begin it in 2014.	January 14, 2014	Ms. Laura M Sipsock

Activity - data disaggregation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team Leaders will meet once per quarter to go over data collected on students' improvement (or lack of) in behavior and academics as well as determine different courses of action to have each mentoring teacher provide their students. (Data collected on beginning and current grades and/or behavior and on meeting topics).	Academic Support Program, Behavioral Support Program	Tier 1	Implement	10/19/2018	06/16/2023	\$0	No Funding Required	all teachers, administrators, coaches, and counselors

Status	Progress Notes	Created On	Created By
In Progress	According to our data, we discovered that academics have improved. We had an 8% increase in A's and B's as well as a 1% improvement in the quantity of D's and F's. The overall average of our students climbed from a 2.5 to a 2.6. However, our suspension ration increased by 10% despite the GRIT program, although the majority of these were due to failure to show up to detention for tardiness which is still a problem that we are working on. Our administration is working with the culture and climate team to find ways to continually hone our new GRIT program.	February 01, 2018	Ms. Laura M Sipsock
In Progress	We are meeting more informally at this point to discuss whether or not the mentoring team is making a positive impact on behavior and grades. We have not discussed the actual stats with Mr. Lots at this time to make actual determinations.	November 27, 2017	Ms. Laura M Sipsock
In Progress	We have discussed this, but more informally and not as regularly. Our focus next year is to ensure that this meeting takes place each quarter OR that information is pulled from staff quarter to be reviewed by key SIP members to ensure that growth is taking place.	June 20, 2017	Ms. Laura M Sipsock
Not Applicable	Due to the fact that we have not officially had the teacher training, we are unable to collect data to show how the relationships have positively affected our students. We know that the ability of our teachers to attempt to mentor small groups has proven successful seeing that the students that have been accounted for by teachers have been able to achieve desired results in the classroom.	November 30, 2016	Ms. Laura M Sipsock
In Progress	This has not happened yet this year. It will take place on December 3 from 6:00 - 8:00 pm. This will be our first quarterly meeting of the year to go over data with the parents and have our students and their parents be able to provide feedback after reviewing the data in each of the four core subject areas. The first ever meeting took place last year and went quite nicely. We would like to see increased involvement in these activities from both the students and their parents though.	December 02, 2015	Ms. Laura M Sipsock

School Improvement Plan

Chandler Park Academy - High School

Activity - data collection and organization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will record the academic and behavioral differences from past to present and share with the staff and school improvement team.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2018	06/23/2023	\$0	No Funding Required	School improvement team leaders, administrators, and teachers

Status	Progress Notes	Created On	Created By
In Progress	Additionally (to the last note), members of the climate and culture committee were also consulted to create the GRIT program.	February 01, 2018	Ms. Laura M Sipsock
In Progress	This year, administration and guidance department collaborated to create the flow of the GRIT program. It was decided that students would meet with their sixth hour teachers every Wednesday at a designated time in the morning (prior to lunches). A special schedule was created to ensure that this took place and a program to assist students with their soft skills was created by different members of the culture and climate team. Each week, teachers have been instructed to get to know the students more personally and more "family-like" during these sessions to create a comfort for the students to share out personally their feelings. Each month, a different character trait is provided to be reviewed with the students and to help instill the character trait into their mindset.	February 01, 2018	Ms. Laura M Sipsock
Not Completed	There is no time to get the data from all staff members involved and still create a chart; therefore, this activity has been put to the back burner.	November 27, 2017	Ms. Laura M Sipsock
In Progress	Currently, a chart was not necessary since our monthly interactions with students was formatted by the administration to ensure that all teachers had a starting point.	June 20, 2017	Ms. Laura M Sipsock
Not Applicable	Due to the fact that we have broken our students into groups, but haven't had the chance to train teachers, we cannot collect data at this moment.	November 30, 2016	Ms. Laura M Sipsock
Not Completed	We provided a power point at the beginning of the year with our expectations to the staff on what we would need and when we would need it; however, many staff forget to turn their documentation in to the team members as requested. We are still trying to find a better way to guarantee the collection of this data so that it is in one place and organized. Many of the curriculum leaders have chosen to guard their own documentation instead of turning it in to the improvement team leaders, but they are considered an extension of the school improvement team and will hopefully be able to provide all documents as needed within 24 hours to support all of their previous statements made within their portion of the plan.	December 02, 2015	Ms. Laura M Sipsock

Activity - organizational chart for meetings	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 - High School

Administrators and counselors will create an organizational chart to break down the list of which students will go to which staff member during each meeting. They will also assign rooms/locations for each staff member. They will create and send out charts to all involved staff members.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/27/2018	09/07/2018	\$0	No Funding Required	administrators & counselors
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Status	Progress Notes	Created On	Created By
Not Applicable	Due to administration directing the flow of the interactions and providing a way for a teacher to be involved with the students on early release days, this chart was not necessary.	June 20, 2017	Ms. Laura M Sipsock
Not Completed	Due to the difficulty in breaking down the groups we had initially planned, our administrators found a different way to help get teachers to find time with a larger group of students. There was no need for a chart since they will see them on the special schedule which has been provided in lieu of the chart.	November 30, 2016	Ms. Laura M Sipsock
Not Applicable	Since we chose to hold monthly meetings with the 1st hour, there was no need for an itinerary. Instead, a special early release schedule was created where the students will report to their special homerooms every month on the first Tuesday of the month.	December 02, 2015	Ms. Laura M Sipsock

Activity - extended learning opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff at Chandler Park Academy High School will offer a variety of extended learning opportunities such as Office Hours, After School and Saturday tutorials, credit recovery courses, and after school clubs to participate in.	Recruitment and Retention, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2018	06/23/2023	\$5000	Title IV Part A	all subject area teachers, support staff, instructional specialists, and administrators

Status	Progress Notes	Created On	Created By
In Progress	CPAHS is still continuing to provide office hours, after school tutorials, credit recovery courses, dual enrollment courses, DAPCEP program courses, and after school clubs and sports to help students grow. Additionally, our sports department has created an after school tutorial program as well (called the athletic tutorial program).	February 01, 2018	Ms. Laura M Sipsock
In Progress	CPAHS offers a vast amount of extended learning opportunities for our students. They have Office Hours, after school tutoring, Saturday tutoring, credit recovery courses, a large variety of clubs and sports to participate in.	November 27, 2017	Ms. Laura M Sipsock

School Improvement Plan

Chandler Park Academy - High School

Measurable Objective 2:

collaborate to include parents in all activities presented at Chandler Park Academy High School by 06/23/2023 as measured by sign in sheets and parent teacher organization meetings, school improvement meetings, as well as other events held at Chandler Park Academy High School.

Status	Progress Notes	Created On	Created By
Not Met	We are continuing to bring in more parents to all of our events: sports, stakeholder reviews, family engagement activities, etc. Other than sports games, we will regularly have sign in sheets completed to help us keep track on which parents are showing up to events.	February 01, 2018	Ms. Laura M Sipsock
Not Met	We are continuing to bring in more parents to all of our events: sports, stakeholder reviews, family engagement activities, etc. Other than sports games, we will regularly have sign in sheets completed to help us keep track on which parents are showing up to events.	November 27, 2017	Ms. Laura M Sipsock
Not Met	Although we have made great strides in this area, we have decided to extend the deadline to ensure that the objective is more fully met.	June 20, 2017	Ms. Laura M Sipsock
Not Met	We are experiencing a larger quantity of parent involvement the more that we practice all of our activities; however, we still have a ways to go before we can say we have strong parental involvement in our plan.	November 30, 2016	Ms. Laura M Sipsock
Not Met	We are working on collecting as many of the sign in sheets as possible; however, since the school improvement team consists of mostly teachers, it is difficult to get around and collect from all personnel holding parent events. We have collected some sign in sheets and will continue to gather more as the year progresses. Currently, only a few parent events have been held thus far and some events didn't require signatures from parents.	December 02, 2015	Ms. Laura M Sipsock

Strategy 1:

Parental Involvement - Parents will be expected to participate more in their child's education. This will be done by attending parent teacher organization meetings and/or school improvement team meetings as well. We will also send out fliers, Remind texts, and e-mail blasts to parents inviting them to the meetings. At the meetings, we will introduce the parents to the plan and then we will gauge their opinions regarding what needs to be changed and what is working. The parents will also become more invested in getting the surveys completed by other parents. The more the parents see the impact of their participation on their child's success at Chandler Park Academy, the more involved they will become.

Category: School Culture

Research Cited: Epstein, JL & Dauber, SL, "School programs and teacher practices of parent involvement in inner-city elementary and middle schools," The Elementary School Journal, 1991.

"Evidence Continues to Grow: Parent Involvement Improves Student Achievement. An Annotated Bibliography," at Henderson, 1987 ERIC.

Sheldon, SB, "Improving student attendance with school, family, and community partnerships," The Journal of Educational Research, 2007.

Epstein, JL, "Improving family and community involvement in secondary schools," Principal Leadership, 2007.

School Improvement Plan

Chandler Park Academy - High School

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	We are continuing to receive more parents into our building to participate in activities. Parents are becoming more knowledgeable of what our school offers and where our money goes as is evidenced through surveys.	February 01, 2018	Ms. Laura M Sipsock
N/A	We are continuing to receive more parents into our building to participate in activities. Parents are becoming more knowledgeable of what our school offers and where our money goes as is evidenced through surveys.	November 27, 2017	Ms. Laura M Sipsock
N/A	Our parental improvement increases every year. Our SIP meetings are increasing regularly. We have established that our parents respond best to individual invitations versus fliers.	June 20, 2017	Ms. Laura M Sipsock
N/A	We are experiencing better involvement from our parents, but still don't have enough involved. Each year, we get more and more parents attending our different events and meetings; however, we still need to increase the involvement even more and are still trying to consider other ways to do so. Until then, we will continue to be satisfied with our slow, yet steady improvement in quantities.	November 30, 2016	Ms. Laura M Sipsock
N/A	The first parental involvement piece was passed out at the beginning of the year during the parent orientation meetings. The first official meeting for the quarterly event takes place on Thursday, December 2. Fliers have been sent out as well as email blasts. We will not know our turnout for the event until that day has passed. Due to the late timing of these blasts, we are not sure if we will get as large of a turnout as expected for this event; however, we remain hopeful. We have also requested that certain staff members make calls to a certain quantity of parents to help ensure that they get the invitation in time.	December 02, 2015	Ms. Laura M Sipsock

Activity - quarterly review meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be asked to attend quarterly meetings to review the school improvement plan for the core subjects as well as parental involvement pieces of the current year as well as to review potential changes and/or revisions to the plan or to its components (parental involvement, compact, etc.)	Parent Involvement	Tier 1	Monitor	09/03/2018	06/23/2023	\$1500	Title I Part A	School Improvement Team, core teachers, and administrators

Status	Progress Notes	Created On	Created By
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School Improvement Plan

Chandler Park Academy - High School

In Progress	Parents are continuing to grow in quantity as we move forward in our stakeholder involvement meetings. They are finding that their voices are being heard and are more willing to put forth a voice because of it. We had our second meeting last month (January) in order for our 4 cores to present out to the parents and other attendees. We also presented the parent involvement plan and school compact and received feedback relating to both. Each program will continue to become more interactive, but will provide updates on the four core areas as well.	February 01, 2018	Ms. Laura M Sipsock
In Progress	Parents are continuing to grow in quantity as we move forward in our stakeholder involvement meetings. They are finding that their voices are being heard and are more willing to put forth a voice because of it. We had our first meeting this last quarter in order for our 4 cores to present out to the parents and other attendees. The next meeting will be more interactive, but will provide updates as well for two of the four cores.	November 27, 2017	Ms. Laura M Sipsock
In Progress	These meetings are growing and developing every quarter. We look forward to seeing these continue to grow.	June 20, 2017	Ms. Laura M Sipsock
In Progress	Each quarterly review has continued to grow in numbers for our parents and students. We look forward to the time when our media center will not be able to contain them all and we will need to move to the cafeteria.	November 30, 2016	Ms. Laura M Sipsock
Not Completed	The first quarterly event will take place on December 3 from 6:00-8:00. All of the staff and school improvement team members have provided a presentation for all parents and students that attend this event. We are hoping to have as many or more parents at this event than last year.	December 02, 2015	Ms. Laura M Sipsock

Activity - Parent Teacher Organization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parent teacher organization will meet once a month in order to discuss potential parent education sessions, fundraisers to help their students, and methods to assist child and teacher in having a successful year. They will also help ensure that parent activities take place throughout the year.	Parent Involvement	Tier 1	Implement	09/03/2018	06/23/2023	\$1500	Title I Part A	school improvement team, parent liaison, leader of PTO, and administrators

Status	Progress Notes	Created On	Created By
In Progress	The parents continue to meet once a month regardless of the weather. Currently, our parents have led a Financial Literacy and Credit Repair Night. They have also collaborated with the elementary school to help run the Family Science and Engineering Night. The parents also held a half-time hospitality for one of the football games. Additionally, they had scheduled a Cedar Point fundraising trip which was unfortunately cancelled due to inclement weather. There have been no surveys made available to the participants for these activities, The PTO has two events coming up this month. One February 12, they will be hosting a line dancing night. They are also working together with the SIT to help host the bowling night on February 26.	February 01, 2018	Ms. Laura M Sipsock

School Improvement Plan

Chandler Park Academy - High School

In Progress	Although the number of parents in the PTO has not significantly changed, the involvement level of the parents has become higher. They have created some interesting presentations and have run several different fundraiser and/or involvement activities as well.	November 27, 2017	Ms. Laura M Sipsock
In Progress	The PTO meetings have regular attendance; however, it still has not seen too much growth in parental support.	June 20, 2017	Ms. Laura M Sipsock
In Progress	Our PTO involvement is still quite small; however, the group that meets is pretty well involved and always helps to get things done. We are still trying to figure out cost-effective ways to get parents to show up to meetings.	November 30, 2016	Ms. Laura M Sipsock
In Progress	The parent teacher organization has started off quite nicely. We are still hoping to increase the number of parents in attendance; however, the enthusiasm from the parents and their involvement have allowed the PTO to reach more potential than in past years. They hosted the first family game night for our school which went off very successfully. Due to the fact that everyone had a wonderful time, we believe that the next game night will bring even more people than the first game night. The parents, teachers, students, siblings, and administrators all had fun being able to interact with each other in a non-classroom environment.	December 02, 2015	Ms. Laura M Sipsock

Activity - Parent Support Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sessions will be offered quarterly to parents in order to help them to better understand their teenage child as well as how to assist them in their educational process. These sessions will also offer support on potential behavioral modification tools as well as appropriate rewards and punishments.	Parent Involvement	Tier 1	Implement	09/03/2018	06/23/2023	\$8000	Title I Part A	school improvement team, district improvement team, administrators, parent liaison, and PTO leaders

Status	Progress Notes	Created On	Created By
In Progress	Currently, we have completed the SAT and my Child workshop, the Carnegie Parent Night, and the Financial Aid Night. We are preparing to re-institute the Parent University as well.	February 01, 2018	Ms. Laura M Sipsock
Not Applicable	We have not had any significant presentations as of yet this year. We have had some parent sessions within the core classes (math) to help the parents better assist their students at home in being successful.	November 27, 2017	Ms. Laura M Sipsock
In Progress	We are still low in attendance of parents at these meetings. They attend all quarterly meetings, but don't seem to attend parent sessions. We are hoping to find a way to individualize invitations to these as we do the SIP meetings since we have an increasing number of parents showing up to these meetings.	June 20, 2017	Ms. Laura M Sipsock
In Progress	So far, we have only had one event and it had a decent quantity of parents show up to get involved in learning about financial aid for college and how to fill out the FAFSA, etc.	November 30, 2016	Ms. Laura M Sipsock

School Improvement Plan

Chandler Park Academy - High School

In Progress	Our first parent support session didn't turn out too well. Unfortunately, we discovered that the fliers didn't go out and that the emails went out too late. We are hoping to rectify this issue by the next parent support session.	December 02, 2015	Ms. Laura M Sipsock
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Activity - family fun	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least once per semester, there will be a family fun night offered. This will provide the family a chance to interact together in a positive environment which should curb disruptive behavior. This will also allow parents to show their support to their children and build a stronger community. During these fun activities, refreshments, games, and prizes will be available.	Parent Involvement	Tier 1	Implement	09/03/2018	06/23/2023	\$1000	Title I Part A	administrators, teachers, parent liaison, PTO, and school improvement team

Status	Progress Notes	Created On	Created By
In Progress	Painting with Pappas was successful. We had close to ten parents show up and had close to thirty people all together attend this activity. Every single person enjoyed themselves thoroughly and stated that they wanted to do this again. When talking to parents at our quarterly session, they were saddened they didn't go to this event. They didn't realize the event was free as it was part of the parent involvement plan. During this event, we were able to get several pics of parents with their children and their artwork. Our next event will be a bowling night on February 26.	February 01, 2018	Ms. Laura M Sipsock
In Progress	We are having our first family fun night of the year coming up next week. It is called Painting With Pappas and should hopefully be a wonderfully fun and engaging time.	November 27, 2017	Ms. Laura M Sipsock
In Progress	This is ongoing and continues to have increase in attendance for families.	June 20, 2017	Ms. Laura M Sipsock
In Progress	This year, it seemed as though our number of students dwindled a little bit when compared to last year; however, the parent involvement piece increased at the same time. We are still trying to find activities that will encourage our families to come together. We are contemplating making it a district event so that the parents will not feel torn about which activity to go to in the hopes to increase parental involvement in these fun nights.	November 30, 2016	Ms. Laura M Sipsock
In Progress	The parent teacher organization conducted the first family game night this year. It went quite well. All of the people in attendance enjoyed themselves fully. We are hoping to increase the quantity for the next game night due to the positive feedback given from this evening.	December 02, 2015	Ms. Laura M Sipsock

Goal 2: All students at Chandler Park Academy will become proficient in mathematics.

School Improvement Plan

Chandler Park Academy - High School

Measurable Objective 1:

60% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) of students who are at or above the benchmark scores in Mathematics by 06/30/2022 as measured by SAT, PSAT, M-STEP, and other formative assessments.

Strategy 1:

Increasing Mathematical Achievement - Teachers will focus their mathematics instruction on the essential skills students need to succeed. Curriculum focus will be on the high priority Common Core State Standards based on state and national standardized test data which includes problem solving, analyzing complex real-world scenarios, and creating arguments that justify and defend their solutions and methods.

Category: Mathematics

Research Cited: Deborah Wahlstrom "Using DATA to Improve Student Achievement

Carol Ann Tomlinson "Fulfilling the Promise of the Differentiated Classroom"

Elaine K. McEwan "Raising Reading Achievement in Middle and High Schools"

Harvey Daniels, Steven Zemelman, and N Steineke "Content-Area Reading"

Robert J Marzano, Debra J. Pickering, and Jane E. Pollack "Classroom Instruction that Works"

Robert Marzano "The Art and Science of Teaching"

Charlotte Danielson "Enhancing Professional Practice: A Framework for Teaching"

Zuelke, D.C. and Nelson, J. (2001). "The effect of a community agency's after-school tutoring program on reading and math GPA gains for at-risk tutored students". Education, 121 (4), 799-809.

Hattie, John (2012). Visible Learning for Teachers: Maximizing Impact on Learning. Routledge: London.

Tier: Tier 2

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data received from standardized test and other formative assessment. Teachers create and use a gap analysis to identify key target areas that are based on the common core standards. Instruction and curriculum maps and guides are revised to address deficiency in math. Teachers have professional development workshops to review data and align the curriculum maps. Based on the data, teachers create learning scales so they emphasize the critical learning goals and correlate goals with the curriculum map.	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Implement	09/01/2018	06/29/2019	\$6000	Title I Part A	building administration, instructional specialist and teachers

School Improvement Plan

Chandler Park Academy - High School

Activity - Professional Learning Communities-Vertical Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in bi-weekly professional learning communities (PLC) and grade level meetings. Instructors review student artifacts, discuss\review various instructional strategies that are based on best mathematics practices, and model instructional practices. Examples of student work are collected and analyzed by teachers in PLC meeting to monitor the effectiveness of this activity in promoting student learning.	Academic Support Program, Curriculum Development	Tier 2	Implement	09/01/2018	06/29/2019	\$1000	Title I Part A	Building Administration, Instructional Specialist, and math teachers

Activity - Carnegie Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete various levels of activities on the computer program and receive immediate feedback for their mistakes as well as instant assistance when going through the different assignments. It also allows parents to be able to learn how to better help students succeed in mathematics. Also, this allows the students to work at an independent pace.	Technology	Tier 2	Implement	09/01/2018	06/29/2019	\$7000	Title I Part A	Building Administration, Instructional Specialist, and math teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be differentiated to address all learning styles. Special needs teachers will be present within some classrooms to assist with differentiation. The implementation of differentiated strategies will be monitored through principal walk-through, lesson plans, computer usage, staff discussions and student samples.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/01/2018	06/29/2019	\$7000	Special Education	Building Administration, Instructional Specialist, math teachers, and special needs teachers

School Improvement Plan

Chandler Park Academy - High School

Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the outcome from pre and post tests, the curriculum is revised which provides increased interaction with the content. Best practices for instruction is reviewed and more fully implemented in classes. Increase quality of teachers' implementation of the Instructional Learning Cycle (ILC) strategy analyze summative and formative results. The implementation of the ILC includes guided instruction, collaborative planning and promotion of student achievement.	Academic Support Program, Professional Learning	Tier 2	Implement	09/01/2018	06/29/2019	\$1000	Title I Part A	Building Administration, Instructional Specialist, and math teachers

Activity - District Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff, district math teachers K-12, collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction, and assessment practices in all core and elective content areas.	Curriculum Development, Professional Learning	Tier 2	Implement	09/01/2018	06/29/2019	\$2000	Title I Part A	Building Administration, Instructional Specialist, and math teachers.

Activity - Intentional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High-quality high school mathematics curriculum that promotes students' future success. Grade-level mathematics team will plan together twice each quarter throughout the school year.	Direct Instruction, Academic Support Program, Curriculum Development	Tier 2	Implement	09/01/2018	06/29/2019	\$0	No Funding Required	Building Administration, Instructional Specialist, and math teachers

School Improvement Plan

Chandler Park Academy - High School

Activity - Award Ceremonies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are recognized for achievement in content areas throughout the year.	Community Engagement, Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/01/2018	06/29/2019	\$500	Other	Building Administration, Instructional Specialist, and math teachers

Activity - Title I Parent Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students are invited to attend after school workshops to support academic learning.	Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/01/2018	06/29/2019	\$1000	Title I Part A	Building Administration, Instructional Specialist, and math teachers

Goal 3: All students at Chandler Park Academy High School will become proficient in science.

Measurable Objective 1:

A 15% increase of All Students will demonstrate student proficiency (pass rate) on standardized tests in Science by 06/30/2024 as measured by M-Step.

Strategy 1:

Three-dimensional science instruction - Science instruction and assessment will be based around three-dimensions (Science and Engineering Practices [SEPs], Disciplinary Core Ideas [DCIs], and Crosscutting Concepts [CCs]) as laid out in A Framework for K-12 Science Education. Teachers will strategically plan phenomenon-based units that include lessons that focus on a combination of the SEPs, DCIs, and CCs.

School Improvement Plan

Chandler Park Academy - High School

Category: Science

Research Cited: National Research Council. 2012. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press. <https://doi.org/10.17226/13165>.

Professional Development on Michigan Science Standards at Wayne RESA (Jan 2018)

Next Generation Science Exemplar Professional Development (Jan-April 2018)

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The members of the science department will attend professional development workshops that focus on the Michigan Science Standards (MSS)/Next Generation Science Standards (NGSS). Staff will attend these PDs with the intentions of 1) learning the structure and components of the MSS/NGSS, 2) receiving council on the implementation of the MSS/NGSS, 3) reviewing suggested phenomenon/units/lesson, 4) learning strategies related to specific SEPs, CCs, or DCIs, 5) receiving instructions for creating three-dimensional assessments. Possible PDs will include Next Generation Science Exemplar (NGSX), Michigan Science Teacher Association annual conference , Wayne RESA PDs, district-led PDs, etc.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2021	\$3000	Title I Part A	Instructional specialist and all science teachers

Activity - Curriculum 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 - High School

The members of the science department will spend time revising the science curriculum to align with the Michigan Science Standards. This includes 1) distribution of MSS Performance Expectations (PEs) in course sequence, 2) identifying phenomenon, essential questions, and learning targets for each unit, 3) creating three-dimensional assessments for each unit/course, 4) identifying resources for each unit, and 5) identifying best practice methodologies for instructing each unit/course.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	07/01/2018	06/30/2019	\$4000	Title I Part A	Instructional specialist and all science teachers
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Activity - Walk-Throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will be observed by administrators, instructional specialist, and other teachers. The purpose of these observations is to look for strengths and weaknesses within instruction. These observations and follow-up conversations will be seen as and used as a tool for teacher growth. Focus items will be three-dimensional science planning and instruction, monitoring for learning, and classroom management.	Walkthrough, Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2023	\$0	No Funding Required	Administrators, instructional specialist, and all science teachers

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science teachers will offer extended learning opportunities to any student that is in need. This will include any students that have low performance, high absenteeism, students that are struggling with concepts, students that have reduced prerequisite knowledge, etc. This will take place during the science teachers' weekly office hours.	Academic Support Program	Tier 2	Monitor	09/01/2018	06/30/2023	\$0	No Funding Required	All science teachers

Activity - Assessment Data Analysis	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 - High School

Science department staff will analyze assessment data to determine strengths and weaknesses within instruction. This data will include information from M-Step, NWEA, SAT, PSAT, course unit assessments, course common assessments, etc. The information gathered from the data analysis will be used to inform potential curricular and instructional changes.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	07/01/2018	06/30/2023	\$0	No Funding Required	Instructional specialist and all science teachers
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Activity - Monitoring for Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will incorporate the use technology that allows the teacher to monitor student progress on learning targets. These technologies may include PearDeck, Plickers, Kahoot, Explore Learning, Quizizz, Google learning suite, etc.	Supplemental Materials, Technology	Tier 2	Monitor	09/01/2018	06/30/2023	\$0	No Funding Required	all science teachers

Goal 4: All students at Chandler Park Academy High School will become proficient readers.

Measurable Objective 1:

60% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) on standardized tests in Reading by 06/30/2022 as measured by SAT, PSAT, M-STEP, and other formative assessments.

Strategy 1:

Common Core Development - Teachers will focus their reading instruction on the high priority common core standards/HSCes based on state and national standardized test data which includes theme and supporting details, text complexity, and vocabulary development.

Category: English/Language Arts

Research Cited: Using DATA to Improve Student Achievement Deborah Wahlstrom

Inside Words, Janet Allen

Fulfilling the Promise of the Differentiated Classroom Carol Ann Tomlinson

School Improvement Plan

Chandler Park Academy - High School

Raising Reading Achievement in Middle and High Schools Elaine K. McEwan

Subjects Matter Harvey Daniels Steven Zemelman

Classroom Instruction that Works, Robert J Marzano Debra J. Pickering, Jane E. Pollack

Guiding Readers and Writers, Irene C. Fountas, Gay Su Pinnell

The Art and Science of Teaching, Robert Marzano

Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson

Tier: Tier 2

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers analyze data received from standardized test and other formative assessment. Teachers create and use a gap analysis to identify key targets areas that are based on the common core standards. Instruction and curriculum maps and guides are revised to address deficiency in reading. Teachers have professional development workshops to review data and aligned the curriculum maps. Based on the data, teachers create learning scales so they emphasize the critical learning goals and correlate goals with the curriculum map.	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Implement	06/30/2018	06/30/2019	\$2000	Title I Part A	Building Administration, Instructional Specialist, and teachers

Activity - Professional Learning Communities-Vertical Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in bi-weekly professional learning communities (PLC) and grade level meetings. Instructors review student artifacts, discuss various reading strategies,, review literature that is based on best writing practices, and model instructional practices. Examples of student work will be collected and analyzed by teachers in PLC meeting to monitor the effectiveness of this activity in promoting student learning.	Academic Support Program, Curriculum Development	Tier 2	Implement	06/30/2018	06/29/2019	\$0	No Funding Required	Building Administration, Instructional Specialist, and teachers

School Improvement Plan

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Activity - Critical Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Best practices for instruction will be reviewed and more fully implemented in classes. In addition, teachers will implement the Guided Release Model (GRM) and develop summative and formative assessments. The implementation of the GRM will include guided instruction, collaborative learning and independent practice. Other best practices will include close reading. Teachers will select short complex passages, design lessons so students reread, model and discuss the text, and develop and ask text dependent questions. Teachers will also create learning scales based on the critical learning targets. This will convey to students the destination for the lesson and how to demonstrate their learning. Teachers will utilize ReadTheory and Flocabulary in their classes in order to enhance their vocabulary repertoire. Reading strategies will be implemented daily in lessons using a notetaking system.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	06/30/2018	06/29/2019	\$2000	Title I Part A	Building Administration, Instructional Specialist, and teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be differentiated to address all learning styles. Special needs teachers will be present within some classrooms to assist with differentiation. The implementation of differentiated strategies will be monitored through principal walk-through, lesson plans, computer usage, staff discussions and student samples.	Direct Instruction, Academic Support Program	Tier 2	Implement	06/30/2018	06/29/2019	\$3000	Title I Part A	Building Administration, Instructional Specialist, Special Needs Teachers, and ELA teachers

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

School Improvement Plan

Chandler Park Academy - High School

Measurable Objective 1:

60% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) on standardized tests in English Language Arts by 06/30/2022 as measured by SAT, PSAT, M-STEP, and other formative assessments.

Strategy 1:

High Priority Writing Skills - Teachers will focus their writing instruction on the high priority common core standards/HSCes based on state and nation-wide data that includes text type and purpose, convention, and range of writing.

Category: English/Language Arts

Research Cited: Using DATA to Improve Student Achievement Deborah Wahlstrom

Fulfilling the Promise of the Differentiated Classroom Carol Ann Tomlinson

Subjects Matter Harvey Daniels Steven Zemelman

Content-Area Writing Harvey Daniels Steven Zemelman & Nancy Steineke

The Art of Teaching Writing, Lucy McCormick Calkins

Classroom Instruction that Works, Robert J Marzano Debra J. Pickering, Jane E. Pollack

Guiding Readers and Writers, Irene C. Fountas, Gay Su Pinnell

The Art and Science of Teaching, Robert Marzano

Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson

Tier: Tier 2

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data received from national, state and other formative assessments. Critical writing target areas will be identified using item analysis. Instruction and curriculum maps and guides will be revised to address deficiency in writing. Based on the data analysis, teachers will also create learning scales so they emphasize the critical learning writing goals and correlate goals with the curriculum map.	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Implement	06/30/2018	06/29/2019	\$1000	Title I Part A	Building Administration, Instructional Specialist, and teachers

School Improvement Plan

Chandler Park Academy - High School

Activity - Professional Learning Communities-Vertical Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in bi-weekly professional learning communities (PLC) and grade level meetings. Instructors will review student artifacts, discuss various writing strategies, review various writing rubrics, review literature that is based on best writing practices, and model instructional practices. Examples of student work will be collected and analyzed by teachers in PLC meeting to monitor the effectiveness of this activity in promoting student learning. During PLC meeting and all day professional development, teachers will review literature on best instructional practices in writing. Teachers will incorporate the learned strategies in their instruction.	Academic Support Program, Curriculum Development	Tier 2		06/30/2018	06/29/2019	\$1000	Title I Part A	Building Administration, Instructional Specialist, and teachers

Activity - Writing development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on a number of instructional practices that concentrate on writing about writing (reflecting); conferencing with both teacher and peers; peer review; redo's (teacher/peer guided); checklists; mentor text for modeling; and mini lessons on specific skills. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Teachers will focus on the writing process. Teachers will use a number of instructional techniques to support pre-writing, organizing, and editing (daily journals; student choice in writing; peer sharing of writing; graphic organizer; formal outlines/box bullets; read-write-think graphic organizers; re-organizing graphic organizers; critical review and identification of other authors' works; process approach--pre-writing; focusing ideas; evaluating, structuring, editing; and teacher conferences individual lessons. There will be an implementation of writing workshop with in the classroom instruction.	Direct Instruction, Academic Support Program	Tier 2	Implement	06/30/2018	06/29/2019	\$2000	Title I Part A	Building Administration, Instructional Specialist, and teachers

Goal 6: All students at Chandler Park Academy High school will become proficient in social studies.

Measurable Objective 1:

A 15% increase of All Students will demonstrate student proficiency (pass rate) by being at or above the benchmark scores in Social Studies by 06/23/2023 as measured by SAT, PSAT, M-STEP, NWEA and other formative assessments and summative examinations.

Strategy 1:

Increased Practice - Integrate informational/explanatory text, including the narration of historical events, scientific procedures/experiments, or technical processes in diverse formats and media. This can be included visually or quantitatively, as well as in words.

Category: Social Studies

Research Cited: Marzano, R. (Jan.1, 2001). "Classroom Instruction that works: Research-Based Strategies for Increasing Student Achievement," Association for Supervision and Curriculum Development.

Blankstein, A. (June 21, 2004). "Failure is Not an Option: Six Principles that Guide Student Achievement in High Performing Schools," Corwin Press; 1st edition.

DuFour, R. and Marzano, R.(2011). "Leaders of Learning," Solution Tree Press, pgs. 22-25; 172-173.

Tier: Tier 2

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using a differentiated instruction strategy involves providing different avenues to learning in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that students within a classroom can learn effectively, regardless of differences in ability. Students are not subjected to remaining in a lower ability level and can move up to the next cognition level if they show through their classroom activities, assignments, and assessments that they are ready to move to the next higher level of learning. Each level entails "chunks" of activities that move students from the simple to the more complex depth of knowledge and thinking. PLC team workshops are planned to familiarize and train team members on the process.	Direct Instruction, Professional Learning	Tier 2	Implement	09/02/2018	06/21/2023	\$1000	Title I Part A	Instructional Specialist and social studies teachers

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Chandler Park Academy - High School

Activity - Interactive Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The development of more effective coaching conversations through Growth Tracker, a digital online tool, improves instructional core practices to raise student achievement. The continuation of Pear Deck has been a tremendous motivator for both teachers' and students' class participation. Now we need to increase more students' digital learning in the classroom to support 21st century learning through the use of interactive instructive lessons that challenge students in inquiry and project based learning that also address their ability to think critically in reading and writing	Technology	Tier 2	Implement	09/03/2018	06/23/2023	\$3000	Title I Part A	Building administrators, instructional specialist, and social studies teachers

Activity - Bi-Monthly Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical Team Weekly meetings are scheduled throughout the school year. Vertical Team Meetings focus on providing training opportunities where team members are presented an array of strategies and techniques to enhance their knowledge on delivery of instruction methods; working as content area teams on developing learning targets and scales; revising curriculum mapping and pacing charts; and enhancing coaching conversation through Growth Tracker, a digital online tool, which improves instructional core practices to raise student achievement. Meetings are being used more as actual team working sessions to practice or become acquainted with instructional strategy(ies) or technique(s), and the analysis of student data gathered from district.	Teacher Collaboration, Technology, Curriculum Development	Tier 2	Implement	09/03/2018	06/23/2023	\$0	No Funding Required	Building administrators, instructional specialist, and social studies teachers

Activity - Student Led Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The continuation of grouping students with higher ability levels with lower level students into team with the addition of students with similar abilities working in groups; the addition of mandatory performance task assessments for World History and Economics and Government Honors classes will continue with emphasis on completing document-based projects and doing Literacy Circles for the Novel Studies for 9th and 10th Graders in United States History and World History. With the incorporation of inquiry-based projects, students will lead instruction, but also do more creative work that enhances their higher order thinking skills, and reflections.	Direct Instruction	Tier 2	Implement	09/03/2018	06/23/2023	\$0	No Funding Required	Instructional specialist and social studies teachers
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Activity - Rubric/Learning Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department is continuing to use the scoring rubrics resources from the Assessment and Rubric Website www.schrockguide.net/assessment-and-rubric.html that includes support materials for assessments that work with CCSS and rubrics for many different assessment products. Also as part of our district's teacher evaluation model from the Marzano Framework, social studies teachers are making and using learning targets and scales with their daily instructional practice that articulate distinct levels of knowledge and skill relative to achieving a standard based on one measurement topic. The department continues to work on developing learning targets and scales using the Marzano format. There is still a need to write better scales that address student content learning.	Teacher Collaboration, Supplemental Materials	Tier 2	Implement	09/03/2018	06/23/2023	\$0	No Funding Required	Instructional specialist and social studies teachers

Activity - Current Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The continuation of NewsELA has helped accommodate student learning (reading comprehension) by working with students' reading levels in completing reading assignments and activities. Having access to Economics periodicals like Barron's and Wall Street Journal have provide an opportunity for student to use their content knowledge in "real time" by investigating current economic situations and issues in today's world.	Direct Instruction, Supplemental Materials, Technology	Tier 2	Implement	09/03/2018	06/23/2023	\$2000	Title I Part A	Instructional Specialist and social studies teachers

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Activity - Tiered Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The continued use since of the NewsELA website where the reading level of historical/social studies related articles can be changed has been added to this activity to help reading challenged students.	Recruitment and Retention, Academic Support Program, Technology	Tier 2	Implement	09/03/2018	06/23/2023	\$0	No Funding Required	Instructional specialist and social studies teachers

Activity - Summaries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of graphic organizers in classroom instructional activities as demonstrated in departmental lesson plans. Students write summaries of informational text in their own words for daily classroom discussion questions. The continued use since December 2017 of this technique has been extended through the use of SQ3R activities, literary circles; and note taking activities in Economics and Government classes. The creation of tracking sheets to help students review daily learning targets and helps them to reflect their level of mastery. Use of the Double Journal Entry Model to help students enhance their note taking, writing and reflective reading skills while reading informational and explanatory text content are being used.	Direct Instruction	Tier 1	Implement	09/06/2018	06/23/2023	\$0	No Funding Required	Instructional specialist and social studies teachers

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Chandler Park Academy - High School

The district has adopted the digital LSI Growth Tracker program for instructional specialist to use exclusively to monitor teachers instructional practice. This tool is designed to help teachers pinpoint specific areas in their instructional practice they have identified for improvement. Through this collaborative approach, the teacher and the Coach (instructional specialist) conduct a deeper and more in depth conversation about their practice. New digital add-ons are being added to model in monitoring teacher's instructional practice by the LSI Growth Tracker Creative Team.	Direct Instruction, Technology, Curriculum Development	Tier 2	Monitor	09/03/2018	06/23/2023	\$2000	General Fund	Instructional specialist and social studies teachers
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Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has adopted the digital LSI Growth Tracker program. This tool is designed to help teachers pinpoint specific areas in their instructional practice they have identified for improvement. Through this collaborative approach, the teacher and the coach (instructional specialist) began a deeper and more in depth conversation about their practice. The district four competency areas were Monitoring, Celebrating Student Progress, Standard-Based Planning and Using Formative Assessment to Track Student Progress. Completing a Self-Assessment on the four competency areas, teachers selected actions they felt they had either accomplished or they were in progress. The four competency phases were Learning, Implementing, Monitoring or Adapting. The teachers invite the coach (and/or others team members) to collaborate with them by requesting a "Look & Learn" on the area or areas designated. This process this has given the coach and the teacher an opportunity to collaborate by deepening the coaching conversation(s) by giving more insight into the process and creating an atmosphere that is non-threatening and non-evaluative.	Walkthrough	Tier 2	Monitor	09/03/2018	06/23/2023	\$2000	General Fund	Instructional specialist and social studies teachers

Activity - Formative Assessment	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 - High School

<p>New for Fall 2017 the creation of a formative assessment learning plan in our school, with other core content area departments, in order to move students' learning forward while their learning is in the process of developing. Enabling learning by consistently working to build and consolidate student understanding and skills during the course of a lesson.</p>	<p>Direct Instruction, Other</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/03/2018</p>	<p>06/23/2023</p>	<p>\$5000</p>	<p>General Fund</p>	<p>High School Building FAME coach and team, all instructional specialists, and all teachers</p>
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Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The social studies department, in weekly PLC meetings, has reviewed the results of the latest growth (NWEA) and summative (PSAT, SAT and M-STEP) tests scores in developing departmental action plans to address the challenged student areas in reading and writing in social studies content. Teachers review the question format of the PSAT and SAT in reading and writing to help them design quizzes chapter/unit and summative test questions. Workshops are planned to familiarize teachers on using Document-Based Questions and Argumentative Writing in instructional activities and assignments as well as on test. Emphasis has been placed on using classroom instructional models that move students to the simple to the more cognitively complex activities, assignments, and assessments.</p>	<p>Academic Support Program, Curriculum Development</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>09/06/2018</p>	<p>06/23/2023</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Instructional specialists and social studies teachers</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Instruction will be differentiated to address all learning styles. Special needs teachers will be present within some classrooms to assist with differentiation. The implementation of differentiated strategies will be monitored through principal walk-through, lesson plans, computer usage, staff discussions and student samples.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/01/2018	06/29/2019	\$7000	Building Administration, Instructional Specialist, math teachers, and special needs teachers

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
extended learning opportunities	Staff at Chandler Park Academy High School will offer a variety of extended learning opportunities such as Office Hours, After School and Saturday tutorials, credit recovery courses, and after school clubs to participate in.	Recruitment and Retention, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2018	06/23/2023	\$5000	all subject area teachers, support staff, instructional specialists, and administrators

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Award Ceremonies	Students are recognized for achievement in content areas throughout the year.	Community Engagement, Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/01/2018	06/29/2019	\$500	Building Administration, Instructional Specialist, and math teachers
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Walkthroughs	The district has adopted the digital LSI Growth Tracker program. This tool is designed to help teachers' pinpoint specific areas in their instructional practice they have identified for improvement. Through this collaborative approach, the teacher and the coach (instructional specialist) began a deeper and more in depth conversation about their practice. The district four competency areas were Monitoring, Celebrating Student Progress, Standard-Based Planning and Using Formative Assessment to Track Student Progress. Completing a Self-Assessment on the four competency areas, teachers selected actions they felt they had either accomplished or they were in progress. The four competency phases were Learning, Implementing, Monitoring or Adapting. The teachers invite the coach (and/or others team members) to collaborate with them by requesting a "Look & Learn" on the area or areas designated. This process this has given the coach and the teacher an opportunity to collaborate by deepening the coaching conversation(s) by giving more insight into the process and creating an atmosphere that is non-threatening and non-evaluative.	Walkthrough	Tier 2	Monitor	09/03/2018	06/23/2023	\$2000	Instructional specialist and social studies teachers

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Monitor	The district has adopted the digital LSI Growth Tracker program for instructional specialist to use exclusively to monitor teachers instructional practice. This tool is designed to help teachers pinpoint specific areas in their instructional practice they have identified for improvement. Through this collaborative approach, the teacher and the Coach (instructional specialist) conduct a deeper and more in depth conversation about their practice. New digital add-ons are being added to model in monitoring teacher's instructional practice by the LSI Growth Tracker Creative Team.	Direct Instruction, Technology, Curriculum Development	Tier 2	Monitor	09/03/2018	06/23/2023	\$2000	Instructional specialist and social studies teachers
Formative Assessment	New for Fall 2017 the creation of a formative assessment learning plan in our school, with other core content area departments, in order to move students' learning forward while their learning is in the process of developing. Enabling learning by consistently working to build and consolidate student understanding and skills during the course of a lesson.	Direct Instruction, Other	Tier 1	Monitor	09/03/2018	06/23/2023	\$5000	High School Building FAME coach and team, all instructional specialists, and all teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
data disaggregation	School Improvement Team Leaders will meet once per quarter to go over data collected on students' improvement (or lack of) in behavior and academics as well as determine different courses of action to have each mentoring teacher provide their students. (Data collected on beginning and current grades and/or behavior and on meeting topics).	Academic Support Program, Behavioral Support Program	Tier 1	Implement	10/19/2018	06/16/2023	\$0	all teachers, administrators, coaches, and counselors

School Improvement Plan

Chandler Park Academy - High School

Bi-Monthly Meetings	Vertical Team Weekly meetings are scheduled throughout the school year. Vertical Team Meetings focus on providing training opportunities where team members are presented an array of strategies and techniques to enhance their knowledge on delivery of instruction methods; working as content area teams on developing learning targets and scales; revising curriculum mapping and pacing charts; and enhancing coaching conversation through Growth Tracker, a digital online tool, which improves instructional core practices to raise student achievement. Meetings are being used more as actual team working sessions to practice or become acquainted with instructional strategy(ies) or technique(s), and the analysis of student data gathered from district.	Teacher Collaboration, Technology, Curriculum Development	Tier 2	Implement	09/03/2018	06/23/2023	\$0	Building administrators, instructional specialist, and social studies teachers
Teacher Training for Student Mentoring	Provide all teachers with a variety of ideas to help them approach the students in a way that is meaningful for both the teacher and the students.	Behavioral Support Program	Tier 1	Getting Ready	08/27/2018	06/10/2019	\$0	counselor, school improvement team, and all staff
Assessment Data Analysis	Science department staff will analyze assessment data to determine strengths and weaknesses within instruction. This data will include information from M-Step, NWEA, SAT, PSAT, course unit assessments, course common assessments, etc. The information gathered from the data analysis will be used to inform potential curricular and instructional changes.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	07/01/2018	06/30/2023	\$0	Instructional specialist and all science teachers
Intentional Planning	High-quality high school mathematics curriculum that promotes students' future success. Grade-level mathematics team will plan together twice each quarter throughout the school year.	Direct Instruction, Academic Support Program, Curriculum Development	Tier 2	Implement	09/01/2018	06/29/2019	\$0	Building Administration, Instructional Specialist, and math teachers

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Rubric/Learning Scales	Department is continuing to use the scoring rubrics resources from the Assessment and Rubric Website www.schrockguide.net/assessment-and-rubric.html that includes support materials for assessments that work with CCSS and rubrics for many different assessment products. Also as part of our district's teacher evaluation model from the Marzano Framework, social studies teachers are making and using learning targets and scales with their daily instructional practice that articulate distinct levels of knowledge and skill relative to achieving a standard based on one measurement topic. The department continues to work on developing learning targets and scales using the Marzano format. There is still a need to write better scales that address student content learning.	Teacher Collaboration, Supplemental Materials	Tier 2	Implement	09/03/2018	06/23/2023	\$0	Instructional specialist and social studies teachers
Evaluation	The social studies department, in weekly PLC meetings, has reviewed the results of the latest growth (NWEA) and summative (PSAT, SAT and M-STEP) tests scores in developing departmental action plans to address the challenged student areas in reading and writing in social studies content. Teachers review the question format of the PSAT and SAT in reading and writing to help them design quizzes chapter/unit and summative test questions. Workshops are planned to familiarize teachers on using Document-Based Questions and Argumentative Writing in instructional activities and assignments as well as on test. Emphasis has been placed on using classroom instructional models that move students to the simple to the more cognitively complex activities, assignments, and assessments.	Academic Support Program, Curriculum Development	Tier 2	Evaluate	09/06/2018	06/23/2023	\$0	Instructional specialists and social studies teachers
Walk-Throughs	Science teachers will be observed by administrators, instructional specialist, and other teachers. The purpose of these observations is to look for strengths and weaknesses within instruction. These observations and follow-up conversations will be seen as and used as a tool for teacher growth. Focus items will be three-dimensional science planning and instruction, monitoring for learning, and classroom management.	Walkthrough, Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2023	\$0	Administrators, instructional specialist, and all science teachers

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data collection and organization	Administrators will record the academic and behavioral differences from past to present and share with the staff and school improvement team.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2018	06/23/2023	\$0	School improvement team leaders, administrators, and teachers
Student Led Instruction	The continuation of grouping students with higher ability levels with lower level students into team with the addition of students with similar abilities working in groups; the addition of mandatory performance task assessments for World History and Economics and Government Honors classes will continue with emphasis on completing document-based projects and doing Literacy Circles for the Novel Studies for 9th and 10th Graders in United States History and World History. With the incorporation of inquiry-based projects, students will lead instruction, but also do more creative work that enhances their higher order thinking skills, and reflections.	Direct Instruction	Tier 2	Implement	09/03/2018	06/23/2023	\$0	Instructional specialist and social studies teachers
organizational chart for meetings	Administrators and counselors will create an organizational chart to break down the list of which students will go to which staff member during each meeting. They will also assign rooms/locations for each staff member. They will create and send out charts to all involved staff members.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/27/2018	09/07/2018	\$0	administrators & counselors
Monitoring for Learning	Science teachers will incorporate the use technology that allows the teacher to monitor student progress on learning targets. These technologies may include PearDeck, Plickers, Kahoot, Explore Learning, Quizizz, Google learning suite, etc.	Supplemental Materials, Technology	Tier 2	Monitor	09/01/2018	06/30/2023	\$0	all science teachers
Professional Learning Communities-Vertical Teams	Teachers will participate in bi-weekly professional learning communities (PLC) and grade level meetings. Instructors review student artifacts, discuss various reading strategies,, review literature that is based on best writing practices, and model instructional practices. Examples of student work will be collected and analyzed by teachers in PLC meeting to monitor the effectiveness of this activity in promoting student learning.	Academic Support Program, Curriculum Development	Tier 2	Implement	06/30/2018	06/29/2019	\$0	Building Administration, Instructional Specialist, and teachers
Tiered Text	The continued use since of the NewsELA website where the reading level of historical/social studies related articles can be changed has been added to this activity to help reading challenged students.	Recruitment and Retention, Academic Support Program, Technology	Tier 2	Implement	09/03/2018	06/23/2023	\$0	Instructional specialist and social studies teachers

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Summaries	Use of graphic organizers in classroom instructional activities as demonstrated in departmental lesson plans. Students write summaries of informational text in their own words for daily classroom discussion questions. The continued use since December 2017 of this technique has been extended through the use of SQ3R activities, literary circles; and note taking activities in Economics and Government classes. The creation of tracking sheets to help students review daily learning targets and helps them to reflect their level of mastery. Use of the Double Journal Entry Model to help students enhance their note taking, writing and reflective reading skills while reading informational and explanatory text content are being used.	Direct Instruction	Tier 1	Implement	09/06/2018	06/23/2023	\$0	Instructional specialist and social studies teachers
Tutoring	The science teachers will offer extended learning opportunities to any student that is in need. This will include any students that have low performance, high absenteeism, students that are struggling with concepts, students that have reduced prerequisite knowledge, etc. This will take place during the science teachers' weekly office hours.	Academic Support Program	Tier 2	Monitor	09/01/2018	06/30/2023	\$0	All science teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	The members of the science department will attend professional development workshops that focus on the Michigan Science Standards (MSS)/Next Generation Science Standards (NGSS). Staff will attend these PDs with the intentions of 1) learning the structure and components of the MSS/NGSS, 2) receiving council on the implementation of the MSS/NGSS, 3) reviewing suggested phenomenon/units/lesson, 4) learning strategies related to specific SEPs, CCs, or DCIs, 5) receiving instructions for creating three-dimensional assessments. Possible PDs will include Next Generation Science Exemplar (NGSX), Michigan Science Teacher Association annual conference, Wayne RESA PDs, district-led PDs, etc.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2021	\$3000	Instructional specialist and all science teachers

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Critical Reading Strategies	Best practices for instruction will be reviewed and more fully implemented in classes. In addition, teachers will implement the Guided Release Model (GRM) and develop summative and formative assessments. The implementation of the GRM will include guided instruction, collaborative learning and independent practice. Other best practices will include close reading. Teachers will select short complex passages, design lessons so students reread, model and discuss the text, and develop and ask text dependent questions. Teachers will also create learning scales based on the critical learning targets. This will convey to students the destination for the lesson and how to demonstrate their learning. Teachers will utilize ReadTheory and Flocabulary in their classes in order to enhance their vocabulary repertoire. Reading strategies will be implemented daily in lessons using a notetaking system.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	06/30/2018	06/29/2019	\$2000	Building Administration, Instructional Specialist, and teachers
Differentiated Instruction	Using a differentiated instruction strategy involves providing different avenues to learning in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that students within a classroom can learn effectively, regardless of differences in ability. Students are not subjected to remaining in a lower ability level and can move up to the next cognition level if they show through their classroom activities, assignments, and assessments that they are ready to move to the next higher level of learning. Each level entails "chunks" of activities that move students from the simple to the more complex depth of knowledge and thinking. PLC team workshops are planned to familiarize and train team members on the process.	Direct Instruction, Professional Learning	Tier 2	Implement	09/02/2018	06/21/2023	\$1000	Instructional Specialist and social studies teachers
Professional Learning Communities-Vertical Teams	Teachers will participate in bi-weekly professional learning communities (PLC) and grade level meetings. Instructors will review student artifacts, discuss various writing strategies, review various writing rubrics, review literature that is based on best writing practices, and model instructional practices. Examples of student work will be collected and analyzed by teachers in PLC meeting to monitor the effectiveness of this activity in promoting student learning. During PLC meeting and all day professional development, teachers will review literature on best instructional practices in writing. Teachers will incorporate the learned strategies in their instruction.	Academic Support Program, Curriculum Development	Tier 2		06/30/2018	06/29/2019	\$1000	Building Administration, Instructional Specialist, and teachers

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Interactive Technology Use	The development of more effective coaching conversations through Growth Tracker, a digital online tool, improves instructional core practices to raise student achievement. The continuation of Pear Deck has been a tremendous motivator for both teachers' and students' class participation. Now we need to increase more students' digital learning in the classroom to support 21st century learning through the use of interactive instructive lessons that challenge students in inquiry and project based learning that also address their ability to think critically in reading and writing	Technology	Tier 2	Implement	09/03/2018	06/23/2023	\$3000	Building administrators, instructional specialist, and social studies teachers
Professional Learning Communities-Vertical Teams	Teachers will participate in bi-weekly professional learning communities (PLC) and grade level meetings. Instructors review student artifacts, discuss/review various instructional strategies that are based on best mathematics practices, and model instructional practices. Examples of student work are collected and analyzed by teachers in PLC meeting to monitor the effectiveness of this activity in promoting student learning.	Academic Support Program, Curriculum Development	Tier 2	Implement	09/01/2018	06/29/2019	\$1000	Building Administration, Instructional Specialist, and math teachers
Writing development	Teachers will focus on a number of instructional practices that concentrate on writing about writing (reflecting); conferencing with both teacher and peers; peer review; redo's (teacher/peer guided); checklists; mentor text for modeling; and mini lessons on specific skills. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Teachers will focus on the writing process. Teachers will use a number of instructional techniques to support pre-writing, organizing, and editing (daily journals; student choice in writing; peer sharing of writing; graphic organizer; formal outlines/box bullets; read-write-think graphic organizers; re-organizing graphic organizers; critical review and identification of other authors' works; process approach--pre-writing; focusing ideas; evaluating, structuring, editing; and teacher conferences individual lessons. There will be an implementation of writing workshop with in the classroom instruction.	Direct Instruction, Academic Support Program	Tier 2	Implement	06/30/2018	06/29/2019	\$2000	Building Administration, Instructional Specialist, and teachers

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Data Analysis	Teachers will analyze data received from national, state and other formative assessments. Critical writing target areas will be identified using item analysis. Instruction and curriculum maps and guides will be revised to address deficiency in writing. Based on the data analysis, teachers will also create learning scales so they emphasize the critical learning writing goals and correlate goals with the curriculum map.	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Implement	06/30/2018	06/29/2019	\$1000	Building Administration, Instructional Specialist, and teachers
Data Analysis	Teachers analyze data received from standardized test and other formative assessment. Teachers create and use a gap analysis to identify key targets areas that are based on the common core standards. Instruction and curriculum maps and guides are revised to address deficiency in reading. Teachers have professional development workshops to review data and aligned the curriculum maps. Based on the data, teachers create learning scales so they emphasize the critical learning goals and correlate goals with the curriculum map.	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Implement	06/30/2018	06/30/2019	\$2000	Building Administration, Instructional Specialist, and teachers
Parent Support Sessions	Sessions will be offered quarterly to parents in order to help them to better understand their teenage child as well as how to assist them in their educational process. These sessions will also offer support on potential behavioral modification tools as well as appropriate rewards and punishments.	Parent Involvement	Tier 1	Implement	09/03/2018	06/23/2023	\$8000	school improvement team, district improvement team, administrators, parent liaison, and PTO leaders
Current Events	The continuation of NewsELA has helped accommodate student learning (reading comprehension) by working with students' reading levels in completing reading assignments and activities. Having access to Economics periodicals like Barron's and Wall Street Journal have provide an opportunity for student to use their content knowledge in "real time" by investigating current economic situations and issues in today's world.	Direct Instruction, Supplemental Materials, Technology	Tier 2	Implement	09/03/2018	06/23/2023	\$2000	Instructional Specialist and social studies teachers

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Curriculum Development	The members of the science department will spend time revising the science curriculum to align with the Michigan Science Standards. This includes 1) distribution of MSS Performance Expectations (PEs) in course sequence, 2) identifying phenomenon, essential questions, and learning targets for each unit, 3) creating three-dimensional assessments for each unit/course, 4) identifying resources for each unit, and 5) identifying best practice methodologies for instructing each unit/course.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	07/01/2018	06/30/2019	\$4000	Instructional specialist and all science teachers
Parent Teacher Organization	The parent teacher organization will meet once a month in order to discuss potential parent education sessions, fundraisers to help their students, and methods to assist child and teacher in having a successful year. They will also help ensure that parent activities take place throughout the year.	Parent Involvement	Tier 1	Implement	09/03/2018	06/23/2023	\$1500	school improvement team, parent liaison, leader of PTO, and administrators
Data Analysis	Teachers will analyze data received from standardized test and other formative assessment. Teachers create and use a gap analysis to identify key target areas that are based on the common core standards. Instruction and curriculum maps and guides are revised to address deficiency in math. Teachers have professional development workshops to review data and align the curriculum maps. Based on the data, teachers create learning scales so they emphasize the critical learning goals and correlate goals with the curriculum map.	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Implement	09/01/2018	06/29/2019	\$6000	building administration, instructional specialist and teachers
Differentiated Instruction	Instruction will be differentiated to address all learning styles. Special needs teachers will be present within some classrooms to assist with differentiation. The implementation of differentiated strategies will be monitored through principal walk-through, lesson plans, computer usage, staff discussions and student samples.	Direct Instruction, Academic Support Program	Tier 2	Implement	06/30/2018	06/29/2019	\$3000	Building Administration, Instructional Specialist, Special Needs Teachers, and ELA teachers
Title I Parent Nights	Parents and students are invited to attend after school workshops to support academic learning.	Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/01/2018	06/29/2019	\$1000	Building Administration, Instructional Specialist, and math teachers

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family fun	At least once per semester, there will be a family fun night offered. This will provide the family a chance to interact together in a positive environment which should curb disruptive behavior. This will also allow parents to show their support to their children and build a stronger community. During these fun activities, refreshments, games, and prizes will be available.	Parent Involvement	Tier 1	Implement	09/03/2018	06/23/2023	\$1000	administrators, teachers, parent liaison, PTO, and school improvement team
Carnegie Learning	Students will complete various levels of activities on the computer program and receive immediate feedback for their mistakes as well as instant assistance when going through the different assignments. It also allows parents to be able to learn how to better help students succeed in mathematics. Also, this allows the students to work at an independent pace.	Technology	Tier 2	Implement	09/01/2018	06/29/2019	\$7000	Building Administration, Instructional Specialist, and math teachers
quarterly review meetings	Parents will be asked to attend quarterly meetings to review the school improvement plan for the core subjects as well as parental involvement pieces of the current year as well as to review potential changes and/or revisions to the plan or to its components (parental involvement, compact, etc.)	Parent Involvement	Tier 1	Monitor	09/03/2018	06/23/2023	\$1500	School Improvement Team, core teachers, and administrators
Instructional Learning Cycles	Based on the outcome from pre and post tests, the curriculum is revised which provides increased interaction with the content. Best practices for instruction is reviewed and more fully implemented in classes. Increase quality of teachers' implementation of the Instructional Learning Cycle (ILC) strategy analyze summative and formative results. The implementation of the ILC includes guided instruction, collaborative planning and promotion of student achievement.	Academic Support Program, Professional Learning	Tier 2	Implement	09/01/2018	06/29/2019	\$1000	Building Administration, Instructional Specialist, and math teachers
District Professional Development	Staff, district math teachers K-12, collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction, and assessment practices in all core and elective content areas.	Curriculum Development, Professional Learning	Tier 2	Implement	09/01/2018	06/29/2019	\$2000	Building Administration, Instructional Specialist, and math teachers.