



Single Building District Improvement Plan

Holly Academy

Holly Academy

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TABLE OF CONTENTS

Introduction.....	1
-------------------	---

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.....	13
-------------------	----

Demographic Data.....	14
-----------------------	----

Process Data.....	16
-------------------	----

Achievement/Outcome Data.....	18
-------------------------------	----

Perception Data.....	23
----------------------	----

Summary.....	26
--------------	----

Single Building District Additional Requirements Diagnostic

Introduction 28

Single Building District Additional Requirements Diagnostic 29

Title I Targeted Assistance Diagnostic

Introduction 34

Component 1: Needs Assessment 35

Component 2: Services to Eligible Students 36

Component 3: Incorporated Into Existing School Program Planning 37

Component 4: Instructional Strategies 38

Component 5: Title I and Regular Education Coordination 40

Component 6: Instruction by Highly Qualified Staff 41

Component 7: High Quality and Ongoing Professional Development/Learning 42

Component 8: Strategies to Increase Parental Involvement 43

Component 9: Coordination of Title I and Other Resources 45

Component 10: Ongoing Review of Student Progress 46

Evaluation 47

2016-2017 School Improvement Plan

Overview 49

Goals Summary 50

 Goal 1: School-wide Math Focus 51

 Goal 2: School-wide ELA Focus 53

 Goal 3: School-wide PBIS Focus 56

 Goal 4: Best Practices 58

Goal 5: School-wide Science Focus	61
Goal 6: School-wide Social Studies Focus	63
Goal 7: School-Wide Spanish Focus	65
Activity Summary by Funding Source	67

Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan 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?

Holly Academy is a K-8 charter school located in Holly, Michigan. Seventy-four percent of its students reside in the Holly and Fenton school districts. The other twenty-six percent of students reside in thirteen neighboring districts. HA has a free and reduced lunch population of eight percent, special education population of twelve percent and zero percent English Language Learners. The school's racial/ethnic breakdown is as follows:

American Indian or Alaskan Native: 0.7%

Asian American: 1.8%

Black or African American: 1.2%

White: 90.7%

Hispanic or Latino: 0.2%

Multi-Racial 5.4%

Over the last three years, enrollment has decreased by forty-nine students (829 student to 784 students).

Our population is more transient than in the past due to the downturn of the economy in Michigan. As our founding families moved out of state, we are receiving students that are more at-risk than we experienced in the past.

In 2010, Holly Academy was designated as a "School of Excellence". In 2012, and in 2014, HA was designated as a "Reward School".

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.

Holly Academy's mission statement: To achieve individual academic success for all students through a positive family, school, and community partnership.

Vision: To provide the highest quality comprehensive educational environment that inspires excellence in academics and character by:

- educating the whole (social, emotional, physical, academic) child,
- setting high expectations,
- partnering with parents and community,
- fully maximizing available resources, and
- ranking in the top 10% nationally.

Beliefs and Values:

Students are our first priority. We believe that traditional fundamentals of education must be enhanced to form a solid foundation for the future of the student. The high expectations and standards of the Academy are set above those of the accepted norms; we encourage students to excel. In addition, teaching character development and values enables a child to grow into a responsible, respectful member of society.

The Academy promotes a caring environment. Structure and consistency are the fundamental elements of effective discipline and we adhere to our set standards.

Holly Academy understands and recognizes that a parent is a child's first and primary educator and diligently pursues a strong and beneficial home/school partnership.

Educational Philosophy:

Holly Academy represents a partnership of students, faculty, parents, administration, and staff. These partners are united in their commitment to the common objectives outlined in our mission statement and standards.

As role models and instructors, Holly Academy teachers are valued by students and parents for their caring attitudes, intelligence, creative teaching ability, loyalty, and responsibility are characteristics of the faculty.

As required by the Michigan Department of Education, the Holly Academy curriculum is thoroughly aligned Michigan Curriculum Framework Content Standards and Benchmarks and Grade Level Content Expectations. Mathematics and English Language Arts are completely aligned to the Michigan Academic State Standards.

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.

Notable Achievements for Holly Academy:

- Designated as a "Reward School" (2012, 2014)
- Designated as a "Green School" (2015)
- Designated as an "Emerald School" (2016)
- Director chosen as "Charter School Administrator of the Year" by the Michigan Association of Public School Academies (2012)
- Ranked #1 in MEAP proficiency for five years (Genesee County)
- Ranked #6 or higher in MEAP proficiency for five years (Oakland County)
- Ranked #5 in MEAP proficiency for 2013 (Oakland County)
- Ranked #3 in MEAP proficiency for all CMU authorized charter schools

Holly Academy will strive to improve student achievement in mathematics and science over the next three years. Using the Michigan Academic State Standards in math, and the Next Generation Standards in science, we will close the gaps in our curriculum in these two subject 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.

None.

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 that develop HA's School Improvement Plan (or District Improvement Plan)

- Key teachers (core committee chairpersons and teacher leaders)
- Board of Directors members
- Parents
- Administration

Teacher leaders are elected to be committee chairs by subject area committee members (reading, writing, math, science, social studies, Spanish, and PBIS). These subject area chairs become members of our School Management Team, along with our Professional Learning Community Leaders (appointed by administration).

The Board of Directors appoints a subcommittee that works alongside administration on the educational goals of the Academy.

Parents are recruited through the school's newsletter and are asked to meet with the School Management Team yearly.

School subject area committees meet once per month to review the School Improvement Plan, update strategies, and analyze data. These committees write our subsequent improvement goals, objectives, strategies, and activities. The School Management Team meets monthly to review what the committee accomplish and to complete the Ed Yes document, create the yearly professional development calendar/schedule, and create the Single Building District Improvement Plan.

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

Administration - oversees and guides process, ensures the timeline is met, and submits Single Building District Improvement Plan to the state.

Committee Chairs (teachers) - set agendas for meetings, analyze data, oversee the creation of goals, objectives, strategies, and activities for the School Improvement Plan.

Committee Members (teachers) - analyze data, assist with the creation of goals, objectives, strategies, and activities for the School Improvement Plan.

Board of Directors subcommittee - works with administration to approve all aspects of the Single Building District Improvement Plan.

Parents - meet with the School Management Team yearly to give feedback on the Single Building District Improvement Plan/School Improvement Plan, particularly to determine if the language is "parent friendly".

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

The final improvement plan is communicated to all stakeholders through our school website, the school's weekly newsletter, and through email. Stakeholders receive information on its progress bi-annually, but can access the plan at any time during the school year.

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?

The challenges we now face are based on decreasing student enrollment over recent years and mainly revolve around our physical facility. As our enrollment trend is decreasing, it negatively affects the budget. Resource allocations are significantly affected by a decrease in student enrollment. As the student population decreases, our special education and RtI departments experience a decrease in caseload for each staff member. Student enrollment trends drive the strategic plan which may eliminate the need for additional classrooms, computer and science labs via renovation. According to our annual parent survey, 95% of parents volunteer one or more times, and 75% volunteer five or more times throughout the school year. Professional learning can be affected by enrollment trends. The specific needs of the incoming students necessitates the professional development that has to occur to meet those needs.

Student Demographic Data

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

Student attendance rates at the Academy are high, posing no significant challenges.

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 student behavior data we have analyzed over the past three years shows an increase in referrals. The challenges represented by the data we have collected shows gender bias (a significantly higher number of boys referred over girls), and teachers referring students to the office unnecessarily or without proper procedure. Incidences of defiance are high, and the month of May shows a high number of referrals.

Student Demographic Data

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

Holly Academy's current Strategic Plan outlines the strategies to aggressively recruit student enrollment, and adjust facilities to meet current enrollment numbers. Administration ensures that professional learning is provided that gives teachers the skills needed for our targeted populations. An emphasis on differentiated instruction is a requirement in each teacher's lesson plans. There is an attendance policy in place that addresses protocol for significant attendance issues. If lack of student attendance adversely affects a student's grade, possible retention in the same grade is discussed with the student's parent/guardian. Specific strategies to target our PBIS initiatives regarding professional development on defiant behavior for staff have been included in next year's school improvement plan.

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?

Holly Academy has a low rate of leadership turnover, which we believe contributes to high student achievement. Leadership positions within the Academy's staff structure are held for three years or more by the same person, for example, committee chairpersons serve a three year term. Holly Academy purposefully builds teacher leaders, particularly through the Administrative Leadership Academy.

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?

Holly Academy has a low rate of teacher turnover, which we believe contributes to high student achievement. In addition, school leadership works diligently to ensure continued and comprehensive professional learning for teachers. Veteran teachers mentor new teachers for three years. There is little difference between the student achievement rates for new teachers versus veteran teachers. Veteran teachers have considerable skills, while new teachers are enthusiastic and approach teaching with fresh ideas and best practices.

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 absence rates do not necessarily impact student achievement, unless that leader is a teacher.

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?

Teacher absence rates do impact student achievement. Frequent substitute teachers in a classroom diminishes the impact that a teacher skilled in that subject area can have on student learning.

Teacher/School Leader(s) Demographic Data

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

The school's culture includes a multitude of vertical and horizontal PLC teams that are focused on increasing student achievement.

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?

In Strand I, standard 1, Teaching for Learning, particular areas of strength are: curriculum alignment, curriculum coherence. For standard 2, particular areas of strength are instructional design, effective instructional practices, learning environment, and reflection. For standard 3, particular areas of strength are assessment system, shared understanding, data-analysis and decision making, and student involvement in the assessment process.

In Strand II, standard 4, Instructional Leadership, particular areas of strength are: guidance and support for teaching and learning, and results focused. In standard 5, particular areas of strength are: safe and supportive environment, and shared learning for leadership. In standard 6, particular areas of strength are: instructional practices.

In Strand III, standard 7, Professional Learning Culture, particular areas of strength are: collaborative teams. In standard 9, particular areas of strength are: approaches and tools, and cultural responsiveness.

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 strands/standards/indicators that stand out as challenges for Holly Academy are: Standard 6 (Organizational Management), Indicator P (Communication Systems). Standard 7 (Professional Learning Culture), Indicator T (Collective Responsibility). Standard 8 (Professional Learning System), Indicator U (Purposeful Planning) and Indicator V (Impact of Professional Learning). Finally, Standard 10 (Engagement).

12. How might these challenges impact student achievement?

Indicator T (Collective Responsibility) may have an impact on student achievement, as we are looking to improve in areas of holding instructional staff accountable for professional learning that could possibly impact student performance in positive ways.

Standard 8 (Professional Learning System) shows partial implementation in both Indicator U and Indicator V. Both of these indicators have to do with improving fidelity and implementation of professional learning, which may positively impact student performance.

Other strands and indicators that show partial implementation would not necessarily impact student performance.

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.

As the school improvement plan is written, results of the School Systems Review could be analyzed to help write goals and objectives.

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?

Three times per school year, data-drop meetings occur with all grade level teams and our intervention coordinators identify students that receive Title services. Students that are designated "at-risk of failing" are identified for support services through data-drop meetings, progress reports, and quarterly report cards. Extended Learning Opportunities are available for students. Students are offered math intervention before and after school. All students can attend after school academic assistance every Tuesday-Thursday. Rtl services are also provided for students during the school day. Students/parents receive phone calls from teachers and receive letters from the Rtl department. The Intervention services are also outlined in our Parent/Student Handbook and the school newsletter.

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

Students are offered math intervention before and after school. All students can attend after school academic assistance every Tuesday-Thursday. Rtl services are also provided for students during the school day. Students/parents receive phone calls from teachers and receive letters from the Rtl department. The intervention services are also outlined in our Parent/Student Handbook and the school newsletter. Other extended learning opportunities include: Spanish Immersion Camp, Camp Central for STEM, summer school summer camps, robotics, Spanish Drama, and Garden Club.

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

Three times per school year, data-drop meetings with all grade level teams and our intervention coordinators identify students that receive Title services. Students/parents receive phone calls from teachers and receive letters from the Rtl department. The intervention service are also outlined in our Parent/Student Handbook and the school newsletter.

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?

Teachers turn in weekly lesson plans that must indicate when/how the state content standards are being implemented in all content courses and grade levels. We hold core meetings for vertical alignment and PLC meetings for horizontal alignment.

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

N/A for Holly Academy.

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

NWEA data shows reading is an overall strength for our school, with above average scores in grade levels K-8 as compared to nationally normed data.

19b. Reading- Challenges

Kindergarten and first grade - language and writing

Second and third grade: vocabulary acquisition and use

Fourth through eighth grade: informational text

19c. Reading- Trends

The NWEA data shows that our lowest RIT scores, fourth through eighth grades, is in informational text. The data shows our school is above national averages for all grades and in all goal areas.

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.

Areas in the School Improvement Plan that address our challenges:

- targeted reading comprehension strategies
- using text evidence and in text citations
- using listening passages
- direct vocabulary instruction
- NWEA goal setting
- Informational text strategies
- current events
- special education collaboration
- test taking strategies
- professional development

20a. Writing- Strengths

NWEA data shows writing as an overall strength for our school, with above average scores in grades 2-8 as compared to national norms.

20b. Writing- Challenges

3-8th grade constructed response writing.

20c. Writing- Trends

Trend data shows our school is above average in mean scores as well as goal performance areas on NWEA. The challenges identified are similar across grade levels.

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.

Writing challenges will be addressed through our school improvement plan:

- using multimedia sources to compare and synthesize information
- professional learning on using listening passages for comprehension
- constructed response research
- DesCartes Learning Continuum ELA vocabulary
- NWEA student goal setting
- student growth checkpoint meetings
- informational text strategies
- special education collaboration

21a. Math- Strengths

NWEA data show math as an overall strength for our school with above average mean scores in all grade levels with the exception of fourth grade.

21b. Math- Challenges

Fourth grade NWEA data shows a slightly below average man score.

3-8th grades: fluency and automaticity

21c. Math- Trends

NWEA data shows a slight decline in overall math scores as compared to prior years.

21d. Math- Summary

Single Building District Improvement Plan

Holly Academy

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.

Challenge areas for math will be addressed in the School Improvement Plan:

- small group instruction focus
- implementation of standards for mathematical practice
- cross curricular activities with science/math focus
- research math fluency program
- student growth checkpoint meetings
- evaluation process for Algebra textbook adoption
- improve number sense
- direct math vocabulary instruction
- implementation of fluency/automaticity

22a. Science- Strengths

NWEA data shows science as an overall strength for our school with above average mean scores in grade levels 3-8th.

22b. Science- Challenges

K-4 Life science
5-8 Earth science

22c. Science- Trends

All grades show above average scores on science processes. Three out of six grade levels have their lowest scores in the goal performance area of life science as indicated by NWEA.

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.

Areas that will address science challenges in the School Improvement Plan are:

- student growth checkpoint meetings
- direct science vocabulary instruction
- ELA/Science content support
- comparing texts
- graphing with a purpose
- professional learning for science teachers

23a. Social Studies- Strengths

Common assessment data shows the following areas of strength in social studies: World History, U.S. History.

23b. Social Studies- Challenges

Common assessment data shows the following areas of challenge for social studies: economics and civics

23c. Social Studies- Trends

Common assessment data reflects that areas of economics and civics are challenges across grade levels. The indicated areas of strength are also a trend across grade levels. Data shows that targeted geography review may increase scores.

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.

Areas of challenge that will be addressed in the School Improvement Plan are:

- targeted economics and civics instruction
- social studies content support
- mock election
- professional learning for social studies

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 that indicated the overall highest level of satisfaction among students are: teachers present engaging lessons, students feel safe, staff are strict about monitoring bullying, teachers/administrators care about students, and students feel like their opinions are respected.

24b. Student Perception Data

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

The areas showing the overall lowest level of satisfaction among students are: teachers being aware of behavior problems inside the classroom but not as much during non-structured school time (i.e. transitional time and assemblies), students dislike uniforms, and students dislike the condition of the bathrooms.

24c. Student Perception Data

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

We will increase our focus on facility maintenance.

25a. Parent/Guardian Perception Data

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

Areas that indicate the overall highest level of satisfaction among parents/guardians are: academic excellence, child experience (including enjoyment and safe environment), adherence to the mission statement, meeting the child's needs, and overall satisfaction with the school.

25b. Parent/Guardian Perception Data

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

The areas indicating the overall lowest level of satisfaction among parents/guardians are facility issues including: portables, parking, drop off
SY 2015-2016

Single Building District Improvement Plan

Holly Academy

lanes, and basic building upkeep. Areas showing decreasing levels of satisfaction among parents/guardians are: building and grounds, too heavy a focus on testing, no high school available, and inconsistent discipline.

25c. Parent/Guardian Perception Data

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

Holly Academy's 5- 10- year Strategic Plan initiatives address facility improvements. The administrative team is working to review, evaluate, and streamline school level assessments. Administration has reviewed the discipline procedures with teachers and staff. Classroom locations are moving to reduce the number of students/classes in the portables. These moves will also address general building upkeep needs.

26a. Teacher/Staff Perception Data

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

Areas indicating the highest level of satisfaction among teachers/staff are: retirement benefits, healthcare benefits, compensation, Director's vision for the school, Curriculum Director keeps staff updated about curriculum changes, and the Student Director takes time to listen regarding student issues. Areas that show a trend toward increasing satisfaction among teachers/staff are: ability to take leave of absence.

26b. Teacher/Staff Perception Data

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

The areas that show the lowest overall level of satisfaction among teachers/staff are: salary. Areas that show a trend of decreasing level of satisfaction are: Finance Director ensures the school's buildings and grounds are kept clean.

26c. Teacher/Staff Perception Data

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

Administration is working with the Board of Education to provide teachers with competitive pay and benefits. An increase in starting teacher salary and a 2% raise across the board for teachers have been approved for the next school year. The administrative team has hired a new Maintenance and Grounds Supervisor.

27a. Stakeholder/Community Perception Data

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

Our stakeholders are the parents/guardians of our school. The overall highest levels of satisfaction among stakeholders are: academic excellence, child experience (including enjoyment and safe environment), and overall satisfaction.

27b. Stakeholder/Community Perception Data

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

Areas that show the lowest overall level of satisfaction among stakeholders are: facility issues such as portables, parking, drop off lanes, basic building upkeep, too heavy a focus on testing, and no high school

27c. Stakeholder/Community Perception Data

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

Holly Academy's 5- and 10- year strategic plan initiatives address facility improvements. The administrative team is working to review, evaluate, and streamline school level assessments. In addition, Holly Academy consults the Board of Directors, administration, committee chairs, and committee members when making decisions about curriculum, instruction, and assessment at Holly Academy.

The Curriculum Director oversees the process of curriculum alignment and is the assessment coordinator. The Director, student Director, and Curriculum Director oversee staff members and ensure that instruction is aligned with state standards and follows SIP strategies.

The Board of Directors govern the curriculum and assessment cycle through the Strategic Plan goals that drive the administrators' annual evaluations.

Central Michigan University, as the authorizer of the school, also oversees the assessment process and ensures that the educational goals outlined in Holly Academy's charter contract are met through an aligned curriculum.

Summary

28a. Summary

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

Demographics areas of strength: student attendance rates are high.

Demographic areas of challenge: decreasing student enrollment over recent years, problems with aging facility, budget is impacted by enrollment.

Process areas of strength: curriculum alignment, curriculum coherence, instructional design and practices, learning environment, and reflection.

Process areas of challenge: organizational management, communication systems, resource allocation, professional learning culture, collective responsibility, professional learning system, purposeful planning, impact of professional learning, and engagement and partnerships.

Achievement areas of strength: NWEA data reflects above average performance in the areas of: reading, math, writing, and science.

Common assessment data reflects above average school-wide proficiency in social studies.

Achievement areas of challenge: major areas of challenge revolve around informational text, fourth grade overall math, economics and civics.

Perception areas of strength: caring staff, attention to bullying, academic excellence, supportive administrative team, benefit offerings.

Perception areas of challenge: facility maintenance and heavy focus on testing.

28b. Summary

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

Data indicates the challenges faced by Holly Academy do not impact student achievement.

28c. Summary

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

The identified challenge areas fall under Strategic Plan initiatives, not School Improvement Plan goals.

Single Building District Additional Requirements Diagnostic

Introduction

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

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy and math are tested annually in grades 1-8 through M-Step and NWEA MPG/MAP testing.	

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.hollyacademy.org/sites/default/files/attachments/aer-2014-2015.pdf	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Holly Academy is a K-8 school. EDPs are developed for our 8th grade students, and these are sent to each student's corresponding high school.	

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	Holly Academy's Parent-Student Handbook and Board policies align with all requirements and regulations of the U.S. Department of Education, including Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1975, the Americans with Disabilities Act of 1990, and Elliott-Larsen.	

Single Building District Improvement Plan

Holly Academy

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	Ken Kander Director of Finance 820 Academy Road Holly, MI 48442 (248) 634-5554 ext. 205	

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	Parent Involvement Policy is attached.	Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Parent Compact is attached.	Parent Compact 2015-2016

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes	Parent surveys, teachers/staff surveys, MEAP and M-Step data, NWEA MPG/MAP data, student multiple intelligence data, student perception survey, and EDP data inform Holly Academy's improvement plan.	

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes	This data is reviewed by the SIT under the leadership of the Special Education Supervisor.	

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes	CIMS data is used to prepare Special Education goals. Any concerns are addressed in the SIP; no concerns this year.	

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Internet access is monitored and filtered using the Astaro program, in conjunction with manual monitoring by our technology manager.	

Single Building District Improvement Plan

Holly Academy

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes	Staff monitors students use, and the district technology manager has access to all district computers and usage history.	

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

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	The Internet Safety Policy aligns with our Board Policy, which aligns with all state Technology Planning and CIPA requirements.	

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

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

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	Strategic Plan is attached.	2014-2019 Strategic Plan

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	Technology and Instruction Plan are attached as part of the Strategic Plan.	2014-2019 Strategic Plan

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes	There is a K-5 curriculum for technology instruction. Technology plan is attached.	Tech Plan 2012-2015

Single Building District Improvement Plan

Holly Academy

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	As required by MDE, the technology plan is updated and the curriculum is realigned to promote technology literacy in our instructional program.	

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

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Ken Kander, Finance Director 820 Academy Road Holly, MI 48442 248-634-5554 ext. 205	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes	Board of Directors Policy #2112. Policy is attached.	Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes	The additional information that supports our improvement plan: The Holly Academy Annual Parent Survey, ASSIST Student Survey, PBIS Student Survey, Operating Policies of the Holly Academy Board of Directors, and Central Michigan University Performance Reports.	

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Holly Academy possesses several assessments that are utilized to identify children who are failing or at risk of failing to meet the district's core curriculum standards. Teachers administer universal screenings at the beginning of each year to determine students at risk. Holly Academy uses different tools at different grade levels. MLPP tasks are used at the K-1 grade level to determine whether the students have the necessary skills to meet the state standards. The DRA is used in grades K-1, to determine reading level and areas of weakness. In addition, Holly Academy uses the NWEA Series (MPG/MAP) to determine grade level status as well as specific areas of need for reading and math in grades K-8. In grades 2-8, STAR reading is used to determine grade level proficiency.

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

All kindergarten through eighth grade reading, writing, and math teachers use the Michigan Academic State Standards and the Grade Level Content Expectations (GLCES) with a consistent performance measure to identify students who are failing or at risk of failing or at risk of failing the Michigan Academic State Standards and/or GLCES.

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

Holly Academy has a three tiered intervention reading and math program that provides a paraprofessional for students at risk of failing. The paraprofessional works in conjunction with the classroom teacher to establish specific needs for the students at risk of failing. The classroom paraprofessional works with students in small groups and on a one-on-one basis. This program utilizes the push in, pull out method which is determined by the needs of the individual student.

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

Holly Academy does not have a preschool program. As for kindergarten through 2nd grade, criteria is determined by the following staff members: administration, classroom teachers, the intervention team and the special education department. All incoming students receive universal screening using the various grade level assessment tools for reading and math. Reading criteria is based on the DRA reading levels as well as the standards set for by the MLPP tasks. Math criteria is set forth by the publisher (ScottForesman/Envision) which is based on the Michigan Academic State Standards. The criteria for writing has been established by developing a base line data source that was collected over the last two years.

Component 2: Services to Eligible Students

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

A.M.asing Math, ARMI, Dismissal Math, and AARI programs are provided to students to ensure eligible children receive supplemental assistance.

Component 3: Incorporated Into Existing School Program Planning

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

The intervention team is a part of the school improvement team. Data is provided to show specific areas of need of the at-risk students. These areas are typically the same needs as those of the general population. The School Management Team assesses the needs of the school and develops goals based on this assessment. These goals are a portion of the school improvement plan.

Component 4: Instructional Strategies

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

All of the Academy's curriculum is aligned with the Grade Level Content Expectations and Michigan Academic State Standards. In addition, our report cards are standards based. Teachers are required to submit weekly lesson plan in which they have incorporated the GLEC's and/or Michigan Academic State Standards. Holly Academy has a core content committee for each content area. Curriculum is reviewed on a continuous basis. Standardized, as well as common assessments that are aligned with the GLEC's and Michigan Academic State Standards, are utilized to determine what changes need to be made in our curriculum or instructional practices.

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

Through the professional experience of Buffum, Mattos, and Weber as educators, the Rtl model focuses Holly Academy's PLC on four guiding questions: (1) What exactly do we expect all students to learn? (2) How will we know if and when they've learned it? (3) How will we respond when some students don't learn, and (4) How will we respond when some students have already learned? Rtl translates legal mandates of NCLB into clear three-tiered pyramid interventions to close gaps in student learning and resolve behavioral problems. Rtl is built on a three-tiered system (i.e.,pyramid) of overlapping steps. Tier 1 in the pyramid is the "Standards Based Classroom Learning" tier. The first tier consists of general education learning that adheres to Michigan Grade Level Content Expectations (GLECs) and the Michigan Academic State Standards using differentiated instruction to appeal to multiple intelligence, employ frequent monitoring of student progress, and emphasizes the need for consistent teacher support through professional collaboration. Tier 2 in the pyramid consists of "Needs Based Learning", where at-risk students are identified and receive formalized interventions; more intensive individualized monitoring of their progress, paraprofessional assistance in the classroom allows the teaching staff to provide additional one-on-one instructions to at-risk students. The Rtl model refers to this intensive classroom intervention as "push-in" since the intervention occurs within the normal classroom environment. Tier 3 consists of "Individualized Learning" and involves observation from an Intervention Coordinator (aka "interventionist"). The intervention Coordinator helps to identify for individualized learning and craft instructional strategies for these students. Once students have been identified for Tier III intervention and instructional strategies have been thoughtfully designed through individual learning plans, certified teachers engage in "pull-out" instruction in which students are taught individually or in small groups.

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

The Rtl program at Holly Academy is designed to limit removal of the students from classroom. Tier I and Tier II intervention is provided with the classroom environment. Only Tier III intervention requires the student to leave the classroom. Learning time is increased in specific areas with deficits during times that students are not receiving core instruction from their teachers. Accelerated math courses for middle school will be available for the 2016-17 school year.

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

The RtI program at Holly Academy is designed to limit removal of the students from the classroom. Tier I and Tier II intervention is provided within the classroom environment. Only Tier III intervention requires the students to leave the classroom. Learning is increased on specific areas with deficits during times that students are not receiving core instruction from their teachers.

Component 5: Title I and Regular Education Coordination

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

The Title 1, Part A programs assist students by providing paraprofessional support to the at-risk students within the regular education program. In addition to classroom support, Title 1 funds also provide opportunities for after school mathematics instruction.

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

Holly Academy does not have a preschool program, therefore there is no transition program to kindergarten. However, we host kindergarten round up and KinderCarnival in the spring, as well as, Kindergarten Camp over the summer.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All instructional staff at Holly Academy, to include Title 1 paraprofessionals and all teachers meet the NCLB requirements.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All instructional staff at Holly Academy meet the NCLB requirements for highly qualified.	

Component 7: High Quality and Ongoing Professional Development/Learning

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

Professional development is provided annually to the Title 1, Part A staff that are working with identified children. The professional development is specifically designed for the Title 1, Part A staff. One example is DIBELS training. Another example is training on the NWEA series and how to utilize the data to drive instruction.

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

All staff are afforded the opportunity to attend training focused on student achievement and growth for at-risk students.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Professional development plan is attached.	2016-2017 In House Professional Development

Component 8: Strategies to Increase Parental Involvement

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

Holly Academy's Parent Teacher Organization and Parent University are the core components of our targeted school plan/program areas. Holly Academy administration is present and active in the planning of the programs. Data driven decisions are utilized in the planning of our comprehensive parent involvement program.

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

Student achievement data is collected and analyzed. In addition, Holly Academy collects perception data through an annual parent survey. Holly Academy has a 30% return rate on the surveys. Information from the surveys and achievement data is then shared with Holly Academy stakeholders (i.e. Board of Directors, Parent University, and PTO). Parents also receive individual student achievement data in numerous forms throughout the school year. These forms include the quarterly elementary and middle school report cards, progress reports through Skyward, NWEA reports (grade K-8), and M-Step results (grades 3-8). Areas for improvement are outlined, and committees create plans to address these areas. Holly Academy's Parent University as well as the Parent Teacher Organization provides the connection between the instructional staff and parent realm. Deficit areas are addressed throughout the sessions that are hosted by Parent University. They offer a variety of workshops that are focused on student achievement.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Holly Academy conducts an all-school, annual parent survey as an evaluation of our total program. Annual community information nights where community members are given an overview of school programs and are extended an opportunity to ask questions of administration and select teachers are also offered. In addition, middle school orientation takes place in the spring. Incoming 6th grade student and parent needs and concerns are addressed. Administration conducts Q&A sessions several times throughout the school year for parents.	

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

The school Parent Compact is discussed and distributed annually during the elementary and middle school open houses.

5. Describe how the parent involvement activities are evaluated.

Single Building District Improvement Plan

Holly Academy

The parent involvement components of the targeted plan will be evaluated through a variety of methods including surveys and attendance sheets, as well as feedback from the staff.

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

Holly Academy employs two parent ambassadors that serve as liaisons between parents and administration. The input of the parent ambassadors is crucial to the Parent Compact development. Additionally, Holly Academy recruits parents of students from various grade levels to serve on the School Improvement Team. This team provides input on the development of the Parent Compact.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Parent Compact is attached.	Parent Compact 2015-2016

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

Parents receive individual student achievement data in numerous forms throughout the school year. These forms include: quarterly elementary and middle school report cards, progress reports through Skyward, NWEA reports (grades K-8), and M-Step results (grades 3-8). Several sessions are held throughout the year that provide instruction to parents on the skills necessary to interpret student data. In addition, two sessions are hosted by Parent University to acclimate parents to Skyward, the school management system.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Parent Involvement Policy is attached	Parent Involvement Policy

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

Teachers discuss opportunities for parent involvement at parent/teacher conferences.

Component 9: Coordination of Title I and Other Resources

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

Following are the programs that support eligible Title I students:

- AARI Informational Reading Program
- RTI-Operates on a 10 week cycle
- Positive Behavior Interetions and Supports (PBIS) - Embedded within the daily curriculum
- Amazing Math
- ARMI Math
- Dismissal Math

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

Following are programs that support eligible Title I students:

RTI -Operates on a 10 week cycle

Good Touch, Bad Touch - A comprehensive child abuse prevention curriculum designed for pre-school and kindergarten through sixth grade students.

Component 10: Ongoing Review of Student Progress

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

Data is collected on students that are eligible for funding. These students are part of our response to intervention program. Following is a description of the ongoing process and the assessment tools that are used to implement each segment of Holly Academy's Rtl. Each session is based on a 10 week cycle. At the onset of each 10 week unit all students will be assessed to establish baseline data regarding attained grade level as it compares to expected (or actual) grade level. This assessment is done through NWEA Series and STAR Reader. If upon initial assessment, a student is at the 40th percentile, or below, the student will be placed in Tier II of the Rtl program. Following each 10 week unit, any student that has not made accelerated progress will then be placed into Tier III.

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

The data from the core content committees will be shared with the intervention team that provides the services to the identified at-risk students. In addition to the data received from the core content committees, the intervention team will conduct their own assessments throughout the instructional 10 week session. This data will be gathered and analyzed in order to make any necessary changes to the intervention program. Administration and staff meet frequently to discuss data and determine the future path of Holly Academy programs.

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

The Holly Academy School Management Team, which includes the core committee chairs and the Professional Learning Community leaders, utilized data to drive school improvement and generate student achievement goals. Only research-based professional development will be used in order to guarantee positive measurable advancement in academic achievement. Through the 2015-2016 year, achievement, perception, demographic, and contextual data was gathered and analyzed to determine staff professional development needs. Based on our comprehensive needs assessment, the Holly Academy School management Team determined the following professional development initiatives from the 2015-2016 year. Classroom Management (conflict resolution): Positive Behavior Intervention Support Initiative, NWEA Goal Setting, Michigan State Standards for ELA and Math, and Next Generation Science Standards Common Practices and Capacities; Technology in the Classroom.

Evaluation

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

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

After each NWEA MAP/MPG testing cycle, the administration, RTI team, and classroom teachers meet for a data-drop. Student achievement data is discussed in relation to the implemented Targeted Assistance program associated with each student and student group. In addition, the School Management Team evaluates the effectiveness of Targeted Assistance programs during the State Mandated Program Evaluation.

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

Teachers are required to meet with school administration in January and June to evaluate the results achieved by the Targeted Assistance program. M-STEP and NWEA standardized assessment data, as well as common assessment data, is used as an indicator of student academic achievement. Teachers are required to meet with school administration in January and June to evaluate the results achieved by the targeted assistance program. M-Step and NWEA standardized assessment data, as well as common assessment data, is used as an indicator of student academic achievement. Teachers identify students at risk of failing, their efforts to remediate, and a plan of action. If students do not meet established goals, a revised plan of action is implemented for the following school year.

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

The data from the core content committee will be shared with the intervention team that provides the services to the identified at-risk students. In addition to the data received from the core content committee, the intervention team will conduct their own assessments throughout the intervention program. At administrative and staff meetings data is discussed frequently to determine the future path of the Holly Academy programs.

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

The data from the core content committees will be shared with the intervention team that provides the services to the identified at-risk students. In addition to the data received from the core content committees, the intervention team will conduct their own assessments throughout the instructional 10 week session. This data will be gathered and analyzed in order to make any necessary changes to the intervention program. Administration and staff meet frequently to discuss and determine the future path of the Holly Academy programs.

2016-2017 School Improvement Plan

Overview

Plan Name

2016-2017 School Improvement Plan

Plan Description

Holly Academy School Improvement Plan

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	School-wide Math Focus	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$1750
2	School-wide ELA Focus	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$2890
3	School-wide PBIS Focus	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$5000
4	Best Practices	Objectives: 1 Strategies: 6 Activities: 7	Organizational	\$1500
5	School-wide Science Focus	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$1100
6	School-wide Social Studies Focus	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$1372
7	School-Wide Spanish Focus	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$850

Goal 1: School-wide Math Focus

Measurable Objective 1:

A 1% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the M-Step assessment in Mathematics by 06/30/2017 as measured by an overall increase from previous scores.

Strategy 1:

Implement Mathematical Practices - All math teachers will implement standards for mathematical practice in their classrooms through small group instruction.

Category: Mathematics

Research Cited: Common Core State Standards Initiative (2012). "Mathematics: Standards for Mathematical Practice." Retrieved on 11/16/2012 from <http://www.corestandards.org/Math/Practice>.

Tier: Tier 1

Activity - Teacher training focused on using small group instruction to implement mathematical practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will participate in professional learning experiences focused on small group instruction strategies. K-5 math teachers will participate in professional learning on ZONES math, 6-8 math teachers will participate in professional learning on small group instruction. Professional learning will also include the Joint MCTM/MCEC 2016 Conference, GVSU RMSC Math In Action Spring Conference, ZONES training, as well as various ISD/Regional Math and Science Center offerings.	Professional Learning	Tier 1	Implement	08/26/2015	06/30/2017	\$1500	Title II Part A	Curriculum Director, Math Chairperson, all Math teachers
Activity - Implement standards for mathematical practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will implement mathematical practice standards in their classroom by incorporating both small group instruction and spiral review. Small group instruction can be implemented using ZONES in grades K-5, and small group instruction grades 6-8. Spiral review can be embedded in daily instruction/ZONES stations for grades K-5, and Big Ten, grades 6-8. K-8 Math teachers will have the eight Standards for Mathematical Practices posted in their classrooms.	Direct Instruction	Tier 1	Implement	08/26/2015	06/30/2017	\$250	General Fund	Curriculum Director, Math Chairperson, all math teachers

Measurable Objective 2:

Single Building District Improvement Plan

Holly Academy

80% of All Students will demonstrate a proficiency of one year's growth on the math NWEA MPG/MAP tests in Mathematics by 06/30/2017 as measured by the NWEA MPG/MAP assessments.

Strategy 1:

DesCartes Vocabulary for math - DesCartes math and DesCartes science vocabulary will be used throughout grade levels, including symbols.

Category: Mathematics

Research Cited: (January 2004). Is a Rectangle a Square? Developing Mathematical Vocabulary and Conceptual Understanding. Teaching Children Mathematics.

Tier: Tier 1

Activity - Direct Math Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will provide explicit direct instruction and activities using DesCartes and currently curriculum vocabulary terms and symbols.	Direct Instruction	Tier 1	Implement	08/26/2015	06/30/2017	\$0	Other	Math teachers

Strategy 2:

Improve Number Sense - Strategies will be incorporated to improve number sense.

Category: Mathematics

Research Cited: <http://www.brainscape.com/marketing/research.html>

Tier: Tier 1

Activity - Implementation of fluency/automaticity strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will implement the vertically aligned procedures, and four grading measures for fluency and/or automaticity of math facts in grades K-5.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2015	06/30/2017	\$0	No Funding Required	Curriculum Director, Math Chairperson, all math teachers

Activity - Research Math Fluency Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Committee will evaluate several math fluency programs (such as Rocket Math) to determine whether or not to purchase in subsequent school year.	Materials, Curriculum Development	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$0	No Funding Required	Curriculum Director, Math Chairperson, math committee

Strategy 3:

Tracking Student Growth - Teachers will track student growth to help achieve both a year's growth and proficiency for Tier I students, and catch up growth for Tier 2 and

Single Building District Improvement Plan

Holly Academy

Tier 3 students.

Category: Mathematics

Research Cited: <http://www.centerforpubliceducation.org/Main-Menu/Policies/Measuring-student-growth-At-a-glance/Measuring-student-growth-A-guide-to-informed-decision-making.html>

Tier: Tier 1

Activity - Student Growth Checkpoint Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Director will meet with math teachers to assess progress toward student growth goals, and make recommendations for adjustments where necessary. Math teachers will meet with Curriculum Director once between fall and winter data drop, once between winter and spring data drop.	Teacher Collaboration	Tier 1	Implement	08/26/2015	06/30/2017	\$0	No Funding Required	Curriculum Director, all math teachers.
Activity - Evaluation process for Algebra textbook adoption	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation process will begin for replacement of Algebra texts.	Materials, Curriculum Development	Tier 1	Getting Ready	08/26/2015	06/30/2017	\$0	No Funding Required	Curriculum Director, middle school math teachers, Math Committee Chairperson

Goal 2: School-wide ELA Focus

Measurable Objective 1:

A 1% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the M-Step assessment in English Language Arts by 06/30/2017 as measured by an overall increase from previous scores.

Strategy 1:

Reading Comprehension Strategies - Teachers will implement targeted reading comprehension strategies to improve student achievement in the classroom and on standardized tests.

Category: English/Language Arts

Research Cited: <http://www.soundreading.com/articles/Best-practices-in-reading.html>

"Project MUSE - Comparing the Efficiency of Repeated Reading and Listening-While-Reading to Improve Fluency and Comprehension." Project MUSE - Comparing the SY 2015-2016

Single Building District Improvement Plan

Holly Academy

Efficiency of Repeated Reading and Listening While Reading to Improve Fluency and Comprehension. N.p., n.d. Web. 21 June 2016.

Tier: Tier 1

Activity - Implementation of Targeted Reading Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and writing teachers will include targeted reading comprehension strategies in their lessons: using text evidence (K-8) with in-text citations (6-8, MLA format). All content area teachers will reinforce using text evidence and in-text citations as applicable.	Direct Instruction	Tier 1	Implement	08/26/2015	06/30/2017	\$0	No Funding Required	Reading/Writing Coach, all content area teachers
Activity - Comparing Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers will reinforce using multimedia sources (text, videos, audio clips, photographs, etc) to compare and synthesize information as modeled to students by K-8 ELA teachers.	Direct Instruction	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	All teaching staff
Activity - Professional Learning on Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will receive professional learning on reading comprehension best practices, specifically to increase achievement for at-risk students. Professional development will include 2017 Michigan Reading Association 61st Annual Conference, and the Michigan Council of Teachers of English 2016 Fall Conference, as well as various Oakland and Genesee County ISD offerings.	Professional Learning	Tier 1	Implement	08/26/2015	06/30/2017	\$2890	Title II Part A	Curriculum Director, Reading/Writing Coach, all ELA teachers
Activity - Oral Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 1st-8th teachers will use comprehension questions following listening passages (minimum of once per term, terms 2-4) as modeled to students by 1-8 ELA teachers. Sources for listening passages include but are not limited to: ReadWorks, classroom magazine websites, listening workbooks. ELA teachers will model listening comprehension during the first marking period.	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	\$0	No Funding Required	All 1st-8th teaching staff.

Strategy 2:

Constructed Writing Responses - All ELA teachers will implement lessons for crafting short, constructed writing responses.

Category: English/Language Arts

Research Cited: "6 Traits of Writing - Professional Development - Teach Constructed-Response Writing Explicitly." 6 Traits of Writing - Professional Development -

Single Building District Improvement Plan

Holly Academy

Teach Constructed Response Writing Explicitly. SMEKENS, 27 Aug. 2013. Web. 21 June 2016.

Tier: Tier 1

Activity - Constructed Response Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The writing committee will collaborate to analyze M-Step data regarding constructed response writing during the first semester to determine a course of action for improving deficits that can be implemented during the second semester.	Teacher Collaboration	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$0	No Funding Required	The writing committee

Measurable Objective 2:

80% of All Students will demonstrate a proficiency of one year's growth on the NWEA MAP/MPG Reading and Language Arts assessments in English Language Arts by 06/30/2017 as measured by indicated assessments.

Strategy 1:

Common Content Language - Direct and grade level appropriate content specific vocabulary instruction

Category: English/Language Arts

Research Cited: [http://www.ascd.org/ASCD/pdf/Building%20Academic%20Vocabulary%20Report%20\[1\].pdf](http://www.ascd.org/ASCD/pdf/Building%20Academic%20Vocabulary%20Report%20[1].pdf)

Tier: Tier 1

Activity - DesCartes Learning Continuum ELA Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and writing teachers will provide direct instruction for common content language, including, but not limited to: DesCartes (RIT) academic vocabulary, main idea, central idea, theme, author's message, author's purpose, and point of view.	Direct Instruction	Tier 1	Implement	08/26/2015	06/30/2017	\$0	No Funding Required	Reading/Writing Coach, all reading and writing teachers

Strategy 2:

Tracking Student Growth - Teachers will track student growth to help achieve both a year's growth and proficiency for Tier I students, and catch up growth for Tier 2 and Tier 3 students.

Category: English/Language Arts

Research Cited: <http://www.centerforpubliceducation.org/Main-Menu/Policies/Measuring-student-growth-At-a-glance/Measuring-student-growth-A-guide-to-informed-decision-making.html>

Tier: Tier 1

Activity - NWEA Student Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Holly Academy

Reading and writing teachers will promote student goal setting on NWEA tests in grade level appropriate ways, then use available resources to help students achieve their goals.	Direct Instruction, Professional Learning	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	Curriculum Director, Reading/Writing Coach, all reading and writing teachers
Activity - Student Growth Checkpoint Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading/Writing Coach will meet with reading and writing teachers, respectively, to assess progress toward student growth goals, and make recommendations for adjustments where necessary. Meetings will take place once between fall and winter data drop, once between winter and spring data drop.	Teacher Collaboration	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	Curriculum Director, Reading/Writing Coach, all reading and writing teachers

Goal 3: School-wide PBIS Focus

Measurable Objective 1:

collaborate to decrease the total number of referrals by 10% by 06/30/2018 as measured by a 2015-16 comparison.

Strategy 1:

PBIS Data Collection and Analysis - PBIS data will be collected, analyzed, and shared with staff to provide PBIS on-going support.

Category: School Culture

Research Cited: PBIS. "Research." Research., 2013. Web. 11 June 2013. <<http://www.pbis.org/research/default.aspx>>.

Tier: Tier 1

Activity - Staff and Student Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS committee will administer and evaluate revised staff (K-8) and student surveys (4-8th grade).	Behavioral Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	PBIS Committee
Activity - Staff Reminders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Director will provide staff with reminders to review behavioral expectations.	Behavioral Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	Student Director

Single Building District Improvement Plan

Holly Academy

Activity - PBIS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS committee will participate in and share professional development in the areas of: defiance and classroom management.	Professional Learning	Tier 1	Implement	08/26/2015	06/30/2017	\$0	No Funding Required	Curriculum Director, Student Director, PBIS Committee

Activity - Behavioral Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Director will join grade level teams quarterly to discuss behavioral issues within their grade level.	Behavioral Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	Student Director

Strategy 2:

Character Building - In order to increase positive behavioral interactions among students, emphasis will be placed on character building.

Category: School Culture

Research Cited: <https://charactercounts.org/research/index.html>

Tier: Tier 1

Activity - Character Building Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS committee members will curate character building activities to be shared school wide. September (Citizenship), October (Respect), November/December (Caring), January (Fairness), February (Sportsmanship), March (Responsibility), April (Trustworthiness), and May/June (Teamwork).	Behavioral Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	All staff

Activity - Husky Tokens	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will distribute Husky Tokens to students who exhibit Husky Pride.	Behavioral Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$4000	General Fund	All staff

Activity - Posters of Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS committee will post general expectations in strategic locations throughout the school.	Behavioral Support Program	Tier 1	Implement	08/26/2015	06/30/2017	\$1000	General Fund	The PBIS committee members.

Single Building District Improvement Plan

Holly Academy

Strategy 3:

Tiered Behavioral Intervention Pyramid - A tiered behavioral intervention program will reduce the number of behavior referrals.

Category: School Culture

Research Cited: <http://www.escambia.k12.fl.us/pbis/rtib/Tier%20%20Intervention%20Toolbox.pdf>

Tier: Tier 1

Activity - Behavior Intervention utilizing Holly Academy's Tiered Behavior System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Pyramid of Behavior Intervention to refer students who reach a predetermined number of misconducts. Referrals will be made to the Student Director and PBIS Chairperson.	Behavioral Support Program	Tier 2	Implement	08/26/2015	06/30/2017	\$0	No Funding Required	PBIS committee, Student Director

Goal 4: Best Practices

Measurable Objective 1:

collaborate to include specific best practices during classroom instruction, across grade levels and content areas by 06/30/2017 as measured by student growth and achievement data.

Strategy 1:

Data Analysis - All teachers will analyze data and utilize results to drive instruction.

Category: Career and College Ready

Research Cited: "Analyzing Data - TeacherVision.com. "Teacher Lesson Plans, Printables & Worksheets by Grade or Subject - TeacherVision.com. Pearson Education, Inc. Web. 20 June 2012. <http://teachervision.fen.com/skill-builder/graphs-and-charts/48946.html?page>.

Tier: Tier 1

Activity - Disaggregation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Holly Academy

Teachers will continue to receive professional development and support on best practices for data analysis and disaggregation.	Academic Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	Curriculum Director and all teaching staff, including: coaches, interventionists and special education staff members.
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Strategy 2:

Informational Text Strategies - Teachers will use a variety of reading strategies to aid in the comprehension of informational text.

Category: Career and College Ready

Research Cited: Pesa, N., Somers, S. (May 2007). Improving Reading Comprehension through Application and Transfer of Reading Strategies. Saint Xavier University and Pearson Achievement Solutions. Chicago, Illinois.

Tier: Tier 1

Activity - Informational Text Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize informational text strategies, such as QAR, QtA, and text maps when presenting informational text.	Academic Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	Curriculum Director and AARI trained teachers will provide ongoing professional development to teaching staff.

Activity - Current Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use current event topics to teach reading strategies and informational text features, using non-fiction multimedia resources.	Direct Instruction	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	Curriculum Director and instructional staff members.

Single Building District Improvement Plan

Holly Academy

Strategy 3:

Special Education - Special education staff will collaborate with classroom teachers.

Category: Learning Support Systems

Research Cited: Service Learning and Special Education. Constitutional Rights Foundation Service-Learning Network no (9:2) 1-15, Winter 2002.

http://www.crf.usa.org/network/net9_2htm.

Tier: Tier 2

Activity - Special Education Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education staff will collaborate with teachers to facilitate student progress, including accommodation and modification recommendations for specific students. Special education teachers will meet with general education classroom teachers in the classrooms they support once per month.	Academic Support Program	Tier 2	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	Special Education Supervisor, special education teachers, and all general education teachers

Strategy 4:

Test Taking Strategies - Teachers will incorporate test taking strategies into classroom instruction.

Category: Career and College Ready

Research Cited: Hendricks JK. Preparing Students for Critical-Thinking Applications on Standardized Tests.: ProQuest LLC 789 East Eisenhower Parkway P.O. box 1346 Ann Arbor MI 48106 Tel 800-521-0600; Web site <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>; 2010.

Tier: Tier 1

Activity - Test Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in test taking strategies throughout the school year. Strategies will be reviewed prior to scheduled assessments. Assessment results will be reviewed with students to identify test taking strategies used and to clarify problem questions or common miscues. Teachers will also address test stamina and anxiety with students.	Academic Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	Curriculum Director, instructional staff

Strategy 5:

Academic Vocabulary - Teachers will incorporate academic vocabulary into instruction.

Category: Career and College Ready

Research Cited: Harvey, S. & Goudvis, A. (2000). Strategies that Work: Teaching Comprehension to Enhance Understanding. Portland, ME. Stenhouse.

Single Building District Improvement Plan

Holly Academy

Tier: Tier 1

Activity - DesCartes Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize DesCartes Academic Vocabulary appropriate for grade level and RIT scores of students.	Direct Instruction	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	All teachers

Strategy 6:

Increase School-wide Technology Literacy and Usage - Teachers will increase technology literacy and usage in the classroom to enhance the student learning experience.

Category: Career and College Ready

Research Cited: <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html#increased>

Tier: Tier 1

Activity - Technology Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive and share professional learning on a variety of technology resources designed to enhance the learning experience of all students, in particular, at-risk students. Teachers will receive professional development through a combination of attending conferences and in-house professional development opportunities. The 2017 MACUL Conference will be included.	Professional Learning	Tier 1	Implement	08/26/2015	06/30/2017	\$1500	Title II Part A	Curriculum Director, teachers

Goal 5: School-wide Science Focus

Measurable Objective 1:

80% of All Students will demonstrate a proficiency of one year's growth on the NWEA MAP tests in Science by 06/30/2017 as measured by the NWEA MAP assessments.

Strategy 1:

Reading Comprehension Strategies - Teachers will implement targeted reading comprehension strategies to improve student achievement in the classroom and on standardized tests.

Category: Science

Research Cited: <http://www.soundreading.com/articles/best-practices-in-reading.html>

Tier: Tier 1

Single Building District Improvement Plan

Holly Academy

Activity - Direct Science Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will utilize and provide explicit vocabulary instruction on DesCartes Science Vocabulary and grade level content vocabulary.	Direct Instruction	Tier 1	Implement	08/26/2015	06/30/2017	\$0	No Funding Required	Science teachers
Activity - ELA/Science Content Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and ELA teachers will collaborate to implement informational text topics aligned to science grade level curriculum into the ELA informational text instruction from topics identified in the 2015-2016 school year.	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	\$0	No Funding Required	Science and ELA teachers
Activity - Comparing Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement at least one "paired text" lesson per unit of instruction that utilizes multiple resources for comparing and synthesizing information (text, audio clips, video clips, photographs, etc).	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	\$0	No Funding Required	Science teachers

Strategy 2:

Graph Literacy Strategies - Teachers will implement targeted graphing lessons to improve student achievement in the classroom and on standardized tests.

Category: Science

Research Cited: <https://concord.org/sites/default/files/pdf/teaching-graph-literacy-across-curriculum.pdf>

Tier: Tier 1

Activity - Graphing with a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and math teachers will implement targeted graphing lessons that include comprehension questions that cannot be answered by looking at the raw data, but can be answered by reading the appropriate graph, at least once per unit of instruction. Examples: K-1 which group has more/less, 2-4 which group is changing faster/slower, 5-8 applying calculations to graphic data, i.e. rate of change/slope, speed from distance/time, acceleration from speed/time, density from mass/volume, etc.	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	\$0	No Funding Required	Science and math teachers

Strategy 3:

Science M-Step Data Analysis - Data from previous Science M-Step assessments will be used to drive instruction during the 2016-2017 school year.

Category: Science

Single Building District Improvement Plan

Holly Academy

Research Cited: www.centerii.org/...resources/7_c_using_student_data.pdf

Tier: Tier 1

Activity - Professional Learning for Science Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will receive professional learning in best practices for science instruction, specifically to impact at-risk students' achievement. Professional development will include the MSTA 64th Annual Conference, Grand Valley State University Regional Math and Science Center Fall Science Update, Detroit Area Council of Teachers of Mathematics Joint Math and Science Conference, as well as various ISD and Regional Math and Science Center offerings.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$1100	Title II Part A	Curriculum Director, Science teachers
Activity - Student Growth Checkpoint Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum Director will meet with science teachers to assess progress toward student growth goals, and make recommendations for adjustments where necessary. Science teachers will meet with Curriculum Director once after each MAP testing cycle.	Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2017	\$0	No Funding Required	Curriculum Director, science teachers

Goal 6: School-wide Social Studies Focus

Measurable Objective 1:

A 3% increase of Fifth and Eighth grade students will demonstrate a proficiency on the M-Step assessment in Social Studies by 06/30/2017 as measured by an overall increase from previous performance.

Strategy 1:

M-Step Data Analysis - Data from previous Social Studies M-Step assessment will be used to drive instruction during the following school year.

Category: Social Studies

Research Cited: www.centerii.org/...Resources/7_C_Using_Student_Data.pdf

Tier: Tier 1

Activity - Targeted Economics and Civics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Holly Academy

Social Studies teachers will incorporate a variety of resources into their instruction to target economics and civics strands. These resources include, but are not limited to: Junior Achievement, civics posters, Constitution Week activities, classroom magazines.	Direct Instruction, Supplemental Materials	Tier 1	Implement	08/26/2015	06/30/2017	\$0	General Fund	Curriculum Director, Social Studies PLC Chairperson, all Social Studies teachers
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Activity - Professional Learning for Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will participate in professional learning to acquire best practices training to increase student achievement, specifically at-risk students. Professional development opportunities will include 2016 Annual Joint Social Studies Conference (MCSSMI), as well as various ISD professional development offerings.	Professional Learning	Tier 1	Implement	08/26/2015	06/30/2017	\$1122	Title II Part A	Curriculum Director, all Social Studies teachers

Activity - 2016 Mock Election	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will collaborate with the 4th grade team to plan and support the school-wide 2016 mock presidential election, both in their classrooms and to prepare for the election within the school.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	\$250	General Fund	Social Studies Committee, Social Studies teachers, fourth grade teachers

Measurable Objective 2:

80% of All Students will demonstrate a proficiency of 80% or higher in Social Studies by 06/30/2017 as measured by the Social Studies post assessment.

Strategy 1:

Social Studies Support - All teachers will support their grade level Social Studies curriculum.

Category: Social Studies

Research Cited: www.brainscape.com/marketing/research.html

Tier: Tier 1

Activity - Social Studies Content Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Holly Academy

All teachers will reinforce grade level Social Studies content when appropriate during their instruction, including but not limited to: current events, Constitution Week, civics in the community, informational text reading materials, classroom magazines. The Social Studies committee/teachers will be responsible for providing teachers with necessary resources.	Teacher Collaboration	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	No Funding Required	Social Studies PLC Committee, all teachers
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Goal 7: School-Wide Spanish Focus

Measurable Objective 1:

A 6% increase of All Students will demonstrate student proficiency (pass rate) on the Spanish Common Assessment in World Languages by 06/30/2017 as measured by an increase from 2015-16 scores.

Strategy 1:

Direct Instruction of Hispanic Culture - Spanish teachers will provide direct instruction to students in the area of Hispanic culture.

Category: Other - Spanish

Research Cited: www.nflrc.org/lrc_broc_full.pdf

Tier: Tier 1

Activity - Hispanic Culture Spiral Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Spanish teachers will collaborate to create a spiral review of Hispanic cultural elements for each grade level curriculum.	Curriculum Development	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$0	No Funding Required	All Spanish teachers

Activity - Professional Learning for Spanish Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for Spanish instruction to increase student achievement specifically for at-risk students at the Michigan World Language Association (MIWLA) annual conference and the Michigan Association for Bilingual Education (MABE) annual conference.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$850	Title II Part A	Curriculum Director, Spanish teachers

Strategy 2:

Direct Spanish Grammar Instruction - Spanish teachers will provide direct instruction on Spanish grammar.

Category: Other - Spanish

Research Cited: www.nflrc.org/lrc_broc_full.pdf

Tier: Tier 1

Single Building District Improvement Plan

Holly Academy

Activity - Spanish Grammar Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 4-8th grade Spanish teachers will provide lessons focused on identified areas of grammar, including, but not limited to: pronoun/verb agreement, article-noun-adjective agreement, pronoun identification, verb conjugation, prepositions.	Direct Instruction	Tier 1	Monitor	08/01/2016	06/30/2017	\$0	No Funding Required	All 4-8th Spanish teachers

Activity - Vocabulary Acquisition in Context	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Spanish teachers will use multimedia resources, including, but not limited to: videos, audio clips, authentic pictures, music, etc. to enhance vocabulary acquisition in context for each unit of study.	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	\$0	No Funding Required	All Spanish teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Math Vocabulary Instruction	All math teachers will provide explicit direct instruction and activities using DesCartes and currently curriculum vocabulary terms and symbols.	Direct Instruction	Tier 1	Implement	08/26/2015	06/30/2017	\$0	Math teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Professional Learning	Teachers will receive and share professional learning on a variety of technology resources designed to enhance the learning experience of all students, in particular, at-risk students. Teachers will receive professional development through a combination of attending conferences and in-house professional development opportunities. The 2017 MACUL Conference will be included.	Professional Learning	Tier 1	Implement	08/26/2015	06/30/2017	\$1500	Curriculum Director, teachers
Professional Learning on Reading Comprehension	ELA teachers will receive professional learning on reading comprehension best practices, specifically to increase achievement for at-risk students. Professional development will include 2017 Michigan Reading Association 61st Annual Conference, and the Michigan Council of Teachers of English 2016 Fall Conference, as well as various Oakland and Genesee County ISD offerings.	Professional Learning	Tier 1	Implement	08/26/2015	06/30/2017	\$2890	Curriculum Director, Reading/Writing Coach, all ELA teachers
Professional Learning for Spanish Teachers	Professional development for Spanish instruction to increase student achievement specifically for at-risk students at the Michigan World Language Association (MIWLA) annual conference and the Michigan Association for Bilingual Education (MABE) annual conference.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$850	Curriculum Director, Spanish teachers

Single Building District Improvement Plan

Holly Academy

Professional Learning for Science Teachers	Science teachers will receive professional learning in best practices for science instruction, specifically to impact at-risk students' achievement. Professional development will include the MSTA 64th Annual Conference, Grand Valley State University Regional Math and Science Center Fall Science Update, Detroit Area Council of Teachers of Mathematics Joint Math and Science Conference, as well as various ISD and Regional Math and Science Center offerings.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$1100	Curriculum Director, Science teachers
Professional Learning for Social Studies	Social Studies teachers will participate in professional learning to acquire best practices training to increase student achievement, specifically at-risk students. Professional development opportunities will include 2016 Annual Joint Social Studies Conference (MCSSMI), as well as various ISD professional development offerings.	Professional Learning	Tier 1	Implement	08/26/2015	06/30/2017	\$1122	Curriculum Director, all Social Studies teachers
Teacher training focused on using small group instruction to implement mathematical practices	Math teachers will participate in professional learning experiences focused on small group instruction strategies. K-5 math teachers will participate in professional learning on ZONES math, 6-8 math teachers will participate in professional learning on small group instruction. Professional learning will also include the Joint MCTM/MCEC 2016 Conference, GVSU RMSC Math In Action Spring Conference, ZONES training, as well as various ISD/Regional Math and Science Center offerings.	Professional Learning	Tier 1	Implement	08/26/2015	06/30/2017	\$1500	Curriculum Director, Math Chairperson, all Math teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Economics and Civics Instruction	Social Studies teachers will incorporate a variety of resources into their instruction to target economics and civics strands. These resources include, but are not limited to: Junior Achievement, civics posters, Constitution Week activities, classroom magazines.	Direct Instruction, Supplemental Materials	Tier 1	Implement	08/26/2015	06/30/2017	\$0	Curriculum Director, Social Studies PLC Chairperson, all Social Studies teachers
Husky Tokens	All staff will distribute Husky Tokens to students who exhibit Husky Pride.	Behavioral Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$4000	All staff

Single Building District Improvement Plan

Holly Academy

2016 Mock Election	Social Studies teachers will collaborate with the 4th grade team to plan and support the school-wide 2016 mock presidential election, both in their classrooms and to prepare for the election within the school.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	\$250	Social Studies Committee, Social Studies teachers, fourth grade teachers
Posters of Expectations	The PBIS committee will post general expectations in strategic locations throughout the school.	Behavioral Support Program	Tier 1	Implement	08/26/2015	06/30/2017	\$1000	The PBIS committee members.
Implement standards for mathematical practice	Math teachers will implement mathematical practice standards in their classroom by incorporating both small group instruction and spiral review. Small group instruction can be implemented using ZONES in grades K-5, and small group instruction grades 6-8. Spiral review can be embedded in daily instruction/ZONES stations for grades K-5, and Big Ten, grades 6-8. K-8 Math teachers will have the eight Standards for Mathematical Practices posted in their classrooms.	Direct Instruction	Tier 1	Implement	08/26/2015	06/30/2017	\$250	Curriculum Director, Math Chairperson, all math teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Oral Comprehension	All 1st-8th teachers will use comprehension questions following listening passages (minimum of once per term, terms 2-4) as modeled to students by 1-8 ELA teachers. Sources for listening passages include but are not limited to: ReadWorks, classroom magazine websites, listening workbooks. ELA teachers will model listening comprehension during the first marking period.	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	\$0	All 1st-8th teaching staff.
Graphing with a Purpose	Science and math teachers will implement targeted graphing lessons that include comprehension questions that cannot be answered by looking at the raw data, but can be answered by reading the appropriate graph, at least once per unit of instruction. Examples: K-1 which group has more/less, 2-4 which group is changing faster/slower, 5-8 applying calculations to graphic data, i.e. rate of change/slope, speed from distance/time, acceleration from speed/time, density from mass/volume, etc.	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	\$0	Science and math teachers

Single Building District Improvement Plan

Holly Academy

Evaluation process for Algebra textbook adoption	Evaluation process will begin for replacement of Algebra texts.	Materials, Curriculum Development	Tier 1	Getting Ready	08/26/2015	06/30/2017	\$0	Curriculum Director, middle school math teachers, Math Committee Chairperson
ELA/Science Content Support	Science and ELA teachers will collaborate to implement informational text topics aligned to science grade level curriculum into the ELA informational text instruction from topics identified in the 2015-2016 school year.	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	\$0	Science and ELA teachers
Behavior Intervention utilizing Holly Academy's Tiered Behavior System	Teachers will utilize the Pyramid of Behavior Intervention to refer students who reach a predetermined number of misconducts. Referrals will be made to the Student Director and PBIS Chairperson.	Behavioral Support Program	Tier 2	Implement	08/26/2015	06/30/2017	\$0	PBIS committee, Student Director
Disaggregation of Data	Teachers will continue to receive professional development and support on best practices for data analysis and disaggregation.	Academic Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	Curriculum Director and all teaching staff, including: coaches, interventionists and special education staff members.
Staff and Student Surveys	PBIS committee will administer and evaluate revised staff (K-8) and student surveys (4-8th grade).	Behavioral Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	PBIS Committee
Behavioral Dialogue	The Student Director will join grade level teams quarterly to discuss behavioral issues within their grade level.	Behavioral Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	Student Director
Student Growth Checkpoint Meetings	The Curriculum Director will meet with science teachers to assess progress toward student growth goals, and make recommendations for adjustments where necessary. Science teachers will meet with Curriculum Director once after each MAP testing cycle.	Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2017	\$0	Curriculum Director, science teachers

Single Building District Improvement Plan

Holly Academy

Current Events	Teachers will use current event topics to teach reading strategies and informational text features, using non-fiction multimedia resources.	Direct Instruction	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	Curriculum Director and instructional staff members.
Research Math Fluency Program	The Math Committee will evaluate several math fluency programs (such as Rocket Math) to determine whether or not to purchase in subsequent school year.	Materials, Curriculum Development	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$0	Curriculum Director, Math Chairperson, math committee
Spanish Grammar Lessons	All 4-8th grade Spanish teachers will provide lessons focused on identified areas of grammar, including, but not limited to: pronoun/verb agreement, article-noun-adjective agreement, pronoun identification, verb conjugation, prepositions.	Direct Instruction	Tier 1	Monitor	08/01/2016	06/30/2017	\$0	All 4-8th Spanish teachers
Test Taking Strategies	Teachers will instruct students in test taking strategies throughout the school year. Strategies will be reviewed prior to scheduled assessments. Assessment results will be reviewed with students to identify test taking strategies used and to clarify problem questions or common miscues. Teachers will also address test stamina and anxiety with students.	Academic Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	Curriculum Director, instructional staff
Character Building Activities	PBIS committee members will curate character building activities to be shared school wide. September (Citizenship), October (Respect), November/December (Caring), January (Fairness), February (Sportsmanship), March (Responsibility), April (Trustworthiness), and May/June (Teamwork).	Behavioral Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	All staff
PBIS Professional Development	The PBIS committee will participate in and share professional development in the areas of: defiance and classroom management.	Professional Learning	Tier 1	Implement	08/26/2015	06/30/2017	\$0	Curriculum Director, Student Director, PBIS Committee
Direct Science Vocabulary Instruction	All science teachers will utilize and provide explicit vocabulary instruction on DesCartes Science Vocabulary and grade level content vocabulary.	Direct Instruction	Tier 1	Implement	08/26/2015	06/30/2017	\$0	Science teachers
Constructed Response Research	The writing committee will collaborate to analyze M-Step data regarding constructed response writing during the first semester to determine a course of action for improving deficits that can be implemented during the second semester.	Teacher Collaboration	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$0	The writing committee

Single Building District Improvement Plan

Holly Academy

Implementation of fluency/automaticity strategies	Math teachers will implement the vertically aligned procedures, and four grading measures for fluency and/or automaticity of math facts in grades K-5.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/26/2015	06/30/2017	\$0	Curriculum Director, Math Chairperson, all math teachers
Comparing Texts	Science teachers will implement at least one "paired text" lesson per unit of instruction that utilizes multiple resources for comparing and synthesizing information (text, audio clips, video clips, photographs, etc).	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	\$0	Science teachers
Hispanic Culture Spiral Review	All Spanish teachers will collaborate to create a spiral review of Hispanic cultural elements for each grade level curriculum.	Curriculum Development	Tier 1	Getting Ready	08/01/2016	06/30/2017	\$0	All Spanish teachers
Student Growth Checkpoint Meetings	The Reading/Writing Coach will meet with reading and writing teachers, respectively, to assess progress toward student growth goals, and make recommendations for adjustments where necessary. Meetings will take place once between fall and winter data drop, once between winter and spring data drop.	Teacher Collaboration	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	Curriculum Director, Reading/Writing Coach, all reading and writing teachers
Implementation of Targeted Reading Comprehension Strategies	Reading and writing teachers will include targeted reading comprehension strategies in their lessons: using text evidence (K-8) with in-text citations (6-8, MLA format). All content area teachers will reinforce using text evidence and in-text citations as applicable.	Direct Instruction	Tier 1	Implement	08/26/2015	06/30/2017	\$0	Reading/Writing Coach, all content area teachers
Student Growth Checkpoint Meetings	The Curriculum Director will meet with math teachers to assess progress toward student growth goals, and make recommendations for adjustments where necessary. Math teachers will meet with Curriculum Director once between fall and winter data drop, once between winter and spring data drop.	Teacher Collaboration	Tier 1	Implement	08/26/2015	06/30/2017	\$0	Curriculum Director, all math teachers.
Vocabulary Acquisition in Context	All Spanish teachers will use multimedia resources, including, but not limited to: videos, audio clips, authentic pictures, music, etc. to enhance vocabulary acquisition in context for each unit of study.	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	\$0	All Spanish teachers
Staff Reminders	The Student Director will provide staff with reminders to review behavioral expectations.	Behavioral Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	Student Director
NWEA Student Goal Setting	Reading and writing teachers will promote student goal setting on NWEA tests in grade level appropriate ways, then use available resources to help students achieve their goals.	Direct Instruction, Professional Learning	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	Curriculum Director, Reading/Writing Coach, all reading and writing teachers

Single Building District Improvement Plan

Holly Academy

Comparing Texts	All content area teachers will reinforce using multimedia sources (text, videos, audio clips, photographs, etc) to compare and synthesize information as modeled to students by K-8 ELA teachers.	Direct Instruction	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	All teaching staff
DesCartes Academic Vocabulary	Teachers will utilize DesCartes Academic Vocabulary appropriate for grade level and RIT scores of students.	Direct Instruction	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	All teachers
DesCartes Learning Continuum ELA Vocabulary	Reading and writing teachers will provide direct instruction for common content language, including, but not limited to: DesCartes (RIT) academic vocabulary, main idea, central idea, theme, author's message, author's purpose, and point of view.	Direct Instruction	Tier 1	Implement	08/26/2015	06/30/2017	\$0	Reading/Writing Coach, all reading and writing teachers
Social Studies Content Support	All teachers will reinforce grade level Social Studies content when appropriate during their instruction, including but not limited to: current events, Constitution Week, civics in the community, informational text reading materials, classroom magazines. The Social Studies committee/teachers will be responsible for providing teachers with necessary resources.	Teacher Collaboration	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	Social Studies PLC Committee, all teachers
Special Education Collaboration	Special education staff will collaborate with teachers to facilitate student progress, including accommodation and modification recommendations for specific students. Special education teachers will meet with general education classroom teachers in the classrooms they support once per month.	Academic Support Program	Tier 2	Monitor	08/26/2015	06/30/2017	\$0	Special Education Supervisor, special education teachers, and all general education teachers
Informational Text Strategies	All teachers will utilize informational text strategies, such as QAR, QtA, and text maps when presenting informational text.	Academic Support Program	Tier 1	Monitor	08/26/2015	06/30/2017	\$0	Curriculum Director and AARI trained teachers will provide ongoing professional development to teaching staff.