



School Improvement Plan

Chandler Park Academy - Middle School

Chandler Park Academy

Mr. Kenneth Williams
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HARPER WOODS, MI 48225-1201

TABLE OF CONTENTS

Introduction	1
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Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	12
--------------------	----

Demographic Data	13
------------------------	----

Process Data	15
--------------------	----

Achievement/Outcome Data	17
--------------------------------	----

Perception Data	22
-----------------------	----

Summary	25
---------------	----

School Additional Requirements Diagnostic

Introduction 28
School Additional Requirements Diagnostic 29

Title I Schoolwide Diagnostic

Introduction 32
Component 1: Comprehensive Needs Assessment 33
Component 2: Schoolwide Reform Strategies 35
Component 3: Instruction by Highly Qualified Staff 37
Component 4: Strategies to Attract Highly Qualified Teachers 38
Component 5: High Quality and Ongoing Professional Development 39
Component 6: Strategies to Increase Parental Involvement 40
Component 7: Preschool Transition Strategies 43
Component 8: Teacher Participation in Making Assessment Decisions 44
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 45
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 46
Evaluation: 48

School Improvement Plan 2016-2017

Overview 50
Goals Summary 51
 Goal 1: All students at Chandler Park Academy Middle School will increase proficiency in math 52
 Goal 2: All students at Chandler Park Academy Middle School will increase proficiency in reading 58

Goal 3: All students at Chandler Park Academy Middle School will increase proficiency in science.....	65
Goal 4: All students at Chandler Park Academy Middle School will increase proficiency in social studies.....	73
Goal 5: All students at Chandler Park Academy Middle School will become proficient writers.....	80
Activity Summary by Funding Source.....	85

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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The school is comprised of approximately 640 middle school students located in the city of Harper Woods, Michigan in Wayne County. In the last three years the school has experienced a slight decrease in enrollment, a new administrative team, a new management company, added new courses to it's curriculum, and several new teachers. The school services a large population of economically disadvantaged students. The community has not changed much in the past three years.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The vision of the faculty and staff of Chandler Park Academy is to provide all students with the tools to become productive, responsible citizens in a clean, safe and healthy environment. This can be accomplished through partnership with the family and community working together to provide the necessary resources and support to produce a positive educational environment essential for lifelong learning. Since the students will graduate to find employment in the twenty-first century, it is essential that they acquire skills in gathering, organizing and analyzing information. They must develop skills in higher order thinking and solving multi-step problems. Students must have access to modern technology and learn how to use these tools in their everyday lives to be able to express themselves through written and oral communication as well as the arts. They must also learn to work together with others in a cooperative effort and to appreciate the contributions and worth of other cultures while accepting individual differences. The Mission of Chandler Park Academy is to deliver academic excellence, character development and leadership for the urban child who would benefit from a culturally and academically enriched K-12 college and career preparatory education.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The school offers many extracurricular activities including Girls & Boys Basketball, Girls Cheerleading, Girls & Boys Track and Field, Young Gentlemen's Club, Lady Butterflies, Book Club, Academic Games and Marching Band. The school also offers a variety of field trip experiences including out of state college tours. The AVID program continues to grow by training multiple teachers and implementing more courses. Students have become more familiar with the writing process and how to cite from multiple sources. Areas for improvement the school is striving for over the next few years is a continued increase in English Language Arts (comprehension and writing), Mathematics (algebraic thinking), Science (life, earth, physical science) and Social Studies (comprehension, map skills, informational reading, historical concepts) on state-wide assessments. Staff at CPA middle school will continue to use comprehension strategies throughout their content. The Reading Specialist will continue to provide staff with various resources for increasing literacy throughout the school year and various content areas.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our school focuses on student achievement and intervention strategies to service all students at different levels. We put forth several steps of interventions to help students with achievement in struggling areas. We continuously engage in professional development not only within the district, but outside workshops as well to continue adjusting curriculum to the needs of our students. We have added enrichment classes to focus on lower achieving students whom need more assistance in areas such as reading, writing and math.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders selected for the improvement plan were chosen by the administration. Instructional specialists from all 4 content areas as well as an elective teacher were chosen to work on the plan. All teachers in each core department were given the opportunity to voice necessary changes on the plan at a planned vertical team meetings ran by the departments' instructional specialist. Meetings were scheduled to accommodate all members to participate for the creation of the plan.

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

Kenneth Williams, Principal

Yvonne Wilson, Assistant Principal

Jerrel Anthony, Assistant Principal

Afton MacDonald, Instrumental music teacher

Valerie Ruth, ELA instructional specialist

Cynthia Lewis, Science instructional specialist

Francine Hill, Math instructional specialist

Gloria McEwen, Social Studies instructional specialist

Lauren Buchowski, parent

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

All stakeholders were given the opportunity to read and evaluate the plan for adjustments needed. Staff members were given a copy and presentation at a staff meeting for review and implementation at the beginning of the year, as well as several follow up meetings including participation in the SSR. Parents were presented the plan and survey results during two after school district meetings and allowed to provide feedback. The school improvement plan is also posted to our website for community members to view.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Enrollment has been consistent over the past three years. There has been a slight decline from 2014-2015 and 2015-2016.

Student Demographic Data

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

The challenges that have been identified are tardiness to first period.

Student Demographic Data

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

The challenges identified have been dress code violations and lack of homework completion.

Student Demographic Data

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

The district has hosted an open house to try to identify new, incoming families. The district is adding a pre-school in the 2016-2017 school year in order to attract more families. We also hold Positive Behavior Interventions and Support (PBIS) days in which students who have no dress code violations or behavior referrals can participate in fun activities. The school has a tardy policy in which 5 tardies equals a detention and 10 equals a suspension. Also, the district and school are working on adopting a parent involvement policy which includes training for parents. Parent involvement has been shown to motivate students.

Teacher/School Leader(s) Demographic Data

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

The average number of years of teaching and administrative experience of our school leaders in our building is 8 years. The experience of school leaders provides positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The average number of years of teaching experience of our teachers in our building is 7 years. The experience of school teachers provides positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

School leader absences could have a negative impact on student achievement if it was allowed to do so. However, in our case, the teachers and support staff continue to push toward high student achievement. School leader absences that are due to professional learning has been an overall benefit to the school. Information and research found during professional learning opportunities with school leaders has been shared and used to benefit our staff and students. As school leaders learn information it is quickly disseminated to support staff and then to teachers.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

During the 2015-2016 school year, there were several instances where teachers were absent due to professional learning opportunities. These absences assisted in the overall increase in student achievement in multiple areas. Teachers were able to bring forth information learned and present to their content area teams as well as the entire staff. In presenting new information or strategies, the teachers and staff were able to see the usefulness across the content areas.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

In the event of any challenges discovered an action plan will be put into motion to monitor implementation and effectiveness.

Process Data

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

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

The standards in the School Systems Review which stand out as strengths are Standard 1: Curriculum, Standard 4: Instructional Leadership, 6: Organizational Management, Standard 8: Professional Learning System, Standard 9: Communication and Standard 10: Engagement.

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

The standards in the School Systems Review which stand out as challenges are Standard 2: Instruction, Standard 3: Assessment, Standard 5: A Culture for Learning and Standard 8: Professional Learning Culture.

12. How might these challenges impact student achievement?

If teachers are given training in effective instructional strategies including use of data and opportunities to discuss and provide feedback on improvement areas or lack of, student achievement will increase.

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

NWEA schoolwide assessments are implemented by all core areas and integrated into the plan thoroughly to help address the Standards indicated.

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

We have 2 full-time resource teachers, 3 part-time and 1 full-time instructional specialists, a reading interventionist, 1 full-time social worker, 2 full-time counselors and credit recovery program. We also have an SAT (Student Assistance Team) in place to ensure that student receive what they need in order to be successful.

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

All three grades have access to after-school tutorial, homework club, C-Stem program, Michigan Youth in Government and summer enrichment.

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

Students are identified through teacher recommendations and assessment results. Parents are notified through email, letters or phone calls.

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

The evidence indicating implementation of standards includes lesson plans, walk-throughs, assessment data and informal and formal observations.

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

The school will use the results to gauge appropriate topics in physical education/health curriculum.

Achievement/Outcome Data

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

19a. Reading- Strengths

The data indicates that all students enrolled in reading enrichment have reached one academic year of growth in reading.

19b. Reading- Challenges

Students are several grade-levels behind academically which makes teaching on grade-level difficult.

19c. Reading- Trends

We have seen a small increase in reading annually. Students involved in reading enrichment have shown at least one years growth.

19d. Reading- Summary

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

School Improvement Plan

Chandler Park Academy - Middle School

Guided reading and annotating the text strategies will be implemented school-wide to assist with reading comprehension as well as reading enrichment classes will continue to focus on the struggling readers to increase reading skills.

20a. Writing- Strengths

Students have become familiar with the writing process and how to cite from multiple sources.

20b. Writing- Challenges

Students still have challenges writing at a sufficient length as required on the State assessments.

20c. Writing- Trends

Students are showing growth on classroom assessments. Data from State-wide assessments is baseline data and will be compared next school year.

20d. Writing- Summary

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

Collaborative common assessments along with equivalent practice and common rubrics will be used to teach the writing process and the revision process. Struggling writers will be required to take a writing intervention class for academic assistance.

21a. Math- Strengths

The data indicates that 62% of students met their projected growth on their NWEA assessment from Fall 2015 to Winter 2016.

21b. Math- Challenges

The data indicates that there are challenges in reading comprehension, basic number operations and completing and returning homework. The NWEA data indicates that female growth drops in eighth grade and male growth is lower in sixth and seventh grades.

21c. Math- Trends

The data indicates that math uses NWEA (MAP) results to group students and monitor growth and achievement status.

21d. Math- Summary

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

The math department will use cooperative learning and differentiated math strategies to improve the gaps between the top and bottom 30%, strategies for moving students from levels 1 & 2 to levels 3 & 4 of Blooms Taxonomy and work on vocabulary building skills. The department also uses an enrichment class to target the bottom 30%.

22a. Science- Strengths

The district has implemented a Science Task Force to address deficiencies in the Science content area. The department has ordered new resources in order to align with the next generation science standards.

22b. Science- Challenges

The data indicates that there are deficiencies in reading and writing, putting students below grade-level. Male students had negative growth from Fall 2015 to Winter 2016.

22c. Science- Trends

Science trends show that students are having difficulty with content vocabulary as well as disseminating scientific information.

22d. Science- Summary

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

The science department will continue to employ literacy strategies and programs and continue to use after-school STEM, Robotics and Forensics programs in order to address challenges.

23a. Social Studies- Strengths

The data indicates there has been an improvement in reading, the ability to connect main ideas and an increase in scores for proficiency.

23b. Social Studies- Challenges

Challenges include vocabulary, comprehension, primary sources, critical thinking and lack of skills in reading informational text.

23c. Social Studies- Trends

There are no trends due to inconsistencies in data over the past three years.

23d. Social Studies- Summary

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

There has been an increase in teacher professional developments to help teachers effectively use data. Teachers have provided after-school tutoring for the bottom 30% of students. There has also been an increase in project-based learning and assessments in addition to content-related field studies. Students have shown improvement in reading skills and in the ability to connect main ideas, but still need to improve in

School Improvement Plan

Chandler Park Academy - Middle School

the areas of vocabulary, comprehension, identifying primary sources, secondary sources, and supporting inferences from text. This will be done using NWEA test results to group students to scaffold readings that are found both online and in supplemental materials such as the Junior Scholastic magazine.

Perception Data

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

24a. Student Perception Data

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

The areas which indicate the overall highest level of satisfaction among students are: 1. In my school, programs and services are available to help me succeed; 2. In my school, a high quality education is offered; and 3. In my school, the principal and teachers have high expectations of me.

24b. Student Perception Data

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

The areas which indicate the overall lowest level of satisfaction among students are: 1. In my school, students respect the property of others; 2. In my school, students treat adults with respect; and 3. In my school, all students are treated with respect.

24c. Student Perception Data

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

The school will utilize a research-based respect program in order to raise the student's feeling and concerns regarding the issues with respect. We are currently using Positive Behavior Interventions and Supports program and are looking to implement Character Counts.

25a. Parent/Guardian Perception Data

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

The areas which indicate the overall highest level of satisfaction among parents/guardians are: 1. our school's purpose statement is clearly focused on student success; 2. our school has high expectations for students in all classes; and 3. my child knows the expectations for learning in all classes.

25b. Parent/Guardian Perception Data

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

School Improvement Plan

Chandler Park Academy - Middle School

The areas which indicate the overall lowest level of satisfaction among parents/guardians are: 1. all of my child's teachers meet his/her learning needs by individualizing instruction; 2. all of my child's teachers work as a team to help my child learn; 3. all of my child's teachers keep me informed regularly of how my child is being graded; and 4. our school's governing body does not interfere with the operation or leadership of our school.

25c. Parent/Guardian Perception Data

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

The school and district has met quarterly in our district improvement team in order to address parental engagement. We held two meetings after school in which we included parents to provide feedback in order to address their concerns and assist in implementation of strategies. Out of these meetings, we decided we would like to hold some parenting workshops, have a homework line, parent phone-blasts, phone calls home, emails, Edline communication, a working P.T.O. which parents can be a member of, two district-wide school improvement meetings which include all stakeholders, possibly open our district Media center for workshops and resources, develop partnerships within our local school community, have teacher field studies and continue community involvement projects with students.

26a. Teacher/Staff Perception Data

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

The areas which indicate the highest overall level of satisfaction among teachers/staff are: 1. our school provides a plan for the acquisition and support of technology to support student learning; 2. our school's purpose statement is clearly focused on student success; and 3. our school provides qualified staff members to support student learning.

26b. Teacher/Staff Perception Data

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

The areas which indicate the overall lowest level of satisfaction among teachers/staff are: 1. in our school, all school personnel regularly engage families in their children's learning progress; 2. our school's leaders engage effectively with all stakeholders about the school's purpose and directions; and 3. our school's leaders provide opportunities for stakeholders to be involved in the school.

26c. Teacher/Staff Perception Data

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

School leaders will be present at PLCs, conduct staff meetings, attend school improvement meetings and communicate with teachers, parents and students regarding student progress. School leaders will conduct committee that will allow stakeholders to be involved in the school including culture and climate, school improvement and PTO meetings. D&F reports are regularly collected by administrators in order

School Improvement Plan

Chandler Park Academy - Middle School

to show communication to families regarding children's learning progress. The school will develop a teacher-teacher and teacher-student mentoring program. Newer teachers will be allowed opportunities to network collaborate with veteran teachers. Students with academic or behavioral modifications will be assigned to a staff adult to monitor their progress and have meaningful conversations with them in order to support their educational goals. We also provide mentorship with our Lady Butterfly and Young Gentlemen Clubs.

27a. Stakeholder/Community Perception Data

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

All stakeholders including community partners were including in two district-wide after-school meetings in order to collaborate on the plan and give feedback. The community partners found that we covered useful material and they understood our student achievement goals.

27b. Stakeholder/Community Perception Data

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

All stakeholders including community partners were including in two district-wide after-school meetings in order to collaborate on the plan and give feedback. The community partners found that we could work on their understanding and purpose of the plan and needed more participation time in order to properly evaluate the plan.

27c. Stakeholder/Community Perception Data

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

The school and district has met quarterly in our district improvement team in order to address community engagement. We held two meetings after school in which we included community members to provide feedback in order to address their concerns and assist in implementation of strategies. Out of these meetings, we decided would like to hold some workshops in which community members would help host, two district-wide school improvement meetings which include all stakeholders, continue to develop partnerships within our local school community, have teacher field studies out into the community and continue community involvement projects with all stakeholders.

Summary

28a. Summary

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

The school has seen strengths in enrollment that been consistent but saw a slight decline. There has been a challenge with tardies to first period, dress code violations and lack of homework completion. We continue to strive in curriculum, culture for learning and engagement. We have challenges in instruction, assessment and professional learning culture. We have shown academic growth in reading and math. Also, there has been improvement in the ability to connect main ideas and an increase in scores for Social Studies proficiency. Students have become more familiar with the writing process and how to cite from multiple sources. Students who are behind academically make teaching on grade-level difficult. Students have challenges in reading comprehension and basic number operations. Students in social studies have challenges which include vocabulary, comprehension, primary sources, critical thinking and lack of skills in reading informational text. Students still have challenges writing at a sufficient length. Strengths in perception data include principals and teachers having high expectations known, interesting activities are available to students, focus and preparation of students for success and use of multiple types of assessments to determine student learning, relaying information appropriately to our stakeholders and school performance. Challenges include respect of students, adults and property, teachers meeting individualized instruction needs, teachers working as a team to help students learn, teacher to parent grade communication, support of new staff members including peer coaching, allowing for more opportunities for the community to be involved in order to evaluate the plan more thoroughly and adult advocates who support students educational experience.

28b. Summary

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

Enrollment might affect data and data trends. Tardies, dress code violations and lack of homework completion may affect student ability to gather all instruction needed in order to raise their achievement on assessments. We will review the school systems review in order to improve instruction, assessment and professional learning culture. All of these areas have been implemented but will be reviewed to be fully implemented. Teachers will continue to monitor and adjust instruction based on data and work as a team to help students learn by meeting weekly in professional learning communities (PLCs) and staff meetings and attending monthly district professional development sessions. Teachers will continue to keep parent phone logs and contact parents as necessary. A district-wide support of new staff members including peer coaching will be implemented. Counselors act as adult advocates for students. A district-wide school improvement team will meet bi-annually in order to review data and receive input from all stakeholders. The school will continue to build and strengthen relationships with parents and community members by reaching out and building partnerships.

28c. Summary

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

School Improvement Plan

Chandler Park Academy - Middle School

Plan?

These challenges will be addressed by differentiating instruction, after-school tutorial, use of higher-order thinking questions, professional development, steps for success, Saturday school, support programs such as Academic Games, STEM, Forensics, Robotics, Michigan Youth in Government and AVID, cooperative learning and classrooms, use of technology, professional learning communities (PLCs), a reading specialist, instructional specialists, credit recovery, summer enrichment, scaffolding, enrichment classes, analyzing text, literature circles, student-led projects, labs (dissection), inquiry-based activities (Jigsaw), make and support inferences from text ("Junior Scholastic"), informational text, use of historical events, journals, interventions for students, monthly writing equivalent practice and writing for success.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.chandlerparkacademy.net/images/AnnualEducationReportMiddle.pdf	AnnualEducationReportMiddle

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	The 8th grade counselor stores and completes through ELA classes the Career Planning and Educational Choices booklet by Woodburn Press with the students. They discuss choosing a career, complete a self-assessment, investigate careers, look at choices for education to complete careers including attending a historical black college tour and make a career plan.	

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

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

School Improvement Plan

Chandler Park Academy - Middle School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dorothy Covington District Compliance Officer 20254 Kelly Rd. Harper Woods, MI 48225 (313) 499-3010	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		2015-16

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent student compact 2015-16

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

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

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

The results show that students are struggling for proficiency in all content areas however, growth since last year's results has been noted. The data for the 2015-2016 school year indicates that all students enrolled in reading enrichment have reached one academic year of growth in reading. Teaching on grade-level is difficult because students are several grade-levels behind. Guided reading and annotating the text strategies will be implemented to assist with reading comprehension and enrichment classes will focus on struggling readers increasing reading skills.

The data for writing shows that students have challenges writing in sufficient length as required by the State assessments. Students are showing growth on classroom assessments and have become familiar with the writing process and how to cite from multiple sources. Collaborative common assessments along with equivalent and common rubrics will be used to teach the writing process and the revision process. Struggling writers will take a writing intervention class for academic assistance.

The data for math indicates that 62% of students met their projected growth on their NWEA assessment from Fall 2015 to Winter 2016. The data indicates challenges in reading comprehension, basic number operations and completing and returning homework. The NWEA data indicates that female growth drops in 8th grade and male growth is lower in sixth and seventh grades. The math department uses these results to group students and monitor growth and achievement. The department will use cooperative learning and differentiated math strategies to improve the gaps between the top and bottom 30%, strategies for moving student levels of Blooms Taxonomy and work on vocabulary building skills. Enrichment classes also target the bottom 30%.

For science the district has implemented a science task force to address deficiencies in the science content area. The department has ordered new resources to align them with the next generation science standards. The data indicates that there are deficiencies in reading and writing, putting students below grade-level. Male students have negative growth from Fall 2015 to Winter 2016. Science trends show that students are having difficulty with content vocabulary as well as disseminating scientific information. The science department will continue to employ literacy strategies and programs and continue to use after-school STEM, Robotics and Forensics programs to address challenges. The data for social studies indicates there has been an improvement in reading, the ability to connect main ideas and increase in scores for proficiency. Challenges include vocabulary, comprehension, primary sources, critical thinking and lack of skills in reading informational text. There has been an increase in teacher professional developments to help teachers effectively use data. Teachers have provided after-school tutoring for the bottom 30% of students. There has also been an increase in project-based learning and assessments in addition to content-related field studies. Students have shown improvement in reading skills and in the ability to connect main ideas, but still need to improve in the areas of vocabulary, comprehension, identifying primary sources, secondary sources, and supporting inferences from text. This will be done using NWEA test results to group students to scaffold readings that are found both online and in supplemental materials such as the Junior Scholastic magazine.

Data from the 2014-2015 school year was analyzed during a staff professional development. Data from 2015-2016 has not yet been released SY 2016-2017

but will be compare to the 2014-2015 baseline data once available.

The school has seen strengths in enrollment that been consistent but saw a slight decline. There has been a challenge with tardies to first period, dress code violations and lack of homework completion. We continue to strive in curriculum, instructional leadership, organizational management, professional learning system, communication and engagement. We have challenges in instruction, assessment, a culture for learning and professional learning culture.

Strengths in perception data include that the school provides programs and services to help students succeed, students feel a high quality education is offered, students feel the principal and teachers have high expectations of them, our school's purpose statement is clearly focused on student success, our school has high expectations for students in all classes, students knows the expectations for learning in all classes, our school provides a plan for the acquisition and support of technology to support student learning and our school supplies qualified staff members to support student learning.

Challenges include respect of students, adults and property, teachers meeting individualized instruction needs, teachers working as a team to help students learn, teacher to parent grade communication, the school's governing body does not interfere with the operation or leadership of our school, all school personnel regularly engage families in their children's learning progress, our school's leaders engage effectively with all stakeholders about the school's purpose and direction and our school's leaders provide opportunities for stakeholders to be involved in the school.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Academic progress made was noted in most areas thus telling us that some of the programs we are putting in place are effectively working. The data that was examined from M-step was that of the proficiency percentage for each Grade Level Content Expectation for each grade level. We are also able to differentiate which areas we need more focus on from these results. Teams also looked at the MAP (NWEA) results for students and examined if there were any areas of growth or deficiencies. M-step data results from 2015 were released in late Spring and are baseline data for 2016 results.

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

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

Component 2: Schoolwide Reform Strategies

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

All of our instructional goals that we created are intended to improve the proficiency of all students at CPA middle school in order to reach state standards.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Our school values research based strategies to effectively instruct children. Some of the methods we use are Webb's Depth of Knowledge (DOK), differentiated instruction, 6+1 writing methods, Marzano's, and guided reading. The use of Webb's Depth of Knowledge (DOK) will be used to increase student achievement across all content areas by increasing the rigor in the instructional design. Teachers will use the DOK in order to make informed decisions about the materials they use to teach, the activities given to students, as well as the types of assessments given. Differentiated Instruction is another way that we will increase student achievement at CPA Middle School. Teachers will present materials in multiple ways to ensure that the students with varying learning styles and abilities are able to be successful.

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

The strategies that align with for our school wide plan are: 6+1 writing, differentiated instruction, Carnegie math, and guided reading.

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

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

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

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

School Improvement Plan

Chandler Park Academy - Middle School

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

The school's teacher turnover rate for this school year is 52%.

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

The average teaching experience for our staff is 6 years.

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

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

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

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

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

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

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

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

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2016-2017

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	The Chandler Park Academy Board of Directors has a written policy to address Title 1 parent involvement.	2015-2016

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

Parent orientation, student orientation, Title 1 Meeting, MEAP parent meeting, online access to gradebooks, PTO, parent teacher conferences, monthly calendars, career day, NWEA results parent meeting, and anti-bully day.

School Improvement Plan

Chandler Park Academy - Middle School

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

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

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

Suggestions from the district-wide meetings as well as results from the parent surveys will be reviewed and changes will be implemented as found necessary.

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

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

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

N/A

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

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

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		2016

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

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

SY 2016-2017

Page 41

School Improvement Plan

Chandler Park Academy - Middle School

Component 7: Preschool Transition Strategies

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

N/A

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers meet weekly in core teams to discuss and create common assessments used for quarterly testing.

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

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

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

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

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

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

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

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

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

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

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

The Federal Programs (and respective strategies) are:

I. Title I A - IMPROVING BASIC PROGRAMS

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

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

- Conferences for Teachers and Administrators
- District Workshops

The State Program (and respective strategies) are:

I. Section 31a - At-Risk

- Supplemental Instruction
- Counseling and Behavior Intervention

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

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

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Service: Violence Prevention

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

Funding Source: Title I A

Service: Nutrition Programs

Strategies/Activities: Breakfast and Lunch Programs

Funding Source: School Breakfast and National School Lunch Programs

Evaluation:

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

We review the previous years plan and adjust accordingly based on our present data and evaluation of programs. This is done during monthly school improvement plan meetings.

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.

During professional development meetings, staff meetings and vertical team meetings teachers disaggregate data and create a plan of action to help guide instruction.

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

The school looks at statewide testing data, NWEA results and common assessment results to see if students are achieving standards.

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

The school improvement team meets monthly to review and revise the plan to ensure that the students are meeting educational performance targets and that the programs that we are implementing are effective.

School Improvement Plan 2016-2017

Overview

Plan Name

School Improvement Plan 2016-2017

Plan Description

FINAL

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Chandler Park Academy Middle School will increase proficiency in math.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$22700
2	All students at Chandler Park Academy Middle School will increase proficiency in reading.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$38302
3	All students at Chandler Park Academy Middle School will increase proficiency in science.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$96000
4	All students at Chandler Park Academy Middle School will increase proficiency in social studies.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$7000
5	All students at Chandler Park Academy Middle School will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$19902

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

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

Measurable Objective 1:

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

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

Strategy 1:

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

Category: Other - Differentiation

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

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

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

Tier: Tier 2

School Improvement Plan

Chandler Park Academy - Middle School

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

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

Status	Progress Notes	Created On	Created By
In Progress	Teachers use detailed Carnegie student reports from the software to customize instruction for each student. The purpose of the reports is to monitor student progress and adjust and differentiate instruction and provide immediate feedback to students and instructors.	December 01, 2015	Afton MacDonald
In Progress	Teachers use detailed Carnegie student reports from the software to customize instruction for each student.	December 19, 2014	Afton MacDonald
In Progress	Carnegie Learning MATHia Software- Features include... <ul style="list-style-type: none"> • Differentiates instruction with ongoing formative assessment for mainstream and supplemental implementations. • It provides students with highly individualized and self-paced instruction that adapts to their exact needs to improve their math skills. • Mastery learning model and multi-step problems. • Immediate feedback and positive reinforcement. • Detailed reports for analyzing student progress. • Review for practice prior to exams. 	March 07, 2014	Valerie Ruth
In Progress		January 13, 2014	Afton MacDonald

School Improvement Plan

Chandler Park Academy - Middle School

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

Status	Progress Notes	Created On	Created By
In Progress	Services students who fell in the bottom tier of NWEA assessments.	December 01, 2015	Afton MacDonald
In Progress	Any student who received a D or F during 1st quarter.	February 11, 2015	Afton MacDonald
In Progress	After school the computer lab is open and students may receive tutoring. Also, students can use their Mathia software at home.	December 19, 2014	Afton MacDonald
In Progress		January 13, 2014	Afton MacDonald

Activity - Higher Order Thinking Questions (DOK)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize higher order thinking questions daily in order to raise achievement through depths of knowledge activities.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	The district is in the process of implementing the Marzano Teacher Evaluation method. Several professional development trainings have taken place to assist teachers in moving students from basic knowledge to higher order thinking levels. Teachers have started to introduce higher level DOK through classroom assignments and equivalent practice assessments.	November 25, 2015	Valerie Ruth
In Progress	Teachers develop lesson plans that contain higher-order thinking questions and skills in order to drive instruction and raise student achievement.	December 19, 2014	Afton MacDonald
In Progress	Teachers use Bloom's Taxonomy, DOK to ask probing questions to access prior knowledge, clarify student thinking and assess student understanding. Teachers always use the Standards for Student Mathematical Practice on a daily basis.	March 07, 2014	Valerie Ruth

School Improvement Plan

Chandler Park Academy - Middle School

In Progress		January 13, 2014	Afton MacDonald
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on an ongoing basis to increase teacher effectiveness and student achievement.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2019	\$0	Title I Part A	Teachers, Instructional Specialist and Paraprofessionals

Status	Progress Notes	Created On	Created By
In Progress	The Carnegie Learning PD is geared towards teacher needs to build teacher capacity to increase student learning. It is measured by teacher feedback through the use of surveys and open discussion.	February 10, 2016	Afton MacDonald
In Progress	Some teachers will offered Carnegie professional development at a Carnegie conference at the Courtyard Marriot. We will have a Carnegie professional development session on December 11th to explore data and modify action plan.	December 01, 2015	Afton MacDonald
In Progress	Teachers have attended 3 in-house Carnegie professional development sessions.	December 19, 2014	Afton MacDonald

Activity - Steps for Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team initiative of monthly themes rolled out to teachers to implement into classrooms in order to better prepare students academically and in the future.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Teachers and School Improvement Team

Status	Progress Notes	Created On	Created By
In Progress	Currently in planning stages. Professional development meetings are in the works for implementing this on a monthly basis.	November 25, 2015	Valerie Ruth
In Progress	School Improvement Team has presented monthly themes to the staff and teachers have implemented in classrooms with evidence in their lesson plans. November was Nutrition, December was Writing Sentences & Paragraphs, January is Interpreting Charts & Graphs, February is Test Taking Strategies, March is TRF Forms, Identifying "Point of Confusion," April is Study Skills, May is Basic Operations and June is Vocabulary Context Clues.	December 19, 2014	Afton MacDonald

School Improvement Plan

Chandler Park Academy - Middle School

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

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

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

Status	Progress Notes	Created On	Created By
In Progress	Teachers use manipulatives, internet activities, teacher-created games and compete in in-class competitions.	December 01, 2015	Afton MacDonald
In Progress	Math enrichment class during the day to enhance mathematical skills and emphasizes higher-order thinking skills.	December 19, 2014	Afton MacDonald

Strategy 2:

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

Category: Other - Cooperative learning

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

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

School Improvement Plan

Chandler Park Academy - Middle School

Tier: Tier 1

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

Activity - Collaborative Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in a collaborative classroom environment which will allow students to develop the skills to work cooperatively to solve problems, participate in investigations, and facilitate math projects.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2019	\$1300	Title II Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Most teachers facilitate math stations, Carnegie textbook, collaborative discussions in groups, student creation of posters and games.	December 01, 2015	Afton MacDonald
In Progress	Students are engaged in a way that is appropriate to their ability. Teachers use pointed questions from D.O.K. and Bloom's taxonomy (higher level) to access prior knowledge and clarify student thinking to assess students understanding. Instruction provides immediate feedback and positive reinforcement.	December 19, 2014	Afton MacDonald
In Progress	The math collaborative classroom, students are doing the mathematics, practicing know routines for learning without teach intervention, writing in their consumable books, explaining solutions to their peers, creating classroom displays, justifying answers to the class and asking relevant questions.	March 07, 2014	Valerie Ruth
In Progress		January 13, 2014	Afton MacDonald

Activity - Embedded Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure students make strategic use of technology on a daily basis. For example, the students will use computers, graphing calculators, iPads, SMART boards, and laptops. This use of technology enhances understanding of findings, reasoning, and supports evidence.	Technology	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Teachers and Paraprofessionals

School Improvement Plan

Chandler Park Academy - Middle School

Status	Progress Notes	Created On	Created By
In Progress	Teachers will use document camera to show student work, use Smartboard to project do nows, classwork, videos, activity exchange (share lessons), virtual manipulatives. Graphing calculators for lines, equations and probability.	February 10, 2016	Afton MacDonald
In Progress	Teachers facilitate use of Smart boards, graphing calculators, document cameras and laptops.	December 01, 2015	Afton MacDonald
In Progress	Smart boards are used in Carnegie to show on time progress of students on the Mathia software. Graphing calculators are used by students along with the textbook and software. Laptops are used for acquirement of Mathia software and Math enrichment.	December 19, 2014	Afton MacDonald
In Progress	Smart board (to show on time progress of students on MATHia software), graphing calculators are used by students along with the textbook and software, laptops (to acquire and use MATHia software).	March 07, 2014	Valerie Ruth
In Progress		January 14, 2014	Afton MacDonald

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

Status	Progress Notes	Created On	Created By
In Progress	Due to collaboration of teachers, we share best practices, analyze data/NWEA scores to drive lessons and curriculum, ideas to help struggling students, address issues and concerns, positive/negative feedback and sharpen math skills.	February 10, 2016	Afton MacDonald
In Progress	Teachers meet on a weekly basis with their instructional specialist to analyze data from classroom assessments (NWEA and Carnegie) and discuss best practices.	December 01, 2015	Afton MacDonald
In Progress	Teachers meet on a weekly basis to assess school improvement plan implementation, Carnegie feedback, lesson review and teaching strategies.	December 19, 2014	Afton MacDonald
In Progress	PLC's are used to instruct and inform math teachers of different instructional strategies that can be used in the classroom. Teachers are given math problems to do to keep their math skills sharpen. The Math PLC's are used to see what is going well in the classroom and also the challenges, that they may be corrected.	March 07, 2014	Valerie Ruth
In Progress		January 14, 2014	Afton MacDonald

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

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

Measurable Objective 1:

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

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

Strategy 1:

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

Category: Career and College Ready

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

School Improvement Plan

Chandler Park Academy - Middle School

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	As of November 2015, the ELA team held an action plan meeting and are assessing 1st and 2nd quarter final exams and M-step data and using Marzano workshop information as seen on daily lesson plans.	February 15, 2016	Afton MacDonald
N/A	Students have been grouped by RIT level so teachers can differentiate lessons. Teachers have spent time, reading data from NWEA as well as common assessments and creating action plans for areas of concern to implement skills that need to be targeted for growth.	November 25, 2015	Valerie Ruth
N/A	MEAP data, NWEA, student data, data to drive instruction, PLC's and workshops are used to collaborate with teachers to target next steps for implementation with fidelity.	December 19, 2014	Afton MacDonald

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

Status	Progress Notes	Created On	Created By
In Progress	Students identified with lower RIT scores on NWEA, indicating they were not on grade level for reading have been placed in a year long reading enrichment class.	November 25, 2015	Valerie Ruth
In Progress	After school tutoring is available two days a week for qualifying students. A reading specialist regularly meets with a select group of students for intervention. There is a learning lab as well as computer lab available for students' use.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

School Improvement Plan

Chandler Park Academy - Middle School

Activity - Higher Order Thinking Questions (DOK)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize higher order thinking questions in order to raise achievement through depths of knowledge activities such as Socratic Seminar and Philosophical Chairs. Training has started at staff meetings and will continue thru the 2016-2017 school year.	Curriculum Development	Tier 1	Implement	07/01/2015	06/28/2018	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	The district is in the process of implementing the Marzano Teacher Evaluation method. Several professional development trainings have taken place to assist teachers in moving students from basic knowledge to higher order thinking levels. Teachers have started to introduce higher level DOK through classroom assignments and equivalent practice assessments.	November 25, 2015	Valerie Ruth
In Progress	Teachers create lesson plans that start with your basic knowledge level thinking and move to higher-order question stems.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

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

Status	Progress Notes	Created On	Created By
In Progress	Teachers are working using the gradual release method with the majority of curriculum. The ELA department is moving to student centered lessons, using centers, student leaders and modeling.	November 25, 2015	Valerie Ruth
In Progress	Teachers create lesson plans based off of the MAP scales and lessons are scaffolded to meet the needs of the students.	December 19, 2014	Afton MacDonald

School Improvement Plan

Chandler Park Academy - Middle School

Activity - AVID (Advancement via Individual Determination)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment program to accelerate under achieving students who have potential for more rigorous courses. Teaches academic and social skills and provides intense support with in-class college tutors. Academic instruction in Writing, Inquiry, Collaboration, Organization, and Reading.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/16/2017	\$13902	Section 31a	AVID Elective Teachers, AVID Site team teachers, Administrators, Counselors, College Tutors, and District Director

Status	Progress Notes	Created On	Created By
In Progress	The AVID elective class is in year two of implementation. The enrollment has moved from 3 classes to 6 classes. The curriculum focuses on providing intense support in the areas of writing, inquiry, collaboration, organization and reading. There is also a tutorial piece with this program, that focuses on skills from all content areas that may need more practice.	November 25, 2015	Valerie Ruth
In Progress	The AVID elective class has been implemented and is providing intense support in the areas of writing, inquiry, collaboration, organization and reading.	December 19, 2014	Afton MacDonald

Activity - Saturday School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate a Saturday School/Enrichment classes in order to prepare for Statewide assessments.	Curriculum Development	Tier 2	Monitor	09/02/2014	06/22/2018	\$2400	Title I Part A	Dean of students, testing coordinator, Literacy Specialists, Instructional Specialists, Teachers and Administrators

School Improvement Plan

Chandler Park Academy - Middle School

Status	Progress Notes	Created On	Created By
Not Completed	Saturday school has not taken place so far this school year.	December 19, 2014	Afton MacDonald

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

Status	Progress Notes	Created On	Created By
In Progress	Students that were identified as struggling readers thru NWEA scores were placed in the year long reading enrichment class. There are currently 6 classes of reading enrichment that focuses on implementing reading strategies to improve comprehension and fluency in reading.	November 25, 2015	Valerie Ruth

Strategy 2:

Annotating the Text - Teachers will instruct students on how to annotate texts through the specific steps of marking the text. Teachers will participate in several trainings of how to instruct in annotating the text and evaluate peers thru observations. Co-teaching may also take place where necessary.

Category: Career and College Ready

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

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	All grades and electives including reading enrichment are using marking the text and Jigsaw chunking the text strategies.	February 17, 2016	Afton MacDonald
N/A	Students have started annotating the text thru, marking the text strategies. Students have also incorporated T4, talking to the text, which is another form of annotating the text thru, prediction, questioning, visualizing, connecting, summarizing and circling unknown words.	November 25, 2015	Valerie Ruth

School Improvement Plan

Chandler Park Academy - Middle School

N/A	Teachers have been using chunking the text as a strategy to identify main idea, draw inferences and improve reading comprehension.	December 19, 2014	Afton MacDonald
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Activity - Analyze Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will expose students to narrative and informational texts using selected novels and texts to analyze and annotate the texts for comprehension	Curriculum Development	Tier 1	Implement	09/01/2015	06/29/2018	\$7000	Title I Part A	Teachers, Instructional Specialist, Reading Specialist, Assistant Principal and Literacy Specialist.

Status	Progress Notes	Created On	Created By
In Progress	Currently the teachers are using the following analyzing the text strategies: marking the text, T4 and reciprocal teaching will begin in December.	November 25, 2015	Valerie Ruth
In Progress	Students are currently reading narrative as well as informational texts through short stories as well as novels.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

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

Status	Progress Notes	Created On	Created By
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School Improvement Plan

Chandler Park Academy - Middle School

In Progress	Teachers are set to implement reciprocal teaching starting in Quarter 2.	November 25, 2015	Valerie Ruth
In Progress	All five ELA instructors are using reciprocal teaching as a strategy to improve reading comprehension.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in professional learning communities in order to discuss ways to improve student achievement by using Webb's Depth of Knowledge (DOK Levels), and make data driven decisions from NWEA Assessments, Common Assessments as well as State Standardized Assessments to drive effective instruction and monitor student growth.	Curriculum Development	Tier 1		09/02/2015	06/22/2018	\$0	No Funding Required	Instructional Specialist, Reading Specialist, Assistant Principal, and Literacy Specialist.

Status	Progress Notes	Created On	Created By
In Progress	Weekly PLC meetings occur. In meetings the following are discussed: student data, strategy implementation, and evaluation.	November 25, 2015	Valerie Ruth
In Progress	Teachers meet weekly in PLCs to discuss best practice strategies and analyze data for student growth.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

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

Status	Progress Notes	Created On	Created By
N/A	Teachers meet weekly in PLCs to disaggregate data and are guided by an Instructional Specialist. There is also a district Science Task Force Team that has been put in place to assist in raising student achievement in Science.	February 17, 2016	Afton MacDonald
N/A	Professional learning communities meet weekly to adjust instructional practices and evaluate data from assessments. Cooperative grouping is used along with technology such as Smart Boards. Teachers continue to differentiate lessons to the needs of the students.	December 02, 2015	Afton MacDonald

School Improvement Plan

Chandler Park Academy - Middle School

N/A	A tutoring program has been put in place for students struggling. Professional learning communities meet weekly to adjust instructional practices and evaluate data/assessments. Cooperative grouping is used along with technology such as I-pads, Smart Boards, Clickers and laptops. Students are beginning projects this month and teachers continue to differentiate lessons to the needs of the students.	February 11, 2015	Afton MacDonald
N/A	Students increased proficiency on MEAP Science assessment.	January 16, 2015	Afton MacDonald

Measurable Objective 1:

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

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

Strategy 1:

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

Category: Science

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

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	8th grade and honors classes are using lab aids in order to increase student learning through instruction that implements cooperative grouping.	December 02, 2015	Afton MacDonald
N/A	Group inquiry projects implemented and evaluated using formative group assessment techniques, summative assessments and lab grades. Lab aids used in partner and small group inquiry and investigation in cooperative labs and critical discussions.	January 16, 2015	Afton MacDonald

School Improvement Plan

Chandler Park Academy - Middle School

N/A	Inquiry based instruction in Science emphasizes students actively thinking and drawing conclusions from data. Teaching strategies actively engage students in the learning process through scientific investigation. Inquiry based instruction has enhanced student learning and has made a profound effect on science instruction.	February 07, 2014	Valerie Ruth
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Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not achieving at proficiency will be referred to after-school tutoring for instructional support provided by classroom instructional staff.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/14/2019	\$2000	Title I Part A	Teachers, Instructional Specialist and Administrators

Status	Progress Notes	Created On	Created By
Not Completed	Science does not have a teacher this semester for tutoring, therefore, no science tutoring is being offered.	December 02, 2015	Afton MacDonald
In Progress	Based on teacher recommendations students who need academic assistance have been offered tutoring. Teachers develop pre-tests and post tests to determine effectiveness of tutoring. The program is currently being evaluated for methods to ensure effectiveness and efficiency. Academic growth of enrolled students is currently measured by progress reports and report card grades.	February 11, 2015	Afton MacDonald
In Progress	Students who have an academic deficit of 69% or below are referred by the academic liaison for after school content recovery. Students who are not referred may sign-up for after school study groups or may utilize the open computer labs for self-study.	January 16, 2015	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - Student-Led Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science department will meet to discuss specific practices and implementation of project based learning. The ultimate goal being a second semester science fair project.	Other - Project-based learning	Tier 1	Implement	09/06/2016	06/14/2019	\$10000	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	8th Grade students will develop a video presentation on the solar system by May 2016.	February 19, 2016	Ms. Jerrel D Hale
In Progress	Teachers are working on the implementation of a cross-curricular Science Fair for Spring 2016.	February 17, 2016	Afton MacDonald

School Improvement Plan

Chandler Park Academy - Middle School

Not Completed	Student-led projects have not been met because of issues with teacher staffing.	February 10, 2016	Afton MacDonald
In Progress	Student-led projects have not been completed up to this point but are going to be completed 2nd semester.	December 02, 2015	Afton MacDonald
In Progress	Students will create a commercial to promote an element from the periodic table. Student-led investigation into organ systems, diseases and social implication. Two projects including illustrations and flip chart manipulations. Students are given research questions to investigate further and elaborate. Students will research budgets for public health organizations to build a proposal to raise capital for public awareness of various diseases.	January 16, 2015	Afton MacDonald
In Progress	Student led projects are in the formative stage.	February 07, 2014	Valerie Ruth
In Progress		January 14, 2014	Afton MacDonald

Activity - Higher Order Thinking Questions (DOK)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize higher order thinking questions in order to raise achievement through depths of knowledge activities. Higher order thinking questions will include test taking skills, graphing and math skills including bellwork and challenge questions.	Curriculum Development	Tier 1	Implement	09/06/2016	06/14/2019	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	The district is in the process of implementing the Marzano Teacher Evaluation method. Several professional development trainings have taken place to assist teachers in moving students from basic knowledge to higher order thinking levels. Teachers have started to introduce higher level DOK through classroom assignments and equivalent practice assessments.	December 03, 2015	Valerie Ruth
In Progress	Higher order thinking questions are embedded in the analysis component of every activity and lab.	December 02, 2015	Afton MacDonald
In Progress	Students' thinking is regularly provoked by higher-order thinking questions embedded in the analysis component of every activity and lab. This is an on-going and regular practice of the science classroom.	January 16, 2015	Afton MacDonald
In Progress	Higher order thinking questions in science: Teachers facilitate communication with and among students. Teacher stimulate the thinking process by asking questions; (what would happen if?) Students demonstrate comprehension skills; (explain in your own words.) Students analyze; (what is the difference between?) Students are able to apply; (what is your knowledge of or predict how.) Students are able to synthesize; (organize a list of.) Students are able to evaluate; (explain how or why questions.)	February 07, 2014	Valerie Ruth
In Progress		January 14, 2014	Afton MacDonald

School Improvement Plan

Chandler Park Academy - Middle School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in professional learning communities in order to discuss ways to improve student achievement by making data driven decisions using NWEA assessment results and teacher reflections.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Professional Learning Communities meet on a weekly basis to disaggregate assessment data, plan curriculum according to this data using differentiation and discuss the student project implementation (Science Fair).	February 17, 2016	Afton MacDonald
In Progress	Professional Learning Communities meet on a weekly basis to reflect, plan, and engage discourse in a collaborative fashion to promote consistent progress and meaningful instruction within the science department.	January 16, 2015	Afton MacDonald
In Progress	PLC's are very effective. It is time to share ideals, resources, suggestions, plans and brainstorm with the science team.	February 07, 2014	Valerie Ruth
In Progress		January 14, 2014	Afton MacDonald

Activity - Professional Development (Literacy in Science)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development sessions at the AVID Science and Literacy Workshop and use of the science literacy workbook.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2019	\$1600	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Science teachers and Instructional Specialist will seek out training and Professional Development in the area of Science Literacy.	February 19, 2016	Ms. Jerrel D Hale
In Progress	Teachers are using Jigsaw, graphic organizers, Cornell notes and four squares.	February 17, 2016	Afton MacDonald
In Progress	The team is working on implementing 4 different strategies to incorporate literacy in science.	December 03, 2015	Valerie Ruth
In Progress	Teams meet weekly to disaggregate in house assessment data, and to introduce and share best practice strategies.	December 03, 2015	Valerie Ruth
Not Completed	Professional development for literacy in Science has not yet been scheduled. However, the instructional specialist is working towards this initiative.	February 11, 2015	Afton MacDonald

School Improvement Plan

Chandler Park Academy - Middle School

Activity - Labs (Dissection)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth grade teachers will facilitate various dissection labs.	Supplemental Materials	Tier 1	Monitor	09/06/2016	06/14/2019	\$1000	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
Completed	Teachers and students completed comparative anatomy labs, comparing the anatomy of the worm, crayfish and perch in order to understand the role of each system.	February 17, 2016	Afton MacDonald
In Progress	Dissections will include the earth worm, crayfish and perch. Students will be able to compare and contrast body systems of the three specimens.	December 03, 2015	Valerie Ruth
In Progress	Dissections have taken place for the understanding of joint and bone anatomy using chicken wings. Cow eyeball and sheep heart dissections are scheduled for third quarter.	January 16, 2015	Afton MacDonald

Activity - Robotics Club and STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead an after-school robotics club that will use innovation and creativity to teach and enforce concepts in math, science and technology through the STEM program.	Academic Support Program	Tier 2	Implement	10/03/2016	05/31/2019	\$2500	Title I Part A	Teachers

Status	Progress Notes	Created On	Created By
Not Completed	Due to staff shortage, Robotics Club has not taken place. However, it is the goal of the Science team to seek out district personnel who may be interested in advising Robotics.	February 19, 2016	Ms. Jerrel D Hale
In Progress	Robotics Club meets weekly after school to promote skill development and STEM career paths.	January 16, 2015	Afton MacDonald

Activity - CSI (Forensics Club)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate CSI (Forensics Club).	Academic Support Program	Tier 2	Monitor	03/01/2017	05/29/2020	\$2500	Title I Part A	Teachers

School Improvement Plan

Chandler Park Academy - Middle School

Status	Progress Notes	Created On	Created By
In Progress	CSI (Forensics Club) will meet third quarter after school.	January 16, 2015	Afton MacDonald

Strategy 2:

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

Category: Other - Differentiation

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

Tier: Tier 2

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

Activity - Cooperative Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide cooperative learning environments by placing students in diverse learning groups for daily instruction using NWEA assessment results, table groups and lab groups. Within these groups students are taught to construct knowledge through critical thinking, higher order concepts, and meaningful discourse.	Other - Cooperative learning	Tier 1	Monitor	09/06/2016	06/14/2019	\$24000	Section 31a	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
Completed	8th Grade students have had the opportunity to participate in multiple dissections and discuss findings in cooperative groups.	February 19, 2016	Ms. Jerrel D Hale

School Improvement Plan

Chandler Park Academy - Middle School

In Progress	Students participate in cooperative grouping that are inclusive of the high and low students within that classroom. Groups are used to complete projects, dissections as well as lab activities.	December 03, 2015	Valerie Ruth
In Progress	All science instruction is developed to support cooperative learning. Groups are developed according to individual teacher and class needs and are inclusive of a balanced group of high and low achieving students.	January 16, 2015	Afton MacDonald

Activity - Embedded Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate innovative instruction that utilizes multiple technologies to support student learning. Each technology (e.g. iPads, laptops, clickers, SMART boards, etc.) will work in tandem with accompanying software designed to engage students in science disciplines causing them to strengthen individual critical thinking, problem solving, analytical skills, and develop collaborative learning skills.	Technology	Tier 1	Monitor	09/06/2016	06/14/2019	\$50000	Title I Part A	Teachers and Instructional Specialists

Status	Progress Notes	Created On	Created By
In Progress	Teachers utilize the smartboard for instruction as well as classroom sets of laptops to implement technology with programs such as gizmo.	December 03, 2015	Valerie Ruth
In Progress	Laptops, clickers and iPads are used on rotation within the department to support aspects of instruction that include analysis, research, concept tracking and project development.	January 16, 2015	Afton MacDonald

Activity - Steps for Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team initiative of monthly themes rolled out to teachers to implement into classrooms in order to better prepare students academically and in the future.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Teachers and School Improvement Team

Status	Progress Notes	Created On	Created By
In Progress	All students are placed in an advisory class that meets weekly to focus on study skills, social skills, character development, anti-bullying, as well as other academic support skills.	December 03, 2015	Valerie Ruth

School Improvement Plan

Chandler Park Academy - Middle School

In Progress	School Improvement Team has presented monthly themes to the staff and teachers have implemented in classrooms with evidence in their lesson plans. November was Nutrition, December was Writing Sentences & Paragraphs, January is Interpreting Charts & Graphs, February is Test Taking Strategies, March is TRF Forms, Identifying "Point of Confusion," April is Study Skills, May is Basic Operations and June is Vocabulary Context Clues.	January 16, 2015	Afton MacDonald
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Activity - Saturday School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate a Saturday School/enrichment classes in order to prepare for statewide assessments.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$2400	Title I Part A	Teachers and Administrators

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

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

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

Measurable Objective 1:

School Improvement Plan

Chandler Park Academy - Middle School

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

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

Strategy 1:

Increase inquiry, analytical, reading, and higher-order thinking skills - Students' understanding of inquiry, analytical, reading, higher-order thinking, and data analysis skills will increase. Teachers will focus on inquiry so that students are creating their own critical thinking questions.

Category: Social Studies

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

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

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

*Oakland Schools Atlas Rubicon

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Teachers have implemented marking the text, guided reading, and closed reading activities as well as online reading activities.	November 25, 2015	Valerie Ruth
N/A	Teachers interpret primary source documents and Read Works question sets.	December 19, 2014	Afton MacDonald

Activity - Inquiry based activities (Jigsaw)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a number of activities such as "Jigsaw" where students are actively engaged in teaching sections from a text to the other students, prepare discussion questions and activities for group participation. More emphasis will be given to student developed questions which reach beyond what is known in the text.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Teachers and Instructional Specialist

School Improvement Plan

Chandler Park Academy - Middle School

Status	Progress Notes	Created On	Created By
In Progress	Students are showing basic level or positive growth in Jigsaw activities.	February 17, 2016	Afton MacDonald
In Progress	All activities are group based and include development on evidence-based arguments which propel higher-order thinking skills.	February 11, 2015	Afton MacDonald
In Progress	Primary documents, Read Works, primary source activities, supplemental materials - MC3 materials	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - Make and support inferences from text ("Junior Scholastic," "Up Front" magazine and Ed Helper)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use compelling "Think About it" questions that follow the main articles in student edition of "Junior Scholastic," "Up Front" magazine and Ed Helper, challenging students to make and support inferences from text. Additional higher order thinking questions appear as common core and discussion questions in the teacher's guide.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2019	\$1000	Title I Part A	Teachers and Instructional Specialist

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

Activity - Michigan Youth in Government	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate a Michigan Youth in Government club after school in order to learn about how government functions. Also, teachers will reinforce, review and require student participation.	Extra Curricular	Tier 2	Monitor	09/06/2016	06/14/2019	\$1000	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	MYIG has shown a 75% successful level of student engagement.	February 17, 2016	Afton MacDonald
In Progress	MYIG is a program available for ALL students who are interested in learning more about how our government works.	November 25, 2015	Valerie Ruth

School Improvement Plan

Chandler Park Academy - Middle School

Completed	Students were trained under the guidance of teachers in legislative procedures and attended a statewide conference in the State capitol including a debate competition and mock legislative session with students from around the State.	December 19, 2014	Afton MacDonald
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Strategy 2:

Inquiry and Reading - Teachers will use primary sources, informational text and marking the text to increase inquiry and reading ability during classroom instruction.

Category: Other - Social Studies and Reading

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

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

*Oakland Schools Atlas Rubicon

Tier: Tier 1

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

Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on how to identify events in history. Teachers will provide more opportunities for students to form their own questions and facilitate self-tests on understanding by building a resource library.	Curriculum Development	Tier 1	Implement	09/06/2016	06/14/2019	\$1600	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers are using several different sources weekly to promote informational texts in the classroom. Students are reading within and extends beyond the classroom. ie. Readworks.org	November 25, 2015	Valerie Ruth

School Improvement Plan

Chandler Park Academy - Middle School

In Progress	Teachers incorporate leveled texts including primary sources, Read Works question sets, "Junior Scholastic," as well as other supplemental materials in the curriculum.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - Embedded Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers uses primary sources, equivalent practice activities, Study Island, and apps on iPad as we continue to build technology resources.	Technology	Tier 1	Monitor	09/06/2016	06/14/2019	\$1000	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Currently teachers are incorporating online texts and related activities to expand technology use in the classroom.	November 25, 2015	Valerie Ruth
In Progress	All teachers use interactive Smart boards, laptop carts, QR scanner codes, Study Island and Brain Pop on a regular basis.	December 19, 2014	Afton MacDonald

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

Status	Progress Notes	Created On	Created By
In Progress	Listen Current provides online robust learning activities for all students exposing them to historical events.	November 25, 2015	Valerie Ruth
In Progress	Students analyze historical events using D.O.K. and higher-order thinking questions.	December 19, 2014	Afton MacDonald

Strategy 3:

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

School Improvement Plan

Chandler Park Academy - Middle School

Category: Other - Differentiation

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

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

Tier: Tier 2

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

Activity - Higher Order Thinking Questions (DOK)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize higher order thinking questions in order to raise achievement through depths of knowledge activities including Cornell note-taking by content area.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	The district is in the process of implementing the Marzano Teacher Evaluation method. Several professional development trainings have taken place to assist teachers in moving students from basic knowledge to higher order thinking levels. Teachers have started to introduce higher level DOK through classroom assignments and equivalent practice assessments.	November 25, 2015	Valerie Ruth
In Progress	Teachers are continuing to formulate and integrate D.O.K. questions to increase classroom rigor.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

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

School Improvement Plan

Chandler Park Academy - Middle School

Status	Progress Notes	Created On	Created By
In Progress	Weekly PLC meetings occur. In meetings the following are discussed: student data, strategy implementation, and evaluation.	November 25, 2015	Valerie Ruth
In Progress	The professional learning communities evaluate common assessments to identify below average standards and reflect and strategize on how to reteach targeted content.	February 11, 2015	Afton MacDonald
In Progress	PLCs meet on a weekly basis to discuss and share best practice strategies.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Activity - Steps for Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team initiative of monthly themes rolled out to teachers to implement into classrooms in order to better prepare students academically and in the future. AVID materials will be used.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Teachers and School Improvement Team

Status	Progress Notes	Created On	Created By
In Progress	All students are placed in an advisory class that meets weekly to focus on study skills, social skills, character development, anti-bullying, as well as other academic support skills.	December 03, 2015	Valerie Ruth
In Progress	School Improvement Team has presented monthly themes to the staff and teachers have implemented in classrooms with evidence in their lesson plans. November was Nutrition, December was Writing Sentences & Paragraphs, January is Interpreting Charts & Graphs, February is Test Taking Strategies, March is TRF Forms, Identifying "Point of Confusion," April is Study Skills, May is Basic Operations and June is Vocabulary Context Clues.	December 19, 2014	Afton MacDonald

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

Status	Progress Notes	Created On	Created By
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School Improvement Plan

Chandler Park Academy - Middle School

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

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

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

Measurable Objective 1:

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

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

Strategy 1:

Writing Enrichment - Select students will be placed in a writing enrichment class, that focuses on teaching the writing process, revision strategies and how to write a

School Improvement Plan

Chandler Park Academy - Middle School

clear concise essay.

Category: English/Language Arts

Research Cited: Ainsworth, L. (2010). Rigorous curriculum design: How to create curricular units of study that align standards, instruction and assessment. Englewood, CO: The Leadership and Learning Center, Lead + Learn Press.

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	The writing enrichment class focuses on struggling students and works with teaching the writing process thru use of 6 + 1. Students enrolled in this class, are working thru the writing process, revision and the editing process.	December 01, 2015	Valerie Ruth
N/A	Students identified as struggling in the writing process have been placed in a writing enrichment class.	November 25, 2015	Valerie Ruth
N/A	Teachers have been introduced to analyzing student writing.	December 19, 2014	Afton MacDonald
N/A	Students engage in the peer editing process as well as the writing process weekly to analyze student writing. Teachers are in the process of training to use 6+1 writing traits. Teachers use sample student essays to introduce writing to the students and to analyze the writing pieces for what to do and what not to do within writing essays. Student writing has showed improvements through these various methods of analyzing various models of writing.	February 07, 2014	Valerie Ruth

Activity - Professional Development - Analyzing Student Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to create, administer, and score (using a common rubric) common assessments at a rate of 2 per year focused on students' use of writing conventions, grammar and the writing process. Teachers will use these assessments to evaluate student writing growth and give feedback to increase writing proficiency.	Professional Learning	Tier 1	Implement	09/08/2015	06/05/2018	\$3000	Title I Part A	Teachers, Administrators, and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers are continually analyzing student work thru monthly writing practice and journal writing.	December 03, 2015	Valerie Ruth
In Progress	All classes engage in peer editing.	December 01, 2015	Valerie Ruth
In Progress	Teachers plan to attend 6+1 traits of writing professional development sessions.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

School Improvement Plan

Chandler Park Academy - Middle School

Activity - Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with writing journals in order practice writing, the writing process, and the revision process.	Academic Support Program	Tier 1		09/08/2015	06/04/2018	\$1000	Title I Part A	Teachers and Instructional Specialist

Status	Progress Notes	Created On	Created By
In Progress	All students at CPA, were given writing journals. Daily writing is and the writing process is being taught in each grade level.	December 01, 2015	Valerie Ruth
In Progress	Teachers have provided students with writing journals and utilize them weekly.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

Strategy 2:

Differentiated Instruction - Students are grouped according to MAP RIT scores and teachers lesson plans will reflect the differentiation of skill levels being taught. Teachers will differentiate instruction for target groups, incorporating collaboration among grade level teachers and sharing of strategies including interventions for students to continuously improve student writing growth.

Category: Career and College Ready

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

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Effective February 2016, teachers are using NWEA data to evaluate writing along with classroom writing assessments. Students who are struggling learners are placed in writing enrichment.	February 15, 2016	Afton MacDonald
N/A	Students are grouped by MAP scores and interventions are put in place for struggling learners.	December 19, 2014	Afton MacDonald

Activity - Interventions for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Chandler Park Academy - Middle School

After school tutoring program will be available to academically struggling students. After school, the computer lab will be available to all students. During school, the Reading Specialist supports students through pull-outs in the learning lab. During the summer, the school also provides a Summer Enrichment Program and Credit Recovery prior to the start of school.	Academic Support Program	Tier 2		06/08/2015	06/28/2019	\$2000	Title I Part A	Literacy Specialist, Teachers, Reading Specialist, Academic Liaison, Instructional Specialist, Data Specialist
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Status	Progress Notes	Created On	Created By
In Progress	The following interventions have been put in place this year: 6th grade writing enrichment, daily journal writing, timed writing, and equivalent practice writing.	December 01, 2015	Valerie Ruth
In Progress	After school tutoring is available for qualifying students. A reading specialist works with individual students for reading support.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

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

Status	Progress Notes	Created On	Created By
In Progress	PLCs occur weekly, data is analyzed and instruction is adjusted to meet the needs of the students.	December 19, 2014	Afton MacDonald
In Progress		January 14, 2014	Afton MacDonald

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

Chandler Park Academy - Middle School

Enrichment program to accelerate under achieving students who have potential for more rigorous courses. Teaches academic and social skills and provides intense support with in-class tutors. Academic instruction in Writing, Inquiry, Collaboration, Organization, and Reading.	Academic Support Program	Tier 2	Implement	09/08/2015	06/20/2019	\$13902	Section 31a	Teachers, Administrators, Counselors, College Tutors, and District Director
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Status	Progress Notes	Created On	Created By
In Progress	AVID is fully implemented in it's first year. Students are provided support with class tutors as well as instruction in writing.	December 19, 2014	Afton MacDonald

Strategy 3:

Monthly Writing Equivalent Practice - Each month students will participate in writing practice similar to state wide writing assessments as well as PSAT/SAT writing practice to improve writing skills and fluency. Teachers will use the 6+1 writing rubric as well as, SAT Scoring rubric to evaluate and give students' constructive feedback.

Category: Career and College Ready

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

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Bi-weekly writing equivalent practice is evaluated using M-step and smarter balance rubrics.	February 15, 2016	Afton MacDonald

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

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

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Chandler Park Academy - Middle School

Professional Development	Teachers will participate in professional development on an ongoing basis to increase teacher effectiveness and student achievement.	Professional Learning	Tier 2	Monitor	09/06/2016	06/14/2019	\$0	Teachers, Instructional Specialist and Paraprofessionals
Academic Games	Teachers will facilitate an Academic Games math enrichment class in which students participate in supplemental math activities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$1000	Teachers and Instructional Specialist
Interventions for students	After school tutoring program will be available to academically struggling students. After school, the computer lab will be available to all students. During school, the Reading Specialist supports students through pull-outs in the learning lab. During the summer, the school also provides a Summer Enrichment Program and Credit Recovery prior to the start of school.	Academic Support Program	Tier 2		06/08/2015	06/28/2019	\$2000	Literacy Specialist, Teachers, Reading Specialist, Academic Liaison, Instructional Specialist, Data Specialist
Analyze Texts	Teachers will expose students to narrative and informational texts using selected novels and texts to analyze and annotate the texts for comprehension	Curriculum Development	Tier 1	Implement	09/01/2015	06/29/2018	\$7000	Teachers, Instructional Specialist, Reading Specialist, Assistant Principal and Literacy Specialist.
Labs (Dissection)	Eighth grade teachers will facilitate various dissection labs.	Supplemental Materials	Tier 1	Monitor	09/06/2016	06/14/2019	\$1000	Teachers and Instructional Specialist
Saturday School	Teachers will facilitate a Saturday School/enrichment classes in order to prepare for statewide assessments.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$2400	Teachers and Administrators
Make and support inferences from text ("Junior Scholastic," "Up Front" magazine and Ed Helper)	Teachers use compelling "Think About it" questions that follow the main articles in student edition of "Junior Scholastic," "Up Front" magazine and Ed Helper, challenging students to make and support inferences from text. Additional higher order thinking questions appear as common core and discussion questions in the teacher's guide.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2019	\$1000	Teachers and Instructional Specialist

School Improvement Plan

Chandler Park Academy - Middle School

Saturday School	Teachers will facilitate a Saturday School/Enrichment classes in order to prepare for Statewide assessments.	Curriculum Development	Tier 2	Monitor	09/02/2014	06/22/2018	\$2400	Dean of students, testing coordinator, Literacy Specialists, Instructional Specialists, Teachers and Administrators
Michigan Youth in Government	Teachers will facilitate a Michigan Youth in Government club after school in order to learn about how government functions. Also, teachers will reinforce, review and require student participation.	Extra Curricular	Tier 2	Monitor	09/06/2016	06/14/2019	\$1000	Teachers and Instructional Specialist
CSI (Forensics Club)	Teachers will facilitate CSI (Forensics Club).	Academic Support Program	Tier 2	Monitor	03/01/2017	05/29/2020	\$2500	Teachers
Saturday School	Teachers will facilitate a Saturday School/enrichment classes in order to prepare for statewide assessments.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$2400	Teachers and Administrators
Scaffolding	Teachers will attend professional development training in how to scaffold lessons in their classrooms using the data from NWEA assessments. Training is set up for the fall of 2016, incorporating NWEA into daily lessons, which will assist in scaffolding lessons.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/28/2018	\$1000	Literacy Specialist, Teachers, Testing Coordinator, Administrators, and Instructional Specialists
Informational Text	Teachers will instruct students on how to identify events in history. Teachers will provide more opportunities for students to form their own questions and facilitate self-tests on understanding by building a resource library.	Curriculum Development	Tier 1	Implement	09/06/2016	06/14/2019	\$1600	Teachers and Instructional Specialist
Professional Development - Analyzing Student Writing	Teachers will collaborate to create, administer, and score (using a common rubric) common assessments at a rate of 2 per year focused on students' use of writing conventions, grammar and the writing process. Teachers will use these assessments to evaluate student writing growth and give feedback to increase writing proficiency.	Professional Learning	Tier 1	Implement	09/08/2015	06/05/2018	\$3000	Teachers, Administrators, and Instructional Specialist

School Improvement Plan

Chandler Park Academy - Middle School

Student-Led Projects	The science department will meet to discuss specific practices and implementation of project based learning. The ultimate goal being a second semester science fair project.	Other - Project-based learning	Tier 1	Implement	09/06/2016	06/14/2019	\$10000	Teachers and Instructional Specialist
Professional Development (Literacy in Science)	Teachers will participate in professional development sessions at the AVID Science and Literacy Workshop and use of the science literacy workbook.	Professional Learning	Tier 1	Implement	09/06/2016	06/14/2019	\$1600	Teachers and Instructional Specialist
Carnegie Learning Software	The 'Carnegie Learning Software' provides teachers with an additional documented intervention that can be used with existing textbooks and instructional methods for students in order to better analyze individual student progress.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2019	\$4000	Teachers, Instructional Specialists and Paraprofessionals
Embedded Technology	Teachers uses primary sources, equivalent practice activities, Study Island, and apps on iPad as we continue to build technology resources.	Technology	Tier 1	Monitor	09/06/2016	06/14/2019	\$1000	Teachers and Instructional Specialist
Interventions for students	After school tutoring program will be available to struggling students. During school, the Reading Specialist supports students through pull-outs in the learning lab. During the summer, the school also provides a Summer Enrichment Program and Credit Recovery prior to the start of school.	Academic Support Program	Tier 2		09/02/2014	06/14/2019	\$14000	Teachers, Administrators, Literacy Specialist, Dean of Students, Reading Specialist, and Instructional Specialist
Saturday School	Teachers will facilitate a Saturday School/enrichment classes in order to prepare for statewide assessments.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$2400	Teachers and Instructional Specialist
Robotics Club and STEM	Teachers will lead an after-school robotics club that will use innovation and creativity to teach and enforce concepts in math, science and technology through the STEM program.	Academic Support Program	Tier 2	Implement	10/03/2016	05/31/2019	\$2500	Teachers
Tutoring	After school, the tutoring program and computer lab will be available to all students. During school, access to the learning lab will be available. During the summer, the school also provides a Summer Academy to assess student's knowledge prior to the start of school.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$14000	Teachers, Reading Specialist, Instructional Specialist and Administrators

School Improvement Plan

Chandler Park Academy - Middle School

Tutoring	Students who are not achieving at proficiency will be referred to after-school tutoring for instructional support provided by classroom instructional staff.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/14/2019	\$2000	Teachers, Instructional Specialist and Administrators
Embedded Technology	Teachers will facilitate innovative instruction that utilizes multiple technologies to support student learning. Each technology (e.g. iPads, laptops, clickers, SMART boards, etc.) will work in tandem with accompanying software designed to engage students in science disciplines causing them to strengthen individual critical thinking, problem solving, analytical skills, and develop collaborative learning skills.	Technology	Tier 1	Monitor	09/06/2016	06/14/2019	\$50000	Teachers and Instructional Specialists
Journals	Teachers will provide students with writing journals in order practice writing, the writing process, and the revision process.	Academic Support Program	Tier 1		09/08/2015	06/04/2018	\$1000	Teachers and Instructional Specialist

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Inquiry based activities (Jigsaw)	Teachers will implement a number of activities such as "Jigsaw" where students are actively engaged in teaching sections from a text to the other students, prepare discussion questions and activities for group participation. More emphasis will be given to student developed questions which reach beyond what is known in the text.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Teachers and Instructional Specialist
Higher Order Thinking Questions (DOK)	Teachers will utilize higher order thinking questions in order to raise achievement through depths of knowledge activities such as Socratic Seminar and Philosophical Chairs. Training has started at staff meetings and will continue thru the 2016-2017 school year.	Curriculum Development	Tier 1	Implement	07/01/2015	06/28/2018	\$0	Teachers and Instructional Specialist
Writing for success	Monthly writing equivalent practice based off of state wide writing assessments and sample SAT writing prompts will be implemented and tracked for academic growth.	Curriculum Development	Tier 1	Getting Ready	09/07/2015	06/20/2019	\$0	Teachers, Instructional Specialist and Assistant Principal.
Professional Learning Communities	Teachers will meet weekly in professional learning communities (PLCs) in order to discuss ways to improve student achievement by using Webb's Depth of Knowledge (DOK Levels) and make data driven decisions.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Teachers and Instructional Specialist

School Improvement Plan

Chandler Park Academy - Middle School

Steps for Success	School Improvement Team initiative of monthly themes rolled out to teachers to implement into classrooms in order to better prepare students academically and in the future.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/14/2019	\$0	Teachers and School Improvement Team
Higher Order Thinking Questions (DOK)	Teachers will utilize higher order thinking questions daily in order to raise achievement through depths of knowledge activities.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Teachers and Instructional Specialist
Use of historical events	Teachers are instructing students on the use of historical events by conducting oral presentations, analyzing cause and effect and independent and group activities including assessments using speeches, thinking maps and debates.	Curriculum Development	Tier 1	Implement	09/06/2016	06/14/2019	\$0	Teachers and Instructional Specialist
Professional Learning Communities	Teachers will meet weekly in professional learning communities in order to discuss ways to improve student achievement by using Webb's Depth of Knowledge (DOK Levels), and make data driven decisions using MAP data, common assessment data as well as data from state standardized assessments.	Academic Support Program	Tier 1	Monitor	06/09/2015	06/21/2019	\$0	Literacy Specialist, Teachers and Instructional Specialist
Steps for Success	School Improvement Team initiative of monthly themes rolled out to teachers to implement into classrooms in order to better prepare students academically and in the future.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Teachers and School Improvement Team
Steps for Success	School Improvement Team initiative of monthly themes rolled out to teachers to implement into classrooms in order to better prepare students academically and in the future. AVID materials will be used.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Teachers and School Improvement Team
Professional Learning Communities	Teachers will meet weekly in professional learning communities (PLCs) in order to discuss ways to improve student achievement by using Webb's Depth of Knowledge (DOK Levels) and make data driven decisions.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Teachers and Instructional Specialist
Professional Learning Communities	Teachers will meet weekly in professional learning communities in order to discuss ways to improve student achievement by using Webb's Depth of Knowledge (DOK Levels), and make data driven decisions from NWEA Assessments, Common Assessments as well as State Standardized Assessments to drive effective instruction and monitor student growth.	Curriculum Development	Tier 1		09/02/2015	06/22/2018	\$0	Instructional Specialist, Reading Specialist, Assistant Principal, and Literacy Specialist.

School Improvement Plan

Chandler Park Academy - Middle School

Embedded Technology	Teachers will ensure students make strategic use of technology on a daily basis. For example, the students will use computers, graphing calculators, iPads, SMART boards, and laptops. This use of technology enhances understanding of findings, reasoning, and supports evidence.	Technology	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Teachers and Paraprofessionals
Higher Order Thinking Questions (DOK)	Teachers will utilize higher order thinking questions in order to raise achievement through depths of knowledge activities including Cornell note-taking by content area.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Teachers and Instructional Specialist
Higher Order Thinking Questions (DOK)	Teachers will utilize higher order thinking questions in order to raise achievement through depths of knowledge activities. Higher order thinking questions will include test taking skills, graphing and math skills including bellwork and challenge questions.	Curriculum Development	Tier 1	Implement	09/06/2016	06/14/2019	\$0	Teachers and Instructional Specialist
Professional Learning Communities	Teachers will meet weekly in professional learning communities in order to discuss ways to improve student achievement by making data driven decisions using NWEA assessment results and teacher reflections.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Teachers and Instructional Specialist
Reading Enrichment	Students identified as needing extra support in the area of reading will be placed in a reading enrichment class to improve reading and comprehension skills.	Academic Support Program	Tier 2	Monitor	09/01/2013	06/05/2018	\$0	Reading Enrichment Teacher, ELA Specialist, Reading Specialist and Literacy Specialist.
Literature Circles	Teachers will facilitate literature circles using informational and narrative texts to target vocabulary, identify main idea, analyze characters, theme and tone and draw inferences within texts	Curriculum Development	Tier 1	Implement	09/01/2015	06/22/2018	\$0	Literacy Specialist, Reading Enrichment Teachers, Instructional Specialist, Reading Specialists,

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Chandler Park Academy - Middle School

Collaborative Classroom	Teachers will engage students in a collaborative classroom environment which will allow students to develop the skills to work cooperatively to solve problems, participate in investigations, and facilitate math projects.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/14/2019	\$1300	Teachers and Instructional Specialist
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