Single Building District Improvement Plan

Universal Learning Academy

Universal Learning Academy

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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?

Universal Learning Academy (ULA) is a charter public school located in Westland, Michigan. The Pre-K through 11th grade student body is a reflection of the diverse communities the school serves within the Greater Detroit area. Universal Learning Academy currently has 736 students from more than eighteen different countries. Mrs. Nawal Hamadeh is the Academy's founder, Superintendent, and CEO. Mrs. Hamadeh has served as a public and private school educator in the United States and abroad for over 25 years. As a passionate advocate of every student's right to a nurturing, loving, and caring learning environment, Mrs. Hamadeh has dedicated her career to improving the lives of children through education. Universal Learning Academy is a superior alternative to traditional public school education. The Academy is located at 28015 Joy Road in Westland, MI 48185 in a new state of the art building.

Universal Learning Academy is authorized by Bay Mills Community College. All educators are hired by Hamadeh Educational Services, with highly qualified status and qualifications as identified by the Michigan Department of Education. All teachers and administrators are certified, highly qualified, and hold degrees from nationally and internationally recognized colleges and universities. All paraprofessionals and instructional technicians are highly qualified, some hold Bachelor's and/or Master's degrees. All other staff members are highly qualified for their respected positions, as well. With significant dedication, the staff collaborates closely with students, parents, and other stakeholders sharing information about programs, data driven instruction, school improvement activities and services, and providing the personal attention necessary to support the success of each child. At Universal Learning Academy, all staff work as a cohesive team with one common purpose to provide a superior education for all students, the decision-makers and leaders of tomorrow.

Home to over 736 students who represent over eighteen different countries, the Academy encourages students to break down walls and build bridges, sharing and celebrating their diverse cultural backgrounds. Thus, students learn not to fear their differences; moreover, to draw from one another's strengths and maximize each one's potential. The Academy's enrollment is open to all Michigan residents, as well as foreign exchange students who are not U.S. citizens. In the past three years the Academy has seen a significant increase in enrollment due to the stakeholder satisfaction with the school in many areas such as academic achievement, effective teachers, and administration.

Enrollment applications are available online at the school's website at www.ulapsa.org and in the main office located on campus. Enrollment is limited to students who fall within the appropriate age and grade range requirements. The Universal Learning Academy Board has established a policy of priority enrollment for siblings of current students. Children of Board members or Academy employees are eligible for priority enrollment as well. Any student who was enrolled at the Academy in the immediately preceding academic year is eligible to re-enroll in the appropriate age range/grade level, unless that grade is not offered. In the event that Universal Learning Academy receives more applications for enrollment than the number of spaces available, students are selected randomly through a public lottery drawing.

The Academy offers an outstanding elementary, middle, and high school education based on Michigan's Common Core State Standards, and the American Council of Teaching of Foreign Language Standards. The Academy focuses also on the study of international cultures, including language, culture, and history different from one's own.

Universal Learning Academy encourages students to express and share their wealth of ethnic traditions, values, and experiences, thus enriching and nurturing one another. Decisions pertaining to the Academy's curriculum are initiated through a collaboration of instructional

leaders, assessment and evaluation specialists, and curriculum and program specialists with surveyed feedback from students, staff, parents, and community members. The Academy's curriculum is carefully aligned with recognized, analyzed, and accepted strands and objectives for students' eligible for elementary through middle school grades, and the Michigan Merit Curriculum (MMS) for high school. The Core Curriculum consists of MDE defined core courses which include English Language Arts, Mathematics, Science, Social Studies, World Languages, Physical Education, and Visual/Performing/Applied Arts. Educational goals and objectives are aligned to Content Standards, Grade Level Content Expectations and Common Core State Standards. In addition to providing all students with a solid foundation in each of the core academic areas through integrated technologies, students are exposed to variety of specialty areas including Arabic language instruction, health awareness, internet safety, computer sciences, and international cultures.

School's Purpose

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

The mission of Universal Learning Academy is to provide its students with quality education that focuses on the Michigan Core Curriculum and international cultures, including the study of a language, culture and history that varies from one's own. The Academy provides an education that enables the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy provides an education of the whole child by integrating all the aspects of student life into classroom learning in order to make education more meaningful. The Academy prepares its students to be independent, lifelong learners, productive working members of a global society through acquired diverse knowledge, experiences, and skills.

To embody our purpose, the Academy provides an environment that encourages students to develop into upright, responsible decision-makers. This requires students to be reflective of equity, respect and understanding while maximizing each individual's intellectual, physical, psychological and moral self. The Academy utilizes a unique, safe, and orderly environment that is conducive to learning and meets the challenges of the ever-changing world.

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.

In 2012-2013, Universal Learning Academy progressed to the 26th percentile ranking after ranking in the 10th percentile the year prior. This jump by 16% was due to increasing academic performance in all subject areas on the MEAP tests. Upon entering the 2014-15 school year, the Academy yet again had a significant jump in the percentile ranking from the Michigan Department of Education. The Academy moved up to 44th percentile in the state. This was a significant morale boost for our students who worked very hard to prepare for the M-STEP test and closed achievement gaps. While this significant leap in achievement is worth celebrating, the ultimate goal for Universal Learning Academy is to climb to the 99th percentile ranking. Universal Learning Academy would be ranked amongst the best schools in the state of Michigan. With this ranking, Universal Learning Academy would be labeled as a "Reward School" by the Michigan Department of Education for showing trends in academic achievement for consecutive years. Universal Learning Academy has made a significant jump this year by achieving a lime overall status in our scorecard by the Michigan Department of Education. This is the second highest status possible, with a proficiency percentage of 96%.

Notable Awards:

Universal Learning Academy was awarded the Mackinac Center for Public Policy award for outstanding achievement (2015). In 2015, the school was awarded the MAPSA Administrator of the Year Finalist. In 2014-2015 and 2015-2016, Universal Learning Academy won the "SILVER" medal in the Michigan School Wellness Award. Mrs. Nawal Hamadeh, ULA Superintendent. Michigan Charter School Administrator of the Year (2007): Mrs. Nawal Hamadeh, Superintendent. Arab-American Chamber of Commerce, Arab American Professional of the Year in the field of education (2010): Mrs. Nawal Hamadeh, Superintendent, Lebanese American Heritage Club Outstanding Leadership and Service in Education Award (2010): Mrs. Nawal Hamadeh, Superintendent.

These recognitions have brought the spotlight to Universal Learning Academy, thus increasing enrollment over the past three years. Due to this increase in enrollment, Universal Learning Academy built a new state-of-the-art school building. Enrollment is expected to increase again in the 2016-2017 school year as Universal Learning Academy will be expanding to include the 12th grade.

Additional Information

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

Quality education enhances students' physical, social and emothional wellbeing and promotes altruistic thinking in this diverse and divided world. Quality education integrates teaching the ethnic and cultural traditions and values into the academic program and develops an awareness of their self, identity, and obligations towards self, family, community, society, and the world. A successful school inspires the joy of learning. All students are capable of learning and can reach their potential if provided the opportunity. Learning is an ongoing life-long process. The Academy is dedicated to our students and will continue to grow academically, build a strong social network with the community and build lifelong learners that will help grow the nation.

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.

Universal Learning Academy invites school board members, building administrators, teachers and other staff, students, parents and community members to voluntarily participate in the development, review, and evaluation of the school improvement plan. The Academy sends home parent letters, makes announcements during orientation, and releases monthly school improvement briefs in order to recruit stakeholders to the School Improvement Teams. Once stakeholders volunteer to be a part of the school improvement process, they are placed with a school improvement team that matches their interest and skills. Each team then follows a collaborative process and cycle of program design, implementation, monitoring and evaluation.

The teams meet once a month (on a Friday afternoon) to discuss the components of the SIP. The reason why the Academy holds Friday afternoon sessions is based on parent and staff feedback and due in part to the Friday half-day schedule for students. This allows parents to take their children home and come back to ULA to meet with their SIP teams. For those who cannot make it to the Friday meetings, participants can contribute electronically. It is the responsibility of the team leads to keep all members informed of each meeting's agenda and distribute information gathered during these meetings as required.

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

School Improvement stakeholder groups that particiapted in the development of the improvement plan consist of the following:

Supplemental PD Team (SPD):
*evaluate PD activities and LEA HQ Assurance strategies
*plan supplemental PD activities for upcoming school year
*update Professional Development Plan & LEA HQ Assurance strategies

Schoolwide Reform Stratigies Team (SRS):
*use School Data Profile/Comprehensive Needs Assessment to update Needs/Gaps

Family Activities and Assistance Team (FAA):
*participate in Family Engagement Activities and gather feedback from parents

Pre-School Transition Stratigies Team (PTS):
*monitor implementation of strategies/activities and gather feedback

Safe & Secure Learning Team (SSL):
*review data and program implementation (building, discipline and attendance((gather data/feedback)

School Recognition Activities Team (SRA):
*provide recommendations on activities to promote positiivity and retention of all stakeholders

Multi-Tiered System of Supports (MTSS):
*use MTSS plan to monitor student progress for Tier 2/3 Supplemental Program Interventions

Program Evaluation Team (PET):
*monitor implementation of grant-funded supplemental activities/programs

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

Our final improvement plan was reviewed by all members of our School Improvement Team in May of 2016. Each School Improvement Team Member was charged with sharing the plan with their Professional Learning Team prior to the end of the school year. Ms. Lewis will share the plan with parents at an upcoming PTC (Parent Teacher Council) Meeting. Once completed, the plan was sent to our Central Office for further review and approval from our Superintendent of Schools, Mrs. Nawal Hamadeh.

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 student enrollment data shows an increase of 1% from the 2014-2015 to the 2015-2016 school year. While there was a slight increase from last year, the three year trend data indicates an overall decrease in student enrollment, which presents a challenge to offering a variety of elective courses.

Student Demographic Data

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

The student average daily attendance data shows a decrease of 3% from the 2014-2015 school year to the 2015-2016 school year. However, our overall attendance for the 2015-2016 school year has maintained 95.56% on average. Universal Learning Academy continues to grow in student enrollment each year and therefore is identifying the student transportation challenges that are present. Many students are not from the surrounding areas, but drive on average fifteen to twenty minutes to attend. Some parents drive up to thirty minutes in order to have their students attend Universal Learning Academy. To address transportation issues, the school is working with parents in order to create a transportation system in the future that will decrease the demand on parents and support the community's needs. We currently provide gas cards to eligible parents of students who travel long distances to come to school as a part of the school's 504 plan.

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?

Universal Learning Academy follows a strict Discipline Rubric with all student discipline referrals. In the 2013-2014 school year the discipline consequences were 1,153, in the 2014-2015 school year the discipline consequences were 658, and in the 2015-2016 school year the discipline consequences were 775. Our number of discipline consequences issued to students in the 2015-2016 school year has increased by 17% from the previous year, however it is still 33% less than the 2012-2013 school year. These trends do not acknowledge any challenges, but rather indicate that effective discipline policy and procedures are currently in place at Universal Learning Academy.

Student Demographic Data

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

To address transportation issues, the school is working with parents in order to create a transportation system in the future that will decrease the demand on parents and support the community's needs. Universal Learning Academy offers various activities such as ACP

(Achievement Campers Program), Junior Coach (Playworks), after schol tutoring, sports, and clubs to accommodate the varying schedules of the school's parents. These activities allow students to remain in the school until 5 p.m. and therefore affords more time to those parents that are commuting a longer distance to the school.

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?

Universal Learning Academy's administrator has an average of 15 years of experience in education. This experience affords teachers the ongoing support of additional training, mentoring and instructional coaching, which has a positive impact on academic student achievement.

Teacher/School Leader(s) Demographic Data

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

Universal Learning Academy has a high percentage of novice teachers with 36 out of 47 teachers having three or less years of experience. There are three staff members that each have more than 9 years of experience. Veteran teachers are prepared and have attended multiple professional developments in order to assist them in becoming master teachers. These veteran teachers are the mentors to those teachers that have three or less years of experience as well. The mentor/mentee teams meet a minimum of once per week to discuss such items such as data analysis and identifying areas of need for their students, content area and classroom management strategies and methods, along with effective planning and teaching strategies. This mentoring partnership greatly impacts the abilities of novice teachers within the school and effectively builds positive student/teacher relationships and further increases student achievement.

Teacher/School Leader(s) Demographic Data

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

The data indicates that we do not have excessive absences among school leaders; therefore it does not affect our student achievement. When a school leader is absent the administrative team covers the responsibility of the absent team member until their return.

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?

The data indicates that we do not have excessive absences among teachers, therefore it does not affect our student achievement. When a teacher is absent there are HIghly Qualified substitutes available.

Teacher/School Leader(s) Demographic Data

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

Since the data indicates that we do not have excessive absences among teachers/school leaders, student achievment is not impacted. There are no challenges to address. When a teacher is absent there are Highly Qualified substitutes available.

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?

Universal Learning Academy has several strengths that stand out on the School Systems Review:

- The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taughteffectively, and uses multiple assessments to monitor student learning and guide instructional decisions.

- The school implements a balanced assessment system and ensures that summative and on-going formative assessments are aligned to curriculum and instruction.

- School leaders shape the vision of academic success in the school and create systems that support staff, students, and families. Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, involve both individuals and teams, and work collaboratively to increase student achievement.

- Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

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?

All staff actively maintain purposeful and positive relationships with families and the community to support student learning. Ongoing improvement in the areas of communication and family engagment is identified as a challenge area at this time.

12. How might these challenges impact student achievement?

Parental participation has a direct impact on student achievement, therefore by increasing parental involvement you enhance the overall chances of positive student achievement.

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.

These areas of need will be evidenced by:

- Increase of the school's Reminders to a weekly publication through both social media and printed copies

- Increase of the school newsletter to monthly publications distributed through both social media outlets and printed copies

- Teacher websites will be implemented through the use of various online resources and used as a reinforcement to student achievement.

-School social media outlets are used to communicate upcoming events, educational updates, and volunteer opportunities.

- Parent collaboration and conversation with school administration occurs bi-monthly during Parent Teacher Counsel and Family Engagement meetings.

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?

All students, including those with disabilities, have access to all programs and interventions. The Academy uses the MTSS model to make decisions for all students related to the implementation of Tiered Interventions based on continuous review of student data and progress monitoring. Students are selected based on data that identifies areas of deficit. Once the student is selected based on the criteria, they are placed in intervention programs. The Academy uses the inclusion model of Special Education and gives students with disabilities support as detailed in their Individualized Education Plan.

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

Universal Learning Academy uses the Multi-Tiered System of Support (MTSS) model of intervention to identify students that require additional layers of support in order to achieve mastery of state standards. All students are placed at the Tier I level and receive research based instructional strategies within the classroom. At the Tier II level, students receive supplemental support components. This includes, research-based instructional interventions matched to student's target deficit areas (small groups that meet for thirty minutes three-to-five times a week), supplemental technology devices (e-Readers, laptops), supplemental during school tutorial program, supplemental after school tutorial program, summer school tutorial program, pull-out services by reading and math/science specialists/interventionists, and family engagement activities. At the Tier III level of intervention, students attend intervention groups three to five times a week. The student's attendance and progress monitoring data is documented in the district's Intervention Log. Instructional administrators, counselors and/or social workers, along with the Dean of Students meet with the students to address identified areas of need. Progress is reviewed regularly by the MTSS team with reports sent to parents every 6-8 weeks.

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

Universal Learning Academy's teachers and administrative staff work together to identify students for Extended Learning Opportunities. Students are evaluated for Tier II services initially after the Northwest Evaluation Assessment (NWEA) test is administered at the beginning of the school year. The students that are recommended for Tier II services at this time are below average in all content areas tested (math, science, English, language arts.) These students receive Tier II support (small group tutorial services in the classroom three to five 30-minute sessions per week) for a duration of 6-8 weeks and are then re-evaluated using their formative and/or summative assessment scores. These students are also typically recommended to attend the After School Tutorial Program, which focuses on double-dose instruction with the content from their core classes as well as homework and tutorial assistance. Continuous re-evaluation occurs every 6-8 weeks to ensure the need for Extended Learning Opportunities and/or move students into Tier II or out of Tier II services.

Universal Learning Academy sends home newsletters, fliers are posted throughout the school, postings are placed on the school website and phone calls home to parents are made in order to support all Extended Learning Opportunities. .

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

The state content standards are being implemented using a variety of methods to ensure fidelity in all content courses and grade levels through the following means:
- Program Evaluation Tool
- Ongoing professional development for teachers and administrators
- Instructional Coaching for all teachers from both veteran teachers and administrators
- Required mentoring for teachers having 3 or less years of experience, which consists of receiving 30 hours of direct coaching from a veteran teacher
-Curriculum pacing via Rubicon

Additionally, Universal Learning Academy curriculum materials are aligned with the common core state standards in English/Language Arts and Mathematics. This is evidenced through teacher lesson plans that document precisely which standards are being assessed daily and per unit. Also, the Academy requires instructional administrators to complete classroom walkthroughs weekly and formal observations bi-annually. During these walkthroughs and observations, documentation of student understanding of the standards being assessed is conducted.

All assessments are aligned to the Common Core State Standards in each subject area. Using the backwards design model, teachers select the standards to be assessed per unit, design the summative assessment to be completed to demonstrate mastery, and develop and implement lesson plans. Each summative assessment is required to come with a rubric that explains how each standard covered during unit will be assessed.

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.

Universal Learning Academy students receive an annual hearing and vision screening, which is provided by Wayne RESA. Upon the results of these screenings, parents are contacted if any deficiencies are identified with their students. Parents receive a letter from the school that indicates what screening showed deficiencies and the recommended actions that should be taken to correct them. Further follow up assistance is provided to parents upon request to the school.
In addition, Universal learning Academy students receive a dental screening, which is provided by Bright Smiles. Upon screening, Bright smiles sends home a letter that indicates what deficiencies showed in the screening and the recommended actions that should be taken to correct them.

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

Universal Learning Academy's 3rd and 8th grade students have achieved an average of 62.15% proficiency on the 2014-2015 M-STEP ELA assessment. Since M-STEP combines the reading and writing domains under the ELA assessment, the Academy analyzed Northwest Evaluation Assessment (NWEA) data, as well.

NWEA Reading Proficiency:
Grades 1-5 demonstrated an average proficiency of 53%. Trend data is unavailable as this is our first year of administering NWEA.

The WIDA proficiency levels show that the expanding rate of ULA's students is 46%. The Results show that 10th grade students scored the highest average on the overall profiiciency level. The 10th grade proficiency level average was 5.2 followed by the 11th grade with a 4.7 score.

Also, the ULA PSAT fall scores for 2015-2016 show that our students scored 81% on the reading component .

19b. Reading- Challenges

Universal Learning Academy 3rd through 8th grade students currently have an average of 19.1% "not proficient" on the 2014-2015 M-STEP ELA assessment. ELA remains an identified gap area among the bottom 30% of Universal Learning Academy's students.

NWEA 2015-2016 fall performance data was used for this data analysis given that M-STEP assesses reading within the ELA assessment. NWEA data indicates that first through eighth grade students scored an average of 50.8% non-proficient.

Based on WIDA data 2014-2015, 3% of ULA students who participate in the assessment, are reaching proficiency. The Results show that 1st grade students had the lowest average on the overall proficiency level. Their proficiency level average was 2.7 followed by the 2nd graders

with a 3.6 score. Despite the slight improvement since 2014-2015 school year, ELA remains an identified challenge for our students

19c. Reading- Trends

Universal Learning Academy does not have reading trend data for standardized testing due to administering assessments for less than three years.

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.

Universal Learning Academy's 3rd through 8th grade students show a 49.1% proficiency in ELA (reading embedded) on the 2014-2015 M-STEP assessment. Any students that require reading remediation will be identified through further state assessments, formative/summative assessments, and the MTSS process and will receive reading support through several resources such as paraprofessionals, reading interventionists, and special education teachers, as well as extended day programs.

Universal Learning Academy's 1st through 8th grade students scored 49.1% proficiency in reading according to 2015-2016 NWEA fall data. Reading and literacy remain an area of focus, particularly for students in grades K-3. Initiatives to address gaps in literacy include hiring a reading recovery/ literacy specialist, teacher training in literacy, and purchasing materials/resources that support ELL students.

20a. Writing- Strengths

Universal Learning Academy's 3rd and 8th grade students have achieved an average of 62.15% proficiency on the 2014-2015 M-STEP ELA assessment. Since M-STEP assesses reading and writing within the ELA assessment, the Academy analyzed Northwest Evaluation Assessment (NWEA) data, as well. According to NWEA, second to fifth grade students scored an average of 56.2% proficiency (language usage) Trend data is unavailable as this is our first year administering NWEA.

WIDA proficiency levels shows that the expanding rate of ULA students who participate in this assessment is 46%. The Results show that 10th grade students had the highest writing scale score. The 10th grade writing scale score was 412.3 followed by the 11th grade with a 409.1 score.

Also, the ULA PSAT fall scores for 2015-2016 show that our students scored 74% on the writing and language component .

20b. Writing- Challenges

Universal Learning Academy 2nd through 8th grade students currently have an average of 19.1% not proficient on the 2014-2015 M-STEP ELA assessment. ELA remains an identified gap area among the bottom 30% of Universal Learning Academy's students.

NWEA 2015-2016 fall performance data was used for this data analysis given that M-STEP assesses reading within the ELA assessment. NWEA data indicates that first through eighth grade students scored an average of 52% proficient. Writing continues to be an area of focus in all grade levels. ULA is purchasing a supplemental writing program and providing teachers training in effectively implementing it. This program will provide a strategic, structured

Based on WIDA data 2014-2015, 3% of ULA students who participated in the assessment, are "reaching" proficiency. The Results show that 1st grade students had the lowest writing scale score. Their writing scale score was 216.3 followed by the 2nd graders with a 266.8 score. Despite the slight improvement since 2014-2015 school year, Writing remains a big challenge for our students

20c. Writing- Trends

Universal Learning Academy does not have writing trend data for standardized testing due to administering assessments for less than three years.

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.

Universal Learning Academy has created a writing goal for the 2016-17 school year, which incorporates the further and extensive use of data-driven decision making. Scientifically-based researched student strategies (Multiple Intelligences, Differentiation, Rigor/Relevance Framework) will be used to provide supplemental programs and/or interventions to students identified by MTSS process as partially proficient in writing. These strategies will be given in small group settings with a highly qualified tutorial staff member and/or specialized instructor. All strategies will be planned by the classroom teacher using local assessment data to identify areas of need.

In addition to the data-driven decision making process, students in the 11th grade will receive intensive SAT test preparation from the Kaplan Institute. Kaplan Institute will provide supplemental support to all students in grades 11 to prepare for the SAT writing assessment.

Lastly, the Step Up To Writing program for Tier II focused interventions by Voyager Sopris Learning Systems were purchased and implemented for the 2015-16 school year. Through the use of the Voyager Sopris Learning materials, "Step Up to Writing" fourth edition, the identified bottom 30%/Tier II students will receive direct and double-dose writing instruction and practice. This area has been identified as being a need area as per the MDE Accountability Scorecard in writing. These supplemental materials will provide the students the opportunity to approach writing through a multi-sensory organized process beginning with brainstorming and ending with the finished presentation. The writing strategies presented are color-coded for easier identification and understanding, focus on the 6+1 Writing Traits and are aligned with the Common Core State Standards for English Language Arts. The writing strategies used in this program also support the required curriculum for science and social studies based writing requirements. This program provides embedded and ongoing professional development to the teachers, which offers support for each of the writing strategies taught within this program. The goal of the "Step Up to Writing" program is to strengthen the informative/explanatory, argumentative and narrative writing abilities of students. Given the success of tier II students while utilizing this program, ULA will purchase and implemented "Step Up To Writing" school-wide

21a. Math- Strengths

Universal Learning Academy 3rd grade demonstrated 53.2% proficiency on the 2014-2015 M-STEP math assessment. The 8th grade students showed 36.5% proficiency on the 2014-2015 M-STEP math assessment. NWEA fall 2015-16 assessment data was used for this data analysis due to administering this assessment for the first time.
NWEA Fall 2015-2016 Proficiency Levels:
4th Grade: 63% Proficient

21b. Math- Challenges

Universal Learning Academy's 7th grade students demonstrated a 54% non-proficiency rate on the 2014-2015 M-STEP math assessment and 5th grade students were 46.9% non-proficient on the 2014-2015 M-STEP math assessment. NWEA Fall 2015 assessment data was

also used for this data analysis since we don't have M-STEP trend data.

NWEA Fall 2015 Non-Proficiency:

1st-5th Grade: 51.4% Non-Proficient

6th Grade: 71% Non-Proficient

7th Grade: 60% Non-Proficient

8th Grade: 64% Non-Proficient

The PSAT fall scores for 2015-2016 show that our students scored 67.6% on the math component.

Universal Learning Academy's 10th grade students show a need area in the PSAT math assessment.

Fall 2015 PSAT Math Composite Score (ULA Students): 15.7

PSAT National Norm Composite Score: 17.6

Universal Learning Academy's 9th grade students show a need area in the PSAT math assessment.

Fall 2015 PSAT Math Composite Score (ULA Students): 13.8

PSAT National Norm Composite Score: 16.3

21c. Math- Trends

Universal Learning Academy does not have math trend data for standardized testing due to administering assessments for less than three years.

Students that have met annual target:

2012-2013 school year: 46%

2013-2014 school year: 48%

2014-2015 school year: 44%

2015-2016: Annual Target data will be available once NWEA spring cycle concludes.

21d. Math- Summary

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

Universal Learning Academy has created a math goal for the 2016-2017 school year, which incorporates the further and extensive use of Tier II intervention/instruction and scientifically-based researched student strategies (Differentiation, Rigor/Relevance Framework) will be used to provide supplemental programs and/or interactions to students identified by the MTSS process. These strategies will be given in

small group settings with a highly qualified tutorial staff member and/or specialized instructor. All strategies will be planned by the classroom teacher using local math assessment data to identify need areas. The Math Workshop Model will be implemented to provide higher order instruction in mathematical reasoning through hands on activities. Teachers will incorporate STEM into the math curriculum using Tier I Interventions and virtual manipulatives to engage learners and differentiate instruction and assessments. Math curriculum and resources are directly aligned to state standards and supplemental resources are used to maximize mastery of standards. Students will participate in monthly motivational activities, as part of climate and culture initiatives, to inspire, engage, and motivate higher order learning, while building capacity in staff and students. These activities are part of our school-wide, climate and culture building goal to reinforce the PBIS Behavior Matrix Expectations.

In addition to Tier II interventions/instruction, the 11th grade students will receive direct SAT test preparation tutoring. The Kaplan Institute will provide direct and small group instruction to the 11th grade students in order to prepare students to perform well on the SAT math exam.

Lastly, all staff will participate in Professional Learning Communities to collaboratively receive professional development opportunities to enhance their math instructional strategies. Math teachers will participate in math workshops to ensure effective implementation of curriculum as it pertains to their grade level. Staff will be encouraged to seek out professional development opportunities that align to their student's needs as well as their own professional needs in the classroom. Universal Learning Academy will make every effort to send each of the math teachers to a minimum of two external professional development opportunities.

22a. Science- Strengths

Universal Learning Academy's 7th grade students demonstrated 10% proficiency on the 2014-2015 M-STEP science assessment.
According to NWEA Fall 2015 Proficiency data:
3rd Grade: 60% Proficient
4th Grade: 61% Proficient
5th Grade: 59% Proficient
7th Grade: 53% Proficient

22b. Science- Challenges

Universal Learning Academy's 7th grade students demonstrated a 88% non-proficiency rate on the 2014-2015 M-STEP math assessment and 4th grade students were 74.7% non-proficient on the 2014-2015 M-STEP math assessment. NWEA Fall 2015 assessment data was also used for this data analysis since we don't have M-STEP science trend data.
NWEA Fall 2015 Non-Proficiency:
3rd-5th Grades: 40% Non-Proficient
6th Grade: 54% Non-Proficient
7th Grade: 47% Non-Proficient
8th Grade: 56% Non-Proficient

22c. Science- Trends

Universal Learning Academy does not have science trend data for standardized testing due to administering assessments for less than three years.

Students that have met the annual target according to (Scantron PerformanceEd Series)
2012-2013 school year: 59%
2013-2014 school year: 67%
2014-2015 school year: 60%
2015-2016 school year: 43.5% (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.

Universal Learning Academy has created a science goal for the 2016-2017 school year that incorporates the use of professional learning communities, professional development, effective instruction monitoring and parent engagement. The professional learning communities will be implemented to provide supplemental staff mentoring and coaching aligned to our professional development plan.

Additionally, teachers will receive professional development training to enhance their science instructional strategies and increase real world application. Staff will be given embedded collaboration time a minimum of twice per month on Fridays to collaborate with grade level/content area teams. This collaboration will encourage discussion of shared strategies, embedded work sessions among teachers for planning and curriculum development, professional learning communities through the use of webinars, and teacher led share-back professional developments.

Students will engage in hands-on science experiences during daily classroom instruction and school-wide initiatives. Universal Learning Academy will purchase supplemental science resources to ensure curriculum alignment to state standards. Teachers will receive training in understanding and effectively implementing standards using hands-on, inquiry based learning strategies.

23a. Social Studies- Strengths

Universal Learning Academy's 8th grade students showed a 19.2% proficiency rate on the 2014-2015 M-STEP social studies assessment.

23b. Social Studies- Challenges

Universal Learning Academy's 8th grade students demonstrated a 19.2% proficiency rate and 57.7% partial proficiency rate on the 2014-2015 M-STEP social studies assessment. Fifth grade students showed a 13.5% proficiency rate and 66.7% partial proficiency rate on the 2014-2015 M-STEP social studies assessment. Social studies continues to be an area of need, as it is one of our school-wide goals.

23c. Social Studies- Trends

Universal Learning Academy does not have social studies trend data for standardized testing due to administering assessments for less than three years.

23d. Social Studies- Summary

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

Universal Learning Academy (ULA) will ensure curriculum alignment between classroom instruction and standards through the careful selection and utilization of resources, as well as the implementation of Sheltered Instruction Observational Protocol strategies to target all learners. ULA will purchase subscriptions to programs and materials that support alignment and mastery of standards. We have also created a social studies goal for the 2016-2017 school year that utilizes Tier II instruction, professional learning communities and ongoing professional development opportunities. Instruction and research based strategies, such as Rigor/Relevance Framework, will be used to provide supplemental programs and/or interventions to students identified as below proficient in social studies through the MTSS process. These strategies will be used in small group settings with a highly qualified tutorial staff member and/or specialized instructor. All strategies will be planned by the classroom teacher using local assessment data to identify need areas.

Additionally, professional learning communities will be implemented to provide supplemental staff mentoring and coaching aligned to our professional development plan. Teachers will receive professional development to enhance their social studies instructional strategies and increase real world application. Staff will be given embedded collaboration time a minimum of twice per month on Fridays to collaborate with grade level/content area teams. This collaboration will encourage discussion of shared strategies, embedded work sessions among teachers for planning and curriculum development, professional learning communities through the use of webinars, and teacher led share-back professional developments.

Teachers will implement culturally responsive instruction to ensure equitable access of social studies curriculum, as well as increase student capacity in literature and make cross-curricular connections.

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?

Universal Learning Academy (ULA) conducts an annual, online survey that gathers perception data for students in grades 3-11. The survey was conducted on laptops the week of April 12th. Students had unlimited time to complete the survey and were encouraged to reflect thoughtfully about all aspects of learning at ULA. In the teaching/learning component, the 2015-2016 students indicated that the area of highest satisfaction are ELA and social studies, each with a 75% good/excellent rating on a 100% scale. In the area of governance/leadership, students indicated that the area of highest satisfaction is student ability to understand lessons and teachers providing adequate support.

24b. Student Perception Data

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

Universal Learning Academy (ULA) conducts an annual online survey that gathers student perception data. In the teaching/learning component, the 2015-2016 student data indicated that the area of lowest satisfaction is science with a 2% satisfaction rating on a 100% scale. In the area of governance/leadership, students indicated that the area of lowest satisfaction is fairness and policy implementation with an 11% satisfaction rate.

24c. Student Perception Data

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

Students will engage in scientific, hands on activities to motivate and engage higher order learning. Students will have the opportunity to participate in school-wide science initiatives that promote concepts learned in class. The Academy will purchase supplemental resources that target science standards and incorporate STEM to maintain student engagement and active participation. Teachers will be trained to provide fun, interactive ways to connect scientific concepts to students using supplemental resources and research based, best practice strategies. In addition, since ELA was a high level of satisfaction, teachers will incorporate scientific literature to enhance access to scientific vocabulary, skills, and concepts. In the area of governance and leadership, ULA will implement a student government system in which elected representatives from each class will meet to discuss school-wide programs, problem-solving, and support the decision making process. In addition, teachers will be encouraged to involve students in developing classroom policies.

science

25a. Parent/Guardian Perception Data

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

Universal Learning Academy conducts an annual online survey that gathers parent/guardian perception data. The survey was available for parents to complete in a computer lab during parent/teacher conferences, as well as sent home in hard copy form with students. The 2015-2016 parent/guardian perception data indicated that the highest area of satisfaction is the building maintenance and custodial services (91.53%) in the area of programs/services. In the area of teaching and learning, using a variety of teaching strategies and learning activities, use formative/summative assessments to identify your child's learning, and keeping parents informed regarding student progress were all areas of satisfaction with an 84.75% satisfaction rating. In the area of governance and leadership, the highest area of satisfaction was fairness and consistency in implementing the school discipline policy with an 84.75% satisfaction rating.

25b. Parent/Guardian Perception Data

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

Universal Learning Academy conducts an annual online survey that gathers parent/guardian perception data. The 2015-2016 parent/guardian perception data indicated that the areas of lowest satisfaction include the parent engagement program (6.78%) in the area of programs and resources and reasonable homework assignments and student recognition (5.08%) in the area of teaching and learning.

25c. Parent/Guardian Perception Data

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

In order to increase parent satisfaction, Universal Learning Academy will be promoting involvement in the Parent Teacher Council and support all Parent Teacher Council activities. Additionally, to address the attitude of the students toward the school, Universal Learning Academy will hold a minimum of three family functions/events during the 2015-2016 school year. These functions/events may include family fun day, STEM night, Culture Day, Language Day and family engagement field trips. The goal of these actions will be to increase interaction of Universal Learning Academy's administration and staff with the parents and students of the school and therefore continue to increase the overall moral and attitude shown by parents and students alike.

Furthermore, Universal Learning Academy will provide training on extending learning for students at home by offering meaningful, rigorous

homework activities that target the mastery of standards. ULA will also hold at least two recognition assemblies for students to recognize academic achievement and good character.

To encourage 100% participation, ULA will hold a PD/breakfast where parents will have the opportunity to complete the survey.

26a. Teacher/Staff Perception Data

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

Universal Learning Academy (ULA) conducts an annual online survey to gather staff perception data. The 2015-2016 teacher and staff perception data indicated that the area of highest satisfaction based upon teacher feedback is the staffs' respectful attitude towards students' and parents' social and cultural differences (95.6%) under the Governance and Leadership field and providing student recognition for their work (90.1%) under the teaching and learning field.

26b. Teacher/Staff Perception Data

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

Universal Learning Academy (ULA) conducts an annual online survey to gather staff perception data. The 2015-2016 teacher and staff perception data indicated that the area of lowest satisfaction based upon teacher feedback is communication between staff and school administration (18.68%) in the area of governance and leadership and effective grading practices to identify students' achievement (4.4%) in the area of teaching and learning.

26c. Teacher/Staff Perception Data

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

To improve communication between staff members and administration, Universal Learning Academy will hold PLC meetings in which all staff members will actively participate in, as well as grade level/department "check-in" meetings to ensure transparency and support for all members. To improve grading practices, ULA will adopt a standardized, mastery-based grading system in which grades are based on the mastery of standards.

27a. Stakeholder/Community Perception Data

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

Universal Learning Academy (ULA) conducts an annual online survey that gathers stakeholders/community perception data. The 2015-2016 stakeholders/community perception data indicated that the areas of highest satisfaction are the respect of the social and cultural differences toward students and parents by the administration (57%), the scholarship program, academic contests and school assemblies (56%), and the Parent Professional Development Sessions: Effective Disciplining & Parenting, ESL classes, PS Parent Portal and Curriculum and Assessments with a 50% out of a 100% scale.

27b. Stakeholder/Community Perception Data

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

Universal Learning Academy (ULA) conducts an annual online survey that gathers parent/guardian perception data. The 2015-2016 stakeholders/community perception data indicated that the areas of lowest satisfaction is the grading and reporting practices of the student achievement with 24% out of a 100% scale. Additionally, fair satisfaction was indicated with the social work services and the school counseling program both at 14% out of a 100% scale.

27c. Stakeholder/Community Perception Data

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

Stakeholders/Community interests will receive information regarding the grading and reporting policy of Universal Learning Academy. This information will be distributed to the parents and stakeholders at the school Open House that will occur in August 2015. Further information about the grading scale and mastery of power standards will also be shared by the principal at the school Open House for the parents/stakeholders as well as in a professional development session for the school staff in August 2015.

The Social Work and school Counseling Services departments will continue to make connections with the community and stakeholders through holding community event such as Career Day, College visits and College/Career planning sessions. Families that are in need of Social Work services will be encouraged to reach out to the school for help with finding medical, housing and commuting resources.

Summary

28a. Summary

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

Universal Learning Academy shows a slight increase in the demographic data. Efforts to increase enrollment include holding community events to showcase our programs. The process data shows that Universal Learning Academy is strong in the areas of Teaching for Learning, Leadership for Learning and in providing a Professional Learning Culture. It also shows that there are necessary improvements needed in the areas of ongoing communication to staff and parents regarding school functions, calendars, policies, etc., in addition to plan additional family engagement activities for the 2016-2017 school year.

The perception data shows strengths in the areas of respecting social and cultural differences and utilizing a variety of teaching strategies. Areas of improvement include communication between staff and administration, fairness and policy implementation, and grading practices.

Lastly, the achievement data shows steady gains in reading and writing proficiency among students. Math, Science and Social Studies, although increasing in student achievement overall, are a challenge area. Further development and implementation of resources, programs and professional development will be used to close the achievement gap in these subject areas. The goal is to attain 85% proficiency by the year 2024, which coincides with the MDE achievement goal set for all schools in the State of Michigan.

28b. Summary

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

Universal Learning Academy is currently experiencing challenges with the demographic data presented in that student enrollment did not increase significantly. Effort to encourage enrollment include offering competitive electives. This is not currently impacting student achievement.

The process data shows that a necessary increase in School, Family and Community Relations is needed. Increased communication to students, parents, staff and stakeholders regarding school functions, grading policy, testing, and school curriculum can positively impact student achievement through effective and consistent communication practices. Through such practices, Universal Learning Academy expects an increase in morale from students and parents.

The perception data shows that there is currently a need in the discipline policy and procedures. Changes to the procedures currently being used may negatively impact student achievement since trend data (2012-2016) shows a overall decrease in the number of discipline consequences. Consistency and follow through with the students is an ongoing process that is maintained through the implementation of Positive Behavioral Interventions and Support (PBIS).

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?

Universal Learning Academy has created goals for the 2016-2017 school year that focus on health & wellness and obtaining 85% proficiency levels in the areas of social studies, science, math and writing by June 30, 2024. In addition, ULA has developed a climate/culture goal to establish the behavioral support and social culture for all students to achieve social/emotional/academic success. These goals also show an ongoing 8% growth target for each school year beginning with the 2016-2017 school year.

The ongoing need for professional learning communities, staff and parent professional development, double-dose instruction, merit/incentive pay and family engagement activities/collaboration sessions is identified and embedded into each of the goals that have been created for the 2016-2017 school year.

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	Grades 1-5 take NWEA assessments and are expected to achieve at their grade level. Also we use DRA/QRI reading assessments.	

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.ulapsa.org/docs/2014_AER_ULA.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	All EDP's are located in the counselor's office.	

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

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	The Academy does not discriminate and meets all requirements and regulations by the U.S. Department of Education	

Single Building District Improvement Plan

Universal Learning 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	Name: Mrs. Nawal Hamadeh Position: Superintendent of Schools, Founder and CEO Address: PO Box 1440 Dearborn, MI 48121 Telephone: 313-565-0507	

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	Attached	

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	No	Not applicable. Data was not very informative or useful to use within our SIP plans/goals	

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	The Academy uses iSafe as a tool to teach students about internet safety. There are also filters in place to prohibit inappropriate sites/materials	

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes	The district monitors adult and student use of the internet. We have a technology director within the distrcits who oversees this.	

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

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 meets all requirements for satae 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	The Academy has a process to provide public notice and hearings about Internet Safety Policies	

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	The Academy uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning.	

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	Needs were identified. Supplemental technology are outlined under activites within each SIP goals	

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	Smartboards in every classroom for teachers and students to use. Laptop carts are also used for students throughout the day.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes	Technology is integrated throughout the curriculum to teach technology literacy.	

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	After school and summer school program have blocked time for technology every day. Also with the move to a STEM program, students are agressively being taught technology and engineering everyday.	

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 Academy complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations with 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	Name: Mrs. Nawal Hamadeh Position: Superintendent of Schools, Founder and CEO Address: PO Box 1440, Dearborn, MI 48121 Telephone: 313-565-0507	

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

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted through detailed analysis of student achievement data on the M-STEP (2014-15), PSAT & SAT (2015-16),NWEA (2015-16), and WIDA (2014-2015). The M-STEP assessment shows that there are currently gap areas in Science, Math, and Social Studies among the tested grade levels. This was done to gain a clear understanding of the effectiveness of school programs/processes and curriculum.

Additionally, staff, parent, and student surveys were utilized to gather perception data of the effectiveness of school programs/processes as well as demographic data. Inferential and descriptive statistics were employed to complete the analysis of the results. PowerSchool was used to gather data regarding school program effectiveness and to track student demographic subgroups.

The Academy's key stakeholder groups consisted of students, parents, staff and community members. Ongoing communication on a daily basis is also implemented with at least tri-monthly progress reports and electronic reports available at any time.

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

The results of our comprehensive needs assessment show that the Academy continues to meet the set goals as well as evidence of successful Implementation of school support programs. While social studies, science, and math are still target areas, the school continues to strive to ensure that the state proficiency targets are met for 2016-17. The analysis concluded that the Academy needs to continue to implement best practices in the classroom and continue to provide support programs throughout the year. Such programs include but are not limited to:

-Supplemental resources used before, during and after school tutorial programs to give at-risk and/or high priority students the needed "double dose" of learning to reduce gaps in achievement.

-Technology is used to enhance instruction and give at-risk students opportunities to use and have access to resources they may not have due to their economically disadvantaged subgroup identification.

-Professional Development/Training is provided to staff, parents and students aligned to SIP goals as well as individual needs to increase student achievement.

-Effective use of standardized assessment data to support instructional practices as evidenced by student achievement results. and The data illustrates the successful incorporation of differentiated instruction, co-teaching and supplementary programs/services.

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

Based on the M-STEP data in 2014-15, the PSAT and SAT 2015-16, NWEA data (2015-16), along with the elementary QRI and DRA 2015-2016 data, our school goals for the 2016-17 school year are directly connected to the needs of our students.

We concluded that there were gaps identified in Math, Science & Social Studies in both elementary and secondary levels and that additional programs and services are needed for the students (i.e. ESL, Tier intervention).

The NWEA assessment shows that 56.5% of our students are non-proficient in Math and 46.3% are non-proficient in Science. Although student achievement is occurring, further research and implementation of programs, resources and professional development is needed to continue student achievement growth.

The M-STEP math assessment average shows that the 3rd thru 8th grade students are 30% proficient. The M-STEP Social Studies assessment average shows that the 5th and 8th grade students are 16% proficient.

Although the 9th grade ACT Explore reading assessment showed a decline in average composite score from the Fall 2014 to the Spring 2015 Explore reading assessment, the M-STEP reading assessment scores show that ULA exceeded the State average in the reading assessment for 2014-2015 school year. The MSTEP assessment shows that 49% of ULA students are advanced or proficient in reading. QRI and DRA data for the 3rd through 5th grade students show an average of 77% growth from the Fall 2015 assessment to the Spring 2016 assessment.

Given this information the Academy's goals for 2016-2017 will directly target the priorities identified in math, social studies, science and writing.

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

The goals address the needs of the whole population given that data is used to identify where students are struggling per core subject area. These needs also address identified subgroups, which include special recognition to students who are disadvantaged and new for this year as well as looking at the top and bottom 30% of students.

Gaps identified in the needs assessment are used to identify researched based strategies such as leveled reading groups, word walls, and interdisciplinary and common planning time to address the gaps. Universal Learning Academy also utilizes the data to ensure the employment of an instructional plan that provides differentiation and maximizes student achievement for individual students. World Class Instructional Design and Assessment (WIDA) data is used to identify English language learners and provide targeted instructional strategies to minimize language barriers. Teachers are trained in implementing Sheltered Instruction Observation Protocol (SIOP) strategies to reach ELL learners. All students receive interventions as part of the MTSS process. Students in Tier I (all students) receive whole group interventions as part of best practice instruction, students in Tier II receive interventions based on their area of deficit in a small group setting, and students in tier III receive one-on-on individually targeted instruction.

Component 2: Schoolwide Reform Strategies

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

The school wide plan focuses on helping all students reach state standards through various strategies. Initiatives include project/center based learning, Sheltered Instruction Observation Protocol (SIOP), tutorial services, Multi-Tiered Support System (MTSS), Achievement Camper Program (ACP), the inclusion of various forms of technology, extended day interventions, and special education and speech programs. ULA has also established a Science Technology Engineering Mathematics (STEM) task force, made up of various stakeholders to design a program that increases student motivation and achievement in math and science. Initiatives are based on grade level standards and promote higher order thinking skills.

Teachers are also trained in utilizing the Rigor COMPASS Model (Williamson, Blackburn 2012), Multiple Intelligences (Nicholson-Nelson 1998), the John Hattie Strategies (Marzano, 2003), Higher Order Thinking Skills (HOTS) (Brookhart, 2010), and the Relationships/Brain Research (Nussbaum, Daggett, 2008). Teachers completed the STEM certification process, which trained teachers to plan and implement proven inquiry based activities. The Academy provides ongoing mentoring to all teachers and tutorial staff to support MTSS interventions (language proficiency standards, use of data, SIOP, and other research based strategies).

Universal Learning Academy uses the most current student data to construct the most effective data driven lessons which incorporate specified, daily differentiation. Programs being implemented include the integration of Science Technology Engineering Mathematics (STEM) and Literacy Across Curriculum (LAC). In order to increase student achievement for all students in STEM in accordance with the Comprehensive Needs Assessment and goals, the Academy will purchase Everyday Math supplemental materials and journals, Chemistry and Math skills workbooks, science kits (aligned to NGSS), practice and problem solving workbooks for Mathematics, STEM manipulatives, FOSS kits, science lab equipment (including lenses, prisms, shatterproof safety mirrors, magnifiers, protractors, eyedroppers, headphones, models, seeds, thermometers, science learning centers, and kits), calculators, health journals, science library books, graph boards, online quiz and game subscriptions.

The state of Michigan mandates 150 minutes of physical education per week, which is provided through physical education classes twice a week, as well as recess and classroom game-time through the PlayWorks organization.

Elementary classes received leveled reader sets of all genres to meet the wide range of reading abilities and interests in each classroom. In addition, Universal Learning Academy has designated a book room that contains leveled books for all reading levels. Teachers have the tools to differentiate instruction to meet the particular needs of every student. Books are taken home to extend learning and reinforce skills attained at school.

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

Universal Learning Academy uses research based methods and strategies implemented in the school-wide plan that increase the quantity and quality of instruction. Beginning with the establishment of a strong professional learning community (PLC), ULA requires staff members to participate in professional development on a weekly basis. Additionally, ULA staff can receive SCECH (State Continuing Education Clock Hours) to maintain highly qualified status. The professional development opportunities are based on staff needs. ULA integrates teacher

mentoring with both peer-to-peer mentoring, as well as administrative mentoring. Mentoring is based on staff professional development plans and observations.

In the classroom, Universal Learning Academy (ULA) employs many student-centered, research- based strategies to increase the quality and quantity of instruction. Marzano, Tomlinson, and Nussman/Daggett are predominant research resources in lesson planning. ULA incorporates SIOP, Higher Order Thinking Skills (HOTS), the integration of Science, Technology, Engineering, Mathematics (STEM) and Literacy Across Curriculum (LAC) in weekly lesson plans as well. The integration of core subjects provides a greater window of cross-curricular instructional time because subjects can be taught cooperatively. The Mission Possible initiative (NWEA targeted learning plan) is in place to target specific learning objectives based on student needs. Play Works is an instructional program that trains "junior coaches" to assist the instructor as an extension of their own separate responsibilities. The ACP Program contributes to the quality and quantity of instruction by helping to bridge the gap between regular daily instruction and the need for additional support. Universal Learning Academy also allocates seventy minutes per week for after school support for Section 31a students to extend instructional time, as well as target specific skills by working with smaller groups in both LAC and STEM. Universal Learning Academy also provides tutoring from 3:30 to 3:50 Monday through Thursday.

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

The reform strategies in the school-wide plan that align with the findings of the needs assessments include analyzing the data from NWEA MAP/MPG, Michigan Student Test of Educational Progress (M-STEP), PSAT and SAT assessments, QRI and DRA reading assessments, demographic data and perception data to target instruction, which in turn supports student growth. Based on 2015-2016 school year data, Universal Learning Academy (ULA) has identified the areas of need per grade level and developed a plan to target each core subject.

According to 2014-2015 data for mathematics, 32.7% of eight grade students, 35.4% of sixth grade students, and 16.5% of fourth grade students scored not proficient on M-STEP. In science, 74.7% of fourth grade students and 88% of seventh grade students scored not proficient on M-STEP. According to the AMAO, 33% of ESL students scored not proficient in meeting the WIDA assessment guidelines. With more than 70% of students demonstrating non proficiency, science continues to be an area of focus. Math trends in eighth grade indicate that approximately 36% of students are proficient according to the M-STEP, which has remained consistent for two academic school years.

Reform strategies implemented at Universal Learning Academy that address the findings of the needs assessments include establishing a STEM task force to facilitate school-wide STEM initiatives, providing afterschool programs, such as Achievement Camper Program (ACP) and tutoring, differentiating instruction, integrating SIOP strategies, providing tutorial staff, STEM interventionists, reading interventionists, and incorporating manipulatives daily. Teachers identify suggested learning objectives for each student and use a variety of instructional resources to target individual needs. ULA has adopted the Multi-Tiered Support System (MTSS) process and trained staff members in implementing it with fidelity. Students in Tier I receive interventions as part of daily instruction. Teachers focus on employing research based instruction to help reach all learners.Students identified for Tier II receive targeted interventions in small group settings via our tutorial staff. Interventions are based on the individual learning needs of the students and include the use of visuals, manipulatives, and SIOP activities. Students in Tier III receive the most intense services as they are supported in a one-on-one setting using time and resources to maximize learning. The MTSS process is routinely monitored and evaluated to determine students who qualify to change levels, according to the most current data. As a result of these initiatives, our goal is to see an annual increase in all content areas to meet the MDE 2024 student achievement requirements.

In addition, instructional staff members use various forms of assessments to determine needs and gaps, such as NWEA, WIDA, weekly running records, and formative/summative assessments. Teachers collaborate by unit to analyze data pertaining to student growth, as well as meet with curriculum coordinators to ensure authenticity of assessments and monitor student achievement. Goals for students performing within the bottom twenty percent per homeroom class are set and revisited regularly.

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

The school-wide plan provides many levels of interventions. Student needs are identified and supported based on subgroup identification. Subgroups and relevant strategies used include:
English Language Learners: World Class Instructional Design and Assessment (WIDA) data is used to determine ELL students. Identified students receive targeted interventions as part of the MTSS process (Tier I, II, or III).
Special Education: Provide academic, behavioral, or social support as identified in the student's Individual Education Plan (IEP). This may include resource room teacher support, push-in/pull-out services from math and/or reading interventionist, speech pathologist services, social work/counseling services, participation in extended day programs, and targeted instruction in accordance with the MTSS process.
Atypical behavior: Positive Behavior Intervention and Support system (counseling/social support as needed. Students can be referred to community resources.
Bottom 20%: MTSS (tiered intervention support)
Homeless: Provide assistance and support based on identified areas of need.

Strategies include providing afterschool programs, such as ACP, differentiating instruction ((Tomlinson,1999), integrating SIOP, providing tutorial staff and reading recovery services, and incorporating manipulatives daily. Summer ACP is assigned to students who meet the criteria based on gradebook, summative assessments, and NWEA scores at the end of the school year. Teachers identify goals for each student and use a variety of instructional resources to target individual needs. ULA has adopted the Mutli-Tiered System of Support (MTSS) and trained staff members in implementing it with fidelity. Students identified in Tier I of the MTSS process receive ongoing, targeted instruction as part of daily instruction (whole group). Students in Tier II of the MTSS process receive tutorial staff services on a daily basis. This involves utilizing supplemental resources and strategies in a small group setting to target the individual learning needs of students. Students in Tier III receive intense, one-on-one instruction, including but not limited to extended time, the use of supplemental resources/programs, and research based strategies. Academic good-standing is monitored by school counselors to ensure pacing. Teachers are expected to monitor gradebook and communicate regularly with the principal, counselors, and curriculum coordinator to identify and provide in-school time to complete missing assessments.
School-wide, the academy, utilizes interventions at the classroom level, which include ELL and special education push in services, speech and reading interventionist pull out services, tutorial services, as well as small group intervention led by the homeroom teacher.

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

The Academy provides an enriched and accelerated curriculum for select students and supports progress for all students by differentiating instruction per grade and subject area. Specific methods of differentiation are determined utilizing techniques drawn from theories of Multiple Intelligences (Nicholson-Nelson 1998), Differentiation (Tomlinson 1999), HOTS (Brookhart 2010), Rigor/Relevance Framework (Nussbaum, Daggett 2008), and the Rigor COMPASS Model (Williamson, Blackburn 2010). ULA, school-wide, participates in using Marzano's Six Step Process to Teaching Academic Vocabulary which is designed to scaffold as students' progress annually. Additionally, ULA affords students

regularly scheduled, off-campus field trips and "during" and "after" school enrichment activities which are aligned to curriculum standards. Central office will assist the academy in recruiting and retaining highly qualified staff, researching programs/interventions, data analysis for program fidelity, and professional development for instructional administration to provide teacher coaching. Furthermore, the student academic achievement data (formative/summative assessments, NWEA, running records, etc...) is analyzed by grade level & content area teachers every 6 weeks (roughly 1 Unit length) for notable acheivements and/or identifiable areas of need. This data analysis then determines the students eligibility in receiving Tier II or III interventions.

Furthermore, accelerated programs, such as the National Elementary Honor Society (NEHS), National Junior Honor Society (NJHS), and National Honor Society (NHS) are maintained to recognize and challenge students of high academic achievement. The program, by design, encourages students to mentor, model, and service their school and local community, while maintaining high academic status. In addition, ULA's foreign language program separates students based on proficiency from previous years and challenges them to progress to the next tier. In an effort to increase student motivation, ULA holds pep rallies, as well as awards incentives for demonstrating growth on standardized assessments. PlayWorks offers students a daily, structured, playtime as means of promoting healthy lifestyles, positive relationships and better communication skills.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, all paraprofessionals are highly qualified according to 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. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	-All core academic subject teachers are highly qualified -All core academic subject classes are taught by teachers who are highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The teacher turnover rate for the 2015-2016 school year is 15.4%.

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

Universal Learning Academy has 47 highly qualified teachers in total.

36 teachers have between 0-3 years of teaching experience which equals 77%.
8 teachers have between 4-8 years of teaching experience which equals 17%.
2 teachers have between 9-15 years of teaching experience which equals 4%.
1 teacher has 15+ years of teaching experience which equals 2%.

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

The academy, through its ESP, has implemented initiatives to lower the turnover rate of highly qualified teachers including, but not limited to, the Staff Tuition Incentive Program (STIP), Professional Development sessions, merit pay, and the opportunity to voice issues online through the My Input Matters (MiM) and an annual feedback survey. Along with the implemented initiatives, as a school we help organize staff outings and staff recognition events to increase morale and community within the school. Furthermore, all staff members serve on School Improvement Teams (electronically and physically), thus teachers are empowered to take part in the decision-making process impacting school-wide programs, services, and policies. All staff members have the opportunity to select committees that they are interested in ; such as literacy committee, health and wellness committee, STEM committee, and social committee. Additionally the school conducts exit surveys to make program improvements and increase the likelihood that highly qualified candidates will stay with the school.

Additional initiatives Include; reinforcing effort and providing staff recognition through emails, shout-outs, appreciation boards, National Teacher Appreciation Week, and Educator of the Month recognition. The Academy also holds an annual staff recognition luncheon to identify and celebrate educators that go above and beyond the call of duty. The school also utilizes the School Improvement Team and other committee activities to identify areas of School Improvement based on data/need to continually support the Professional Learning Community. Through the use of committee activities, we are able to provide a sense community within students and staff. We provide multiple excursions to promote school community and camaraderie throughout the school year.

Surveys are sent out to teachers, students and parents annually to provide feedback on program quality to make yearly amendments based

on stakeholder feedback. In order to promote higher learning for staff members, the school has established a partnership with the University of Phoenix to offer teachers continuing education opportunities. These opportunities encourage staff members to stay at Universal Learning Academy, since we include a tuition incentive program. Along with higher learning opportunities, staff members also work together in Professional Learning Communities to support one another. Throughout the school year, we designate times for mentoring, collaboration, and professional development.. The school continuously attends local university job fairs to promote highly qualified educators.

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

The school, through its ESP, has implemented various benefits and initiatives to attract and retain highly qualified teachers regardless of the turnover rate. Educators are able to participate in a comprehensive benefit package which includes medical insurance, dental insurance, vision insurance, short term disability, long term disability, life insurance, tuition reimbursement, 401K matching, and paid time off.

The district has implemented specific initiatives to attract and retain highly qualified teachers regardless of the turnover rate. Recruiting occurs at a variety of different levels in the mass media including utilizing a variety of different job boards such as: ZipRecruiter, Teachers-Teachers, MAPSA, Linkedin, Indeed, K12 Job Spot, K12 Jobs, Monster, University Hosted Job Boards (Michigan Based), CareerBuilder GlassDoor. Additionally the district attends and recruits highly qualified teachers extensively all over the State of Michigan by attending education job fairs at the following universities/organizations: Western Michigan University, Michigan State University, Central Michigan University, Eastern Michigan University, University of Michigan-Ann Arbor, University of Michigan-Dearborn, University of Michigan-Flint, Wayne State University, Saginaw Valley State University, Calvin College, Grand Valley State University, Aquinas College, Hope College, Cornerstone University, We Teacher Charter Schools and Teach for America.

To attract and retain highly qualified teachers, the district promotes and sponsors staff recognition events which are held to recognize educators that go above and beyond the call of duty. Furthermore the district utilizes stakeholder feedback survey's which are used to make program improvements by utilizing staff perception data. Educators have access to supplemental resources and technology, district-wide, to facilitate their teaching practices. District-wide team-building activities as well as an open door policy are in place to enforce and support a positive culture and the retention of staff. The district calendar has half days scheduled on Fridays for professional development days beyond those required by sections 1526 & 1527 of Michigan School Code. Teachers are also provided professional development activities aligned to their individual growth plans and SIP needs before, during and after school. Teachers are offered additional professional development opportunities at local educational agencies, ISDs, Universities, professional organizations in which a substitute is provided. Major area's include Understanding Assessment Results, Improving Teaching and Learning Techniques, Curriculum Alignment, Technology Integration and Supplemental & Support Training.

ULA 2014-15 to 2015-16
Turnover Rate: 25%
Retention Rate: 75%

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

The Academy, through its ESP, has implemented initiatives to lower the turnover rate of highly qualified teachers including, but not limited to, the Staff Tuition Incentive Program (STIP), Professional Development sessions, merit pay, and the opportunity to voice issues online through the My Input Matters (MiM) survey. Furthermore, all staff members have the opportunity to serve on School Improvement Teams, thus teachers are empowered to take part in the decision-making process impacting school-wide programs, services, and policies. Additionally the school conducts exit surveys to make program improvements and increase the likelihood that highly qualified candidates will stay with the school.

Component 5: High Quality and Ongoing Professional Development

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

Professional development is aligned to the school's needs assessment and is detailed in the Professional Development Plan. Professional development needs are determined based on student achievement results, stakeholder feedback; staff performance indicator needs (growth plans) and utilizing the School Improvement Framework standards in addition to McRel High Performing School Standards.

These areas are summarized below according to our MTSS Plan that is aligned to MDE's Plan:
-How to implement effective instruction for all learners
-How to intervene early
-How to provide multi-tiered models of instruction and intervention
-How to utilize a collaborative problem solving model
-How to assure a research-based core curriculum
-How to implement research-based, scientifically validated, instruction/interventions
-How to monitor student progress to inform instruction
-How to use data to make instructional decisions
-How to use assessments for universal screening, diagnostics and progress monitoring
-How to implement with fidelity
-How to engage parents and community

The areas listed above will be addressed through the following professional development opportunities during the 2016-17 school year: (This is not an exhaustive list)
-Next Generation Science Exemplar
-EMATHS (Embracing Mathematics, Assessments, and Technology in High Schools)
-Wayne Resa: Thoughtful Classroom (Evaluation and Inquiry Processes)
-Wayne Resa: Civic Engagement in the K-8 Classroom
-Special Populations Conference
-13th Annual Images & Perceptions Conference
-Supporting Struggling Readers in the Content Areas
-Michigan Art Education Conference
-Michigan Music Education Conference
-Leveled Literacy Interventions
-Writing with the Experts: MI ELA Standards
-Assessing Writing Workshop
-Michigan Model for Health
-Making Math Meaningful
-Elementary Science Curriculum Network Series
-Supporting Struggling Readers in ALL Content Areas
-LEP-Palooza (LEP Strategies)
-MyOn Leveled Reading

-(5349) Culturally Responsive Instruction

-7 Habits-Leader In Me

-Schoolcraft Elementary Leadership Day

-Rubicon Training

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

Staff members receive ongoing and sustained professional development that is aligned with the needs assessment and with our professional development plan. Staff members participate in activities at the start of the school year and monitoring/coaching support is ongoing throughout the school year. There are half days dedicated to mentoring/coaching and school improvement activities each Friday for staff. Utilizing the McRel teacher evaluation system, we are able to provide professional development that is progressively moving forward as needs are reassessed at least bi-annually through formal observations and ongoing informal observations throughout the year via power walkthroughs. Staff feedback is gathered through surveys that are taken at the conclusion of each year.Teachers are also encouraged to seek professional development opportunities that apply to their specific content/interest areas. Those professional development suggestions, in conjunction with professional development that is identified to address the comprehensive need areas, are the focus for present and future professional development plans. Ongoing professional development is sustained throughout the year by support from instructional administration, Central Office specialists and peer mentors/coaches in addition to workshops either at the school or off-site.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	See attached ULA PD Narrative & Database 2016-2017	PD PLAN-ULA-2016-17 PD Budget Database-ULA 2016-17 Updated

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the school wide plan through consistent involvement in district School Improvement Teams, committees and processes, including the Family Activities and Assistance team and Parent Teacher Council parent organization with a maintained focus on the design, implementation, and evaluation of the School Improvement Plan.

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

Parents are involved in the implementation of the school wide plan through consistent opportunities to participate in school events such as volunteering in the classroom, family engagement field trips, curriculum night, Parent Teacher Council (PTC), parent/teacher conferences, cultural celebrations, and professional development workshops for parents with the Family Engagement Liaison. In addition, parents also participate through Parent Portal, as well as being members on School Improvement Teams. School Improvement Teams include: Family Activities and Assistance (FAA), Multi-Tiered System of Support (MTTS), Supplemental Professional development (SPD), Preschool Transition Strategies (PTS), Safe & Secure Learning (SSL), School Recognitions Activities (SRA), Program Evaluation Team (PET), and School-Wide Reform Strategies (SRS). All SIT teams include parent and electronic members.

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

Parents are involved in the evaluation of school wide planning through consistent involvement in School Improvement Teams, committees and processes including the Family Activities and Assistance team and the Parent Teacher Council (PTC). Parents also were given opportunities to express views through a survey mailed out at the end of each year, as well as an on-line survey conducted in the school's computer lab.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Please see attached, thanks!	Plan

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

The school complies with the activities outlined in ESEA Section 1118(c) 1-5, 14 and (f) by implementing the following as detailed in the School Parent Involvement Plan.

1118 (c) (1)

Each year, Universal Learning Academy holds a Title I Parent Meeting in the fall to inform parents about eligibility for Title I services that students will be receiving. The curriculum, student proficiency expectations, achievement, and levels are also shared. Parent sign-in sheets and meeting minutes are used as documentation. At the Title I meeting, the NCLB Parent Compact is shared with parents to ensure their understanding; and it is reviewed and shared with parents throughout the school year. A letter for an Achievement Campers Program meeting is also sent home to parents. The meeting is offered to all parents and students who are eligible for Title I services. The School Parent Involvement Plan is also shared at the meeting with parents to ensure clarity. Furthermore, meetings are offered at times convenient for parents.

1118 (c) (2)

Parent Teacher Conferences are offered three times a year, on two different days (Thursday and Friday), with two different times to accommodate parents' schedules. Parent/Teacher Conferences are also available to parents on different pre-scheduled days if needed. All Parent/Teacher Conferences are documented using a parent sign-in sheet. The Academy also offers flexible Individual Education Plan meeting times for parents. The School Parent Involvement Plan is also shared with parents at the meeting to ensure clarity. Furthermore, meetings are offered at times convenient for our families . The Academy also offers flexible meeting times with parents for Individual Education Plans.

1118 (c) (3)

Parents are involved in the development of the School Improvement Plan and Title I Program by an annual evaluation. An annual evaluation of the Parental Involvement Plan is conducted with parents using the parent survey as feedback and participation on School Improvement Teams, including a parent led FAA-Family Activities and Assistance Team. School Improvement Teams include: the Multi-Tiered System of Support (MTSS) Team, the Supplemental Professional Development (SPD) Team, the Preschool Transitions Team (PTS), the Safe & Secure Learning Team (SSL), the School Recognition Activities (SRA) Team, and the Program Evaluation Team (PET). All School Improvement Teams are comprised of both physical and electronic parent members. School survey data and standardized assessment data is shared with parents to ensure decision making is data driven.

1118 (c) (4) (a)

Universal Learning Academy provides information on school programs, which is presented at the annual Title I meeting, Open House, Curriculum Night and throughout the school year at various family engagement Professional Development sessions. School programs are also evaluated by the SIT-Program Fidelity Team to ensure that parents are involved in decisions pertaining to the curriculum, resources, and programs. School wide newsletters are sent home three times a year during Parent-Teacher Conferences, as well as on a need-to-know basis to communicate with parents. The Parent Compact is shared and signed by parents, teachers, and students at Parent-Teacher Conferences.

1118 (c) (4) (b)

Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways: Curriculum resources are shared with parents at the annual Open House and Curriculum Night, as well as at Parent-Teacher Conferences. In addition, The National Common Core and Michigan State Standards are shared with parents to ensure that parents are aware of grade level expectations.

Prior to the state assessment in MSTEP, grade level proficiency goals and standards are shared with parents to ensure they are aware of expectations. State standardized test results and district standardized test results are shared with parents, as well as sent home.

Parents are informed of students' progress when progress reports are sent home every 6-8 weeks to ensure communication is clear. Parents

may track and monitor student progress via the Power School Parent Portal. During School Improvement Team meetings, state standardized assessment data is shared with School Improvement Team members to ensure data driven decisions are made in the best interest of the school and high priority areas are being met.

1118 (c) (4) (c)

Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways: Universal Learning Academy provides parents many opportunities throughout the school year to share their thoughts, ideas, and to evaluate current school wide programs, curriculum, academic achievement, school leadership, instructional staff, services available to At-Risk students through the use of annual surveys, which contain 55 indicators pertaining to school improvement. The results of the surveys are used during School Improvement Planning to ensure that programs, services, and curriculum are improving and aligned to the School Improvement Plan. In addition, a parent suggestion box is located in the main lobby where parents may provide suggestions for improvement and comments regarding the Title I program.

1118 (c) (5)

If parents are not satisfied with the School Improvement Plan or programs, they have opportunities to make comments in several ways. First, parents are invited to participate in School Improvement Teams to ensure that they are participating in the creation of the school wide plan. Secondly, parents are encouraged to complete the Academy's survey given at the end of each school year as a way to provide parent feedback and insight into programs, services, curriculum, and school wide decision making.

1118 (d) (1)

The Parent Involvement Plan, the Parent/Student Handbook, and the NCLB Compact were all created with the help of parents using the School Improvement Process, as parents serve as members on all School Improvement Teams. This ensures that all stakeholders are present and contribute to the improvement of student academic achievement and process.

1118 (d) (2) (B)

Universal Learning Academy hosts monthly Parent Teacher Council meetings to engage and involve parents in various Family Engagement activities, school wide events, and activities that pertain to student academic achievement. These meetings are open to all parents of Universal Learning Academy students. The Parent-School Compact is shared annually at Parent-Teacher Conferences each fall. This is an opportunity for parents and teachers to share ways in which they may jointly support the child's learning at home and in school. In addition, the Parent-Student handbook is available to all parents at the annual Title I meeting.

1118 (d) (2) (B)

Student progress is reported to parents in several different ways, at a variety of times throughout the school year. Firstly, student progress reports are sent home every 6-8 weeks or more often if the teacher and/or parent deem it necessary for student success. Secondly, all parents have access to Power School Parent Portal, a web-based program. Thirdly, parents may meet with teachers when necessary, as Universal Learning Academy has an open door policy. Parents have the flexibility to call, e-mail, or stop in their child's classroom daily. Also, elementary school progress is shared through daily student folders being sent home. In addition, teachers also communicate with parents though telephone calls and e-mails; and progress is also shared through classroom newsletters, individualized student behavior letters, Individual Education Plan progress reports, school wide newsletters, and assessment data/results shared with parents.

1118 (d) (2) (C)

School staff ensures parents have access to communicate with them about their child's education in a variety of ways. Parents are encouraged to use e-mail, phone, or face-to-face methods of contact to communicate with teachers and administration regarding their child's progress. Also, parents are invited to attend school field trips, volunteer in the classroom, join the Parent Teacher Council, and help plan and

attend school wide events, such as: Field Day, bake sales, Enrollment Open House, Kindergarten Graduation, and Family Engagement activities outside of school. Parent engagement and volunteering is documented through the use of Power School. In addition, immediate contact between parents and teachers, when concerns arise, is encouraged. Other ways that parents have opportunities to communicate with school staff is through student progress reports, which are sent home to parents to inform them of student progress and Power School Parent Portal that is available and accessible to parents.

1118 (e) (3)

An on-going Professional Development workshop for staff on effective ways to increase parent involvement occurs annually. Teacher representation on Parent Teacher Council is used to increase communication between parents and staff. Parent feedback on surveys is used during school improvement planning to improve programs, services and resources.

1118 (e) (4)

Coordination with other programs for parent involvement includes: Parent Teacher Council (PTC), School Improvement Teams such as the FAA-Family Activities and Assistance Team, Multi-Tiered System of Support Team, Supplemental Professional Development Team, Preschool Transitions Team, Safe & Secure Learning Team, School Recognition Activities Team, and Program Evaluation Team. In addition, the Academy encourages parent volunteers and Co-Leading afterschool sports activities.

1118 (e) (5)

Information is shared with parents in dual-language formatting to accommodate parents whose primary language differs from English. Examples include: Arabic-speaking interpreters that are available during Open House, Curriculum Night, Parent/Teacher Conferences, and any meetings with parents as the school population is comprised of non-English speaking or limited-English speaking parents. Furthermore, forms and letters are modified if needed and translated into English or Arabic.

1118 (e) (14)

Parents are provided with reasonable support, such as access to an ISD-Hearing Impaired Consultant and other outside consultants, including a school psychologist, a speech therapist, and a social worker. In addition, parenting and educational informational brochures are available and are located conveniently near the main entrance next to the office.

1118 (f)

Staff provides opportunities for full parent participation in the following events: School Improvement Teams, Open House, Curriculum Night, Parent-Teacher Conferences, Family Engagement Nights, and field trips. Parents are also encouraged to participate in school wide activities such as: bake sales, book fairs, and the school's Open-House Enrollment Fair. Parents with disabilities are encouraged to participate through the use of Universal Learning Academy's school website or home visits. Parents are also contacted through phone calls home and surveys mailed to the home. In addition, Universal Learning Academy is fully equipped with handicap facilities. Parents of migratory children are also encouraged to use the school website in addition to being communicated to through phone calls home.

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

The Academy takes strategic action to increase parent involvement. An annual evaluation of the content and effectiveness of the Parental Involvement Policy occurs in order to improve the quality of the Title I, Part A School. The evaluation includes identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have Limited English Proficiency (LEP/ELL), have limited literacy, or are of any racial or ethnic minority background). The results of the

evaluation are used to revise, if necessary, with representatives from stakeholder groups. In addition, sign-in sheets are used to track attendance for each event held and attendance data is used to determine effectiveness, as well as planning future events.

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

The results of the evaluation are used to improve school wide programs. First, data is analyzed to look for patterns and trends that show strong areas, as well as areas of improvement. Then, collaboration with stakeholders occurs to create and discuss strategies needed for positive changes. A timeline is developed to implement the necessary changes.

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

The School-Parent Compact was developed with consistent parental involvement through district School Improvement Teams, committees, and processes, including the Parent-Teacher Council (PTC),with a maintained focus on the design of the School-Parent Compact.

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

The Parent Compact is used at elementary-level conferences to reinforce school and state guidelines, policies, and school expectations. It is also used to remind parents of the role they play in their child's education. The Parent Compact is reviewed and signed once annually.

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

Data and feedback are gathered through stakeholder assessments and surveys. Then, this information is reviewed by representatives from stakeholders including the Family Engagement Liaison, the Family Activities and Assistance School Improvement Team, teachers, and instructional administrators. Once a draft is completed by the team, it is reviewed and approved by the building principal. The School-Parent Compact is shared with the parents of middle and high school students at the beginning of each school year. This is also made available any time a student is enrolled after the start of the school year. The document is also translated and/or clarified upon request before stakeholders add their signature.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	See attached School-Parent Compact	ULA School Parent Proposed Compact for 2016-2017

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

The Academy provides student academic assessment results electronically through Power School, so parents are easily able to use language/translation functions through the web browser. The Academy also has staff that speak the alternate language of many students.

This staff includes teachers, tutorial staff, administration, and other support staff who are available for translation during conferences, phone discussions, and/or meetings. In addition, the Academy uses translated forms when available.

Component 7: Preschool Transition Strategies

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

The Preschool Transition Plan for connecting with preschool age children involves more than a once-a-year visitation to the Kindergarten classroom. The program includes providing training to Preschool parents and Preschool teachers on skills these students will need when they enter Kindergarten. Many activities to "reach out" and "reach back" to families are planned for throughout the school year and continuing into Kindergarten. Universal Learning Academy periodically contacts families of Preschoolers, either via telephone, email, or face-to-face to share information about their student, their routines, and the school setting. Another form of contact that is constant in the Preschool classrooms is through a web-based communication tool call Teaching Strategies Gold. Teachers make periodic updates to each child's electronic portfolio and shares the observations with parents. Through this tool, parents can also leave feedback or messages for the teacher. In order to assist all parents, bilingual staff/aides are available for parents with a primary language other than English.

Arabic is the primary language of several of the parents/students at Universal Learning Academy. In all Pre-Kindergarten classrooms, the associate teacher speaks fluent Arabic and communicates with families as needed. There is also an Arabic Department, which translates Pre-Kindergarten documentation for families. Some examples of these documents include: enrollment packets, letters, and field trip information. In order to assist families transitioning to Pre-Kindergarten, early registration begins in March through May of each school year. Each family is pre-qualified by Great Start to Readiness Program (GSRP) eligibility and enrollment requirements, which include low family income, diagnosed disability or identified developmental delay, severe or challenging behavior, primary home language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent, and environmental risk. The school's leadership team also visits local daycare facilities to enroll eligible students, as well as holds an annual kindergarten round up event. The school has included a behavioral/developmental checklist to inform select service providers of students whom may be in need of special services. This allows for early identification and intervention if necessary. This form will not affect the student eligibility for enrollment. Rather, it provides the necessary information to support the student as needed. The checklist will be sent home with the acceptance packet of those students whom have been selected for the Pre-K program. Once selected for enrollment, families will be contacted for scheduling Home visits, and Pre-Kindergarten Orientation. In order to ensure a smooth transition into Pre-Kindergarten and then into Kindergarten, Universal Learning Academy conducts a minimum of two home visits two per year. Before school begins, each family has a home visit. During the home visit parents are asked several open-ended questions to develop a strong parent-teacher partnership such as: Tell me about your child. What does your child like to do at home?

What are some of the family activities that you and your child do together? Who does your child interact with both at home and outside of the home? What does your child like best about school? During this home visit parents are given Creative Curriculum Learning Games 48-60 Months as a resource to assist the student at home.Once the school year begins, parents walk their children into the building and are welcomed and encouraged to stay with students in order to get them started in the morning. During this time, parents speak with the primary teacher and associate teachers about student progress.

Classroom newsletters and notes are also sent home on a weekly basis and phone calls are made when necessary. In order to support students, home learning activities, including Picture/Family Tree activities, "All about Me" themes and "Saying Goodbye," are sent home for students to work on with their families. There are also monthly home-to-school connection activities sent home which includes a reading log and developmentally appropriate activities.

Universal Learning Academy holds informational meetings and hosts parental involvement activities in order to increase parentalinvolvement. The Pre-Kindergarten program offers supervision for early arrival, as well as late dismissal. All special events and concerts are scheduled during the school day so parents can stay and volunteer afterward. For example, parents were invited twice during the school year for themed Arabic performances, where the students sang for their parents, parents watched a power point about their students in class work, and parents completed an activity with the students. Parents receive weekly newsletters and phone calls as needed to communicate needs and are encouraged to interact among one another. Parents have the opportunity to interact with one another during Curriculum Night, Parent Orientation, Field Trips and other events. There is a Parent Advisory Committee that meets throughout the year. There are also Professional Development opportunities available all year for staff. Staff also provides parent & student learning opportunities including transition expectations, parental involvement, separation anxiety, how to build self-esteem and independent learners, and how to integrate reading, writing, counting, and learning the alphabet into daily life.

The school connects with Preschool-age children, beyond once a year visitation to the kindergarten classroom, Weekly Reading Buddy Activities with older grade level partners, Library Time, School wide free dress day themes, Reading Month Activities, and Arabic Culture Day. Preschool classrooms are also invited to attend school wide assemblies when various community members and groups come to visit and speak. For example, Preschool students attend school wide assemblies when local sports teams, such as The Detroit Lions come to visit and speak on the importance of education and working hard. These activities are open to the entire school and Pre-Kindergarten students are able to experience these activities with their peers and parents. The children and parents also participate in the following family field trips:

Apple Orchard, Detroit Kids City, Pump It Up, Hands-on Museum, Detroit Zoo, and the Public Library. They may also attend the following in house field trips: Academic Entertainment, Detroit Opera, LollaPalooza Puppets, Pre-Kindergarten picnic, and Pre-Kindergarten Graduation. In an effort to connect the Pre-Kindergarten students with the HES Community Pillars, we have in house visits from professionals in our community such as local dentists, firefighters, and police officers.These enrichment activities are also open for parents to attend.

Toward the end of school year, the final home visit is conducted and parents are asked the following questions: "How is your child doing at home, now that they have been in school for a while? How do you feel s/he is doing at school? In what ways did your child and your family benefit from being involved with our program this year? What goals do you have over the summer and also for Kindergarten? Do you have suggestions for how we can improve upon our program in the future?" During this home visit the parents are given summer enrichment activities. Pre-Kindergarten students also participate in Kindergarten preparation visits which include visiting the classroom and practicing lunch/snack in cafeteria.

As part of the transition activities the Pre-Kindergarten students visit the Kindergarten classroom to listen to a story, ask the current Kindergarten students questions, and then have snack together. The children rotate throughout the other Kindergarten classrooms. In the fall, after the Pre-Kindergarten year is complete, there is a parent orientation for all students and their families where parents and students can meet staff, visit classes, and the school can communicate the responsibilities and expectations for all Kindergarten students. Parent Orientation for all students includes reviewing the School Improvement Plan and Title I, and then the parents visit their child's classroom to meet the teacher and get more specific information from their child's teacher.

It is a priority at Universal Learning Academy that the Pre-Kindergarten Team maintains informal contact with Preschool graduates as many continue within same district or sister academy program. Also, the students are informally surveyed to ask about their Pre-Kindergarten experience which includes the following questions: "How did you like breakfast and lunch?, How did you like our 'In School" Field Trips (Detroit Opera House, Lolla Palooza Puppet Show)?, How did you like our 'Out of School' Field Trips (Apple Orchard, Pump It Up, Marquis Theater, Detroit Zoo, Hands On Museum)?,, How did you like the reading log in the Homework?, How did you like performing at Assemblies?, How did you like your Pre-Kindergarten Graduation?" At orientation, the Kindergarten teachers reviewed the ABC's of Kindergarten which included the following topics: attendance, arrival and dismissal, Arabic, birthdays, conferences, discipline, e-mail, field

trips, folders, Gym, hands-on learning, Health, homework, illness, independent reading, juice, kindness, literacy, lunch, Math, newsletters, Oops-change of clothes, parent involvement, playground, questions, restroom, snack, supplies, toys, uniform, visits, wahhh (crying), extra special learning experiences, younger siblings, and zzz's (resting at home).

To support the transition, teachers participate in ongoing collaboration between Prekindergarten & Kindergarten staff including curriculum alignment, vertical planning, assessments, and scheduling/activities. The Prekindergarten and Kindergarten teaching teams have ongoing communication throughout the school year to discuss best practices and personal learning goals (for current and former Prekindergarten students), Prekindergarten orientations, portfolios (end of year assessments, work samples, Teaching Strategies GOLD Prekindergarten, Ages and Stages Questionnaire), and alignment (Literacy and Math activities since the Kindergarten curriculum is closely aligned to the Pre-Kindergarten Curriculum).

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

Universal Learning Academy uses several assessments for Pre-Kindergarten students to identify training needs for Preschool parents and/or Preschool teachers. These sessions are aligned to the skills Preschool-age children will need when they enter Kindergarten. Universal Learning Academy uses the High Scope Quality Assessment Tool called The Preschool Program Quality Assessment (PQA) in addition to the Ages and Stages Questionnaire (ASQ) and teacher developed assessments which also align the teaching needs. Teachers attend several trainings throughout the year including the MCECC Early Childhood Conference, Creative Curriculum Resources, Building Phonological Awareness, Conflict and Resolution Skills, Caregiver and Family Relationships, Turning Conflict into Learning, Supporting Beginning Writing in Preschool, Teaching Strategies GOLD.

Parents also receive training on curriculum content and standards and attend KG Transition Workshops/Meetings. Prior to the Pre-K transition celebration in June, the Pre-K Early Childhood Coordinator shares a presentation that includes Pre-K achievements and speaks on the skills, expectations, and procedures that will take place during the kindergarten year. Helpful tips are also shared to help prepare Pre-K students for kindergarten readiness during the summer months.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers on School Improvement Teams annually evaluate the use of supplemental assessments and determine whether to continue, modify, remove, or replace them. Some of these assessments include cumulative final exams for all high school students that are ACT based exams. With the support of Central Office administration, assessment tools are screened for validity/reliability as well as meeting scientifically research-based definitions and school level needs. Feedback is provided to schools for each assessment tool. Data is analyzed by teams to make decisions based on feedback. After end-of-year (EOY) evaluative SIT activities have been completed, Central Office compiles the assessment schedule for the following year and provides to school staff for feedback. Once completed, the schedule is submitted to the board for final approval and implementation. Not only does the SIT participate in the selection of assessments, but they are also involved in the use and interpretation of school-based academic assessments.

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

Teachers are stakeholders that are represented not only as SIT leads, but also as members of each of our eight committees as described in detail in our building level decision-making component narratives. Teachers use data/reports provided to them electronically either by Central Office or using our data systems, such as PowerSchool, NWEA, and the DAS/OEAA website for State required assessments. Teaches also meet at least bi-weekly in collaborative grade level teams for review of and to prepare for report cards, formative/summative assessments, and to evaluate student progress to determine effectiveness of current unit/lesson and for necessary re-teaching opportunities. Teachers with less than 3 years of certified teaching experience are assigned mentors as part of an sustained and ongoing mentoring program. The mentee teachers are mentored in areas that include how to use data to drive classroom instruction.   Additional supplemental data-driven professional development is provided to all teachers to guide data-driven decision making and student achievement as outlined per our Professional Development Plan. In addition, teachers participate in child study meetings every 6-8 weeks with MTSS coordinator, paraprofessional, and interventionist (if applicable) to analyze student achievement and academic progress. By evaluating student achievement data, teachers can use the data to drive instruction for all students.

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

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

Teachers directly apply to the Michigan Department of Education (MDE) for students who need funded services through Section 31a grant funding. We utilize the Multi-Tiered System of Support (MTSS)) process as detailed in our MTSS plan; it aligns completely to MDE's plan to determine which students to service, when to service them, and which programs or interventions to use.

All Elementary and Secondary Core Teachers are required to complete the applicable MDE Office of Field Services Identification Section 31a Students Worksheet bi-annually (after fall and Spring Assessment windows). Electronic copies are submitted to Central Office with originals kept on file at the school in a secure location and submitted to Title I and Title III Coordinators.

Primary Home Language is focused on whether or not the student's home language is English. This is determined by reviewing a copy of the Home Language Survey in the student's CA-60 file or reviewing the English Language Proficiency Assessment columns on the progress report. If the student has taken the World Class Instructional Design and Assessment (WIDA), then this will be reported. The Teen Parent category does not apply to this group of students since this category refers to students who are teen parents rather than the children of teen parents.

Students are identified by their assigned PowerSchool number, and risk factors are identified through the student's progress reports. Also in the report are the core areas in which the student is under-performing. Core Academic Objectives not met can be determined by whether students are below grade level in English Language Arts or Math based on Progress Reports or English Language Proficiency Assessment (for ELA only), or Michigan Student Test of Educational Progress (M-STEP) scores, and Northwest Evaluation Assessment (NWEA). Similar to this, Below Grade Level ELA/MTH is checked off if any of the above criteria are met.

K-12 Section 31a Worksheets
Teachers for K through 12th grade students use 31a forms for student identification. These forms include several aspects beginning with student identification by their respective ID numbers in PowerSchool. M-STEP scores in Reading/Writing, Math, Science, and Social Studies are determined by levels. Moreover, students below grade level in ELA and/or Math, based on NWEA , progress reports, WIDA, and Plan/Explore/Act, have their Core Objective also checked. Based on their individual progress reports, teachers select the check box related to their applicable risk factor(s). In addition, through communication with the social worker(s), victims of child abuse or neglect are identified, along with family history of school failures, incarceration and/or substance abuse. Students, who themselves are pregnant and/or teen parents are identified, as well. Categories that are determined by talking to the social worker also include Atypical Behavior and/or Attendance. Atypical Behavior or Attendance can also be determined by the attendance data on the progress report and log entries or discipline records. Consequently, attendance status is listed based on data from the students' progress reports and atypical behavior is acknowledged through the teachers' communication with the social worker, Counselor and/or log entries on the students' discipline records.

31a Data Sources
- Fall NWEA / Winter NWEA /Spring NWEA: Reading/ELA/Math
- Fall/Spring Progress Reports: ELA/Math <C-for overall Y1 grade

- Fall Screeners/Spring WIDA: not reaching proficient + looking at State or local assessments
- M-STEP Reading/Writing, Math, Science or Social Studies level 1 or level 2
- EXPLORE/PLAN/ACT: Reading=18, Math=18, ELA =21 (Explore Grades 8-9/ Explore Plan 10)
- Fall/Spring AYP Attendance <90%
- Other Risk Factor (AR on Progress Report): 1=Free/Reduced; 2=Victim of Abuse or Neglect, 3=Pregnant Teen or Teen Parent, 4=Family History School Failure, Incarceration or Substance Abuse
- 2016 MTSS Tier II Program Evaluation Survey
Title I HP Data Sources
- Fall/Spring NWEA Reading/ELA/Math
- Fall/Spring Progress Reports: ELA/Math C/C-for overall Y1 grade or SCI/SOC , or C for overall Y1 grade
- M-STEP RDG/MTH 1SD, 1D, 2SD, 2D
- EXPLORE/PLAN/ACT: Reading=17-18, Math=18-19, ELA= 21-22, Science < 21
- Fall/Spring AYP Attendance 90-93%
- 2016 MTSS Tier II Program Evaluation Survey

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

The Academy provides numerous activities to ensure that students, who experience difficulty mastering the proficient or advanced levels of academic achievement standards, as required by section 1111(b) (1), receive intervention. Identification of student needs is an ongoing cyclical process in which teachers and other stakeholders gather and share all information available to ensure that sufficient information is available on which to base effective assistance. Implementing strategies learned through the Michigan Core curriculum, the Academy has adopted a cross-curricular thematic approach to accommodate the needs of various learning styles. In addition, it is the practice of the Academy that teachers and Instructional Aides, Paraprofessionals differentiate instruction via content, process, and product, according to student readiness, interest, and learning profile. A range of instructional and management strategies are consistently applied, including, but not limited to, tiered lessons, homework, centers, and assessments. Additionally, teachers, Instructional Aides, and Paraprofessionals incorporate Sheltered Instruction Observation Protocol (SIOP) strategies into all instruction.

Research based instruction provided by the Academy also includes the incorporation of a wide variety of texts and instructional materials and the integration of technology. Varied grouping, questioning, and instructional strategies are provided to accommodate varied learning styles, abilities, and multiple intelligences. Some of these include cooperative learning, jigsaw technique, literature circles, journalism, use of graphic organizers, and compacting. It is only after a student has not responded to this high quality instruction and differentiation that any pull-out or special education services are considered.

The Academy also offers inclusion programs, where specialists come into the classroom to provide services in the least restrictive environment. MTSS is utilized for all students at all grade levels based on need with pattern of strength and weakness as the district process for determining the existence of a specific learning disabilities.

The Reading, Math, and Science Specialists provide SIOP strategies to students to help assist with reading, speaking, writing, and listening

in English. This is achieved in science and math, as well, as interventionists incorporate hands-on, researched based strategies. The Reading Specialist provides pull out and push in services for grades K-5 and push in/ pull out services for 6th -10th grades.

Student Assistance Teams (SAT) are involved in the Child Study Team (CST) process (which occurs weekly). With the MTSS process, the student is provided with explicit evidence-based interventions. Student progress is carefully measured and the instructional interventions are adjusted to teach the skills necessary for the student to make progress toward age or grade level standards.Based on the student's response to the interventions, the group then determines whether or not the student demonstrates a specific learning disability. If intense interventions are not successful, then the CST meets to review documentation including needed data focusing on strengths and weaknesses for determination and evaluation for learning disability.

Programs and Services for Special Education students include but are not limited to Reading Specialist, Math and Science Specialists, Teacher Consultants for Vision Impaired, Hearing Impaired, and Speech and Language Impaired, Occupational Therapy, Physical Therapy, and Psychological and Social Work Services. Additional programs and/or services are provided as needed and determined per the Multidisciplinary Evaluation Team/Individualized Educational Plan (MET/IEP) report recommendations.

Instructional and support services for Section 31a eligible, at-risk students include tutorial services for English Language Arts, Mathematics, and Science throughout the traditional school day, extended school day, and summer programs. When paraprofessionals provide services, they service the bottom 15% of the whole class. In addition, paraprofessionals provide after school tutoring for Section 31a students.

Developmental Reading Assessment (DRA) and Qualitative Reading Inventory (QRI) diagnostic assessments are conducted three times a year and used to identify pupils who are reading below grade level. Students in grades K-3 who experience difficulty mastering state academic standards in reading are identified through the MTSS process and receive reading interventions via push-in/pull-out services from the reading interventionists, tutorial services in a small group setting, afterschool tutoring, and extended day learning through the Achievement Campers Program (ACP). Reading and literacy resources, programs, and manipulatives are also used for K-3 students to support mastery of grade level expectations by third grade. High school students identified, according to the MTSS process, who are not meeting grade level expectations also receive Tier II (small group) and Tier III (one-on-one) interventions via math/reading interventionists and tutorial staff services, as well participate in extended day programs to ensure they career/college ready by the end of eleventh grade.

Continuous assessment and individualized education plans for pupils serve at least 25% of pupils who are identified as at-risk as determined by the Michigan Literacy Progress Profile (MLPP) of reading failure, which aligns learning resources to state and common core standards.

Credit Recovery is given to Highly Qualified (HQ) teachers to provide direct instruction, to monitor, and to provide instructional support to students using an online program. Students' program tuition and course fees for an online program are monitored by a HQ teacher. Medical and Counseling Services, including behavioral intervention programs and services, are supplemental and support a comprehensive program that is based on the needs of identified students using Student Eligibility Worksheets. They are focused on the overall goal of improving student academic achievement. Programs or services provided may include counselors, nurses, social workers, or staff with specialized training in behavioral intervention strategies.

MDE's established partnership with Community Mental Health (CMH) allowed hearing and vision screenings to be provided. The Academy also provides the Dental Care health program that is focused on meeting specific medical needs of students in order to increase attendance and academic achievement. Other programs and resources were offered through grant funding sources to help accomplish goals listed above in the Goals & Objectives and in the Implementation Plan sections (see Curriculum Alignment (34) for examples of changes in programs and operations). These programs are offered to all eligible students including students in subgroups (i.e. Special Education,

Bilingual/ESL, etc.) and are detailed in the Academy's Coordination & Integration of Federal & Local Programs & Resources.

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

Students' individual needs are being addressed through differentiated instruction and assessments in the classroom utilizing the MTSS Process. This process is composed of three different levels, or tiers; primarily 80% of the classroom is composed of Tier 1 students. This primary tier involves the general education population and can affect any student in a classroom who is slightly behind. The students in this tier receive instruction using the core curriculum with progress monitoring to assess their response to interventions utilized through instruction. The teacher may vary instructional routines or groupings slightly to accommodate a Tier 1 student. It is estimated that 80% of all students will positively respond to Tier 1 intervention (Bender & Shores, 2007). Tier 1 entails a variety of Universal Support Components. Appropriate instruction is defined in this tier as differentiated instruction of academic content based on students' levels of functioning. Support components that are implemented here consist of Michigan Core Curriculum and School wide Positive Behavior Intervention Support (SW-PBIS), teaching expectations and rules in identified settings, and effective classroom management practices. Another component that supports the MTSS process is monitoring student progress. This support tool determines whether students are performing at age-appropriate levels. It also allows school personnel to provide early intervention strategies in order to correct errors on academic concepts and behavior.

An additional layer of services is also available for ESL students who are identified in Tier 2 of the MTSS Process. Through this layer, SIOP strategies are implemented by the teacher and the tutorial staff through full inclusion in-class services. Students who are the bottom 15% of their class level are considered Tier 2 students. These students receive direct, targeted instruction in a small group setting using research based strategies and manipulatives. Students are monitored every six weeks through the analysis of classroom and standardized assessments to determine growth and further support. Students in Tier III generally make up 5% of the class population. These students require and receive intense one-on-one instruction according to individual learning needs as determined by the teacher, tutorial staff member, MTSS coordinator, and curriculum coordinator. Services include extended time, the use of manipulatives, and research based activities. Tier III students are evaluated every six weeks to monitor growth and devise a plan of action.

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

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

Universal Learning Academy implements the Multi-Tiered System of Support (MTSS) tiered intervention program to achieve the target area goals in each subject areas including Reading & English Language, Mathematics, Writing, Science, and Social Studies. MTSS recommendations are based on data from standardized tests (M-STEP, NWEA, Plan/Explore, PSAT, SAT, WIDA) as well as performance in the classroom (grade book, QRI/DRA, formative & summative assessments) and are reassessed through observations and retesting throughout the school year.

Students who have been moved into Tier II are placed into multiple programs giving them the optimal amount of targeted support. The programs available for Tier II students are (1) Achievement Campers Program (ACP), (2) tutorial program, (3) summer school, and (4) reading support. Students who are moved to Tier III participate in the programs listed above more frequently, smaller groups or individually, and for longer durations of time. The following programs and resources are coordinated through the school wide MTSS program and are utilized towards the achievement of school wide goals in all subject areas, including reading & English Language, Mathematics, Writing, Science, and Social Studies. Tier I of Universal Learning Academy's MTSS school wide program includes all students receiving support from teachers, administration and staff in order to reach academic goals. The programs supporting Tier I include: Family Engagement, supplemental resources, instruction/instructional staff support, pupil support, general administration, school administration, and the breakfast and lunch programs. When students are identified as needing Tier II support they continue to receive Tier I services as well as may participate in the following programs: (1) Achievement Campers Program (ACP), (2) tutorial program, (3) summer school program, and (4) reading support. When students are identified as needing Tier III support, they continue to receive Tier I and Tier II services, in addition to the programs listed above, more frequently, in smaller groups or individually, and for a longer duration of time.

The following is a list of federal, state, and local programs and resources used to support our schoolwide program. Resources are used to support the needs outlined in our comprehensive needs assessment.

Federal Programs/Resources:
Supplemental resources for English Language Arts, Math, Science, Social Studies, Arabic, and electives include but not limited to:
Houghton Mifflin Journeys Supplemental Resources
Leveled reading books and novels
McGraw Hill Everyday Math supplemental resources
Carolina Curriculum Science Kits
Delta Specialty Full Option Science System (FOSS) Kits
Playworks
Science Hands-On Manipulatives: Delta Education, Flinn
Math hands-on supplemental materials: Lakeshore Learning, Learning Resources
RazKids
Time for Kids
Social Studies and Science Weekly Readers
Technology Resources
Family Engagement Resources

Staff Professional Development (On and off site)

Standardized Testing Materials

Reading and Math Interventionists

ESL Program Implementation Coordinator

MyOn Reading Program

State Resources, Programs, and Grants:

Core and Supplemental Resources for English Language Arts, Math, Science, Social Studies, Arabic, and Electives including but not limited to:

Houghton Mifflin Journeys Core and Supplemental Resources

McGraw Hill Everyday Math Core and Supplemental Resources

McGraw Hill Science

Houghton Mifflin Discovery Works Core and Supplemental Resources

Science Hands-on manipulatives: Flinn, Delta Education, Carolina Curriculum Science Kits

School-wide office supplies and materials

School-wide nurse supplies and materials

School-wide athletic supplies and materials

Building, maintenance, and transportation supplies and materials

Standardized testing materials

College and Career Readiness materials

Keystone Credit Recovery Resources and Materials

Great Start Readiness Program

Local Resources, Grants, and Programs:

Staff Tuition Incentive Program (STIP)

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

Universal Learning Academy uses resources from Title I, Section 31a, Title III and other sources to implement the ten required school wide components through the implementation of the Multi-Tiered System of Support (MTSS). The Comprehensive Needs Assessment implemented through utilizing various data sources in order to determine student needs and in order to address their needs through the tiers of MTSS. Through the comprehensive needs assessment multiple data sources including NWEA, Grade book, WIDA, Plan/Explore, and DRA/QRI are used to determine achievement gaps and align school goals with student needs. These sources of data are used to determine which tier the students need to be serviced. Resources from Title I, Section 31a, Title III and other sources are then utilized to meet individualized student needs including the after school Achievement Campers Program (ACP), tutorial program, summer school, and Reading support. Students, who are moved to Tier III, participate in the programs listed above more frequently, in smaller groups or individually, and for longer periods of time. Universal Learning Academy funds programs through MTSS and implements School Wide Reform Strategies through Tier 1, the foundation of all student learning in school. This includes data driven and scientifically based research

on effective strategies for all teachers to implement as well as scientifically based researched curriculum and supplemental resources. Resources used to implement School Wide Reform Strategies include; an emphasis on Marzano's Academic Vocabulary, supplemental materials and resources for Math and Literacy, content area leveled readers, parent engagement assemblies, activities, field trips, and professional development session on best practices for teaching staff, and the teacher mentoring program.

All instructional staff including teachers and instructional paraprofessionals are asked to provide documentation of highly qualified status and assurances each year. Universal Learning Academy uses resources from Title II, Section 31a, and Title III to ensure instruction is led by highly qualified professional staff. These resources include training and professional development for teachers and staff throughout the year on scientifically-based researched strategies including: Marzano's Vocabulary, Sheltered Instruction Observation Protocol (SIOP) strategies, Literacy Across the Curriculum (LAC), Science Technology Engineering and Math (STEM) integration, classroom workshops, positive behavior plans, Love & Logic, and more. Universal Learning Academy also implements strategies to attract high-quality highly qualified teachers to High Need Schools by providing supplemental professional development opportunities, and a comprehensive teacher mentoring program. Throughout the year, staff members receive high-quality and ongoing professional development. This takes place through attending professional development conferences including Michigan Association of Public Schools Academies, Wayne RESA sessions, MI Learn Port on-line Trainings, on-line Webinar Trainings, MAS/FPS Trainings, Common Core Professional Development, and Power Studio Trainings. In addition, the school provides weekly professional development, mentoring system in place with highly experienced mentors.

Universal Learning Academy also implements the Epstein Model for parental involvement. The Family Engagement Liaisons plan and prepare parental involvement activities throughout the school year. These include parent Professional Development to help parents gain familiarity with school programs, family field trips, family field days, parent volunteering, etc. The Parent Teacher Council (PTC) meets monthly with administration to discuss parental involvement and school wide activities.

Universal Learning Academy houses a Great Start Readiness Program (GSRP) funded Pre-Kindergarten (Pre-K) program. In order to implement effective Preschool Transition Strategies, the academy prepares these students and their families for the start of their K-12 academic path. Before Pre-K begins, families attend a Pre-K orientation introducing families and students to the Pre-K curriculum as well as the vertical alignment to skills students will master in order to be successful when the students graduate Preschool and begin Kindergarten.

The Pre-K program uses Creative Curriculum to help students master the skills needed by teaching the skills through student interest topics and including Language Arts Centers, Math Centers, Technology Integration, Arabic Language, Music, Art, Physical Fitness, and Health. The Pre-K program also invites parents to attend academic assemblies, educational field trips, and to volunteer in the classroom.

At Universal Learning Academy, teachers participate in making assessment decisions by providing input and feedback on a regular basis. This is accomplished by creating teams of teachers and staff from each grade level, which meet about assessment decisions, share with the grade level teams then report back to administration to contribute to the decision making process. Teachers also provide on-going electronic feedback through surveys and email contributions. Teachers meet with the curriculum coordinator to create assessment rubrics, provide feedback on assessment schedules, and reflect or make needed changes to unit design to meet assessment needs. Timely and additional assistance to students having difficulty mastering the standards is provided to students at Universal Learning Academy. At-Risk students are provided with timely assistance through the in school tutorial program, Reading Support, after school tutoring, Section 31A after-school intervention (ACP), and MTSS teams who monitor small groups of At-Risk students in order to evaluate the effectiveness of tiered interventions. These MTSS teams monitor improvement and student progress towards mastering grade level standards. This assistance is provided through the coordination and integration of Federal, State, and local programs and resources. These programs and resources are coordinated by the Department Coordinator including the Food Service Coordinator, the school social worker, the school counselors, and key administration. These programs and resources are integrated and coordinated by collective data including student demographics, parent surveys, teacher input, enrollment applications, and on-going review and monitoring of students and the programs.

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

Universal Learning Academy implements and coordinates a Great Start Readiness Program (GSRP) for Pre-K students and families (in place of Head Start), a Violence Prevention Program, a nutrition program, homelessness services, and a Job Training Program (Verify Program).

The following programs are implemented in order to support student learning, academic achievement, focus on the whole-child, meeting the needs of demographic factors, as well as meet targeted goals for each subject area including Reading & English Language, Mathematics, Writing, Science, and Social Studies. By implementing and coordinating the Violence Prevention Program, the nutrition program, homelessness services, and the Job Training Program, students are able to stay focused and engaged in learning activities and use skills from each program to lessen achievement gaps due to demographic factors and ensure college readiness.

The Violence Prevention Program is coordinated each year and led by the school social worker. The Violence Prevention Program includes grade level appropriate assemblies for students, staff, and parents. The school also invites professional agencies from the local community, such as the Arab Community Center for Economic & Social Services (ACCESS) , Michigan Cyber Safety Initiative (CSI), and the Lebanese Heritage Club to customize presentations for students, as well as community seminars. This program teaches empathy and communication, emotion management and coping skills, and decision making. These skills help students stay engaged in school, make good choices, set goals, and avoid peer pressure, substance abuse, bullying, and cyber bullying. Through implementing the Violence Prevention Program, Universal Learning Academy promotes the Stop And Think Strategy, Impulse Control, and goal setting as well as dealing with peer pressure, anger management, and frustration.

In order to meet Universal Learning Academy's goals and address the student demographic factors affecting these goals, the Food Service Coordinator implements and coordinates the nutrition program with the School Health Team comprised of school administration, staff, parents and students. This school wide program is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement and will assist in reducing childhood obesity. Activities which the nutrition program implements include the school breakfast program, school wide free lunch program, nutrition education/nutrition standards, physical education and physical activity opportunities, wellness and safety awareness. Also, through the MTSS process, students who have been identified as Tier II and participate in Tier II programs such as the Achievement Campers Program (ACP) or Initiative Science Program are provided with a healthy snack through the nutrition program. Universal Learning Academy's Job Training Program is coordinated and implemented to promote job readiness for middle and high school students and motivates them to reach their own academic goals in order to be college and career ready. This program is coordinated through the Counseling Department. The Counseling Department works with middle and high school students to provide them with volunteer opportunities related to their career goals. Academy also makes available applications for volunteering at local hospitals, pharmacies, medical offices and businesses. The counseling department provides middle school students the opportunity to meet various professionals at the school's annual Career Day. Students are also given the opportunity to visit work environments, such as hospitals and courthouses, to further expand their interests. The Academy ensures middle and high school students learn about various colleges and universities by providing students with university campus visits and admissions presentations.

Staff members are trained to identify homeless students at the beginning of each school year. Students identified as homeless meet with the

social worker, along with their guardians, to determine the areas of need and types of services required to minimize barriers and ensure healthy, safe, and equitable opportunities for achievement. Students and their families are also referred to local organizations, such as the Arab Community Center for Economic & Social Services (ACCESS), for additional social, emotional, and enrichment opportunities.

Universal Learning Academy does not currently implement or coordinate the following programs: housing programs or vocational and technical education.

Evaluation:

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

The school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement as part of the School Improvement Team (SIT) subcommittee, Action Research Team (ART), annual end of year activities. Teams meet to evaluate strategies/activities using our 5 Questions SIPT form. This form summarizes progress made based on data in reviewing student performance, staff performance and stakeholder feedback related to SIP goals. Teams then determine whether implementation was effective and whether or not to continue or remove activities related to SIP strategies/goals based on multiple years of data. They also determine if there are any additional needs (new) and use our Let's SIP-IT Together form to identify gaps/needs in achievement, new resources/PD/activities, an action/implementation plan as well as resources profile for budget planning. Universal Learning Academy's SIT committees are composed of 8 subcommittees which form the larger SIT. All teams meet regularly and include at least one administrator, teacher, paraprofessional, parent and student.

The Evaluate component of the school improvement process/cycle includes the following: Evaluate - Ensure implementation was effective (i.e. ample training/guidance, materials/resources used, programs took place as scheduled, appropriate student services, etc.), review valid data sources and determine whether to continue, modify or remove programs/services. School stakeholders also participate in school improvement surveys which provide additional data sources for evaluation of our activities for our SIP strategies/goals; which include parent feedback surveys for parental involvement activities after each event. Summary data is provided in our Annual Education Report (AER) (2015-16) which is posted online at our school website (a printed copy available in the main office for review), as well as communicated at our parent orientation meeting in August
annually.

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

For State data specifically (M-STEP 2014-15) we annually evaluate our objective statements to determine if our goals have
been met and to revise our objectives for following years. The school improvement teams meet on a monthly basis to ensure that we are
reviewing the goals and ensuring that areas of struggle are highlighted as goals for our SIP.

Other indicators of academic achievement that SIP team reviews include:

1. NWEA RIT Growth
2. ACT PLAN/EXPLORE (2015-16 SAT)
3. Report Card Data (Formative/Summative Assessments)
4. Discipline/At-Risk Factors
5. DistrictScore Card data

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

To determine whether or not a school-wide program is effective in increasing the achievement of students furthest from achieving the standards, the team uses multiple data sources.All data is segregated by subgroups so that gaps/needs may be identified and evaluation of improvement for these subgroups is also reviewed in completing our School Data Profile (SDP) & Comprehensive Needs Assessment (CNA). With the use of Illuminate (2015-16) teachers will analyze and monitor student data to assess the impact of supplemental support programs/resources.

While we continue to meet state targets when it comes to proficiency, we have set high expectations and use multiple sources of data to determine if needs are being met for all students and, in particular, those furthest from achieving the standards: At risk and/or High Priority (HP) students. Our measures for goals for each applicable core subject area are used by the team(s) to determine program success. For specific programs we also use the program evaluation tool provided by the MDE to evaluate a Title I program for supplemental support. This tool allows us to get feedback from all stakeholders along with disseminating data results per child.

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

Based on the results of the evaluation and SIT meetings, our teams revise the SIP, as necessary including updating the goals (objectives, measures, strategies, activities & resources) per MDE guidance, scientifically research-based best practice and data-driven decision making involving all key stakeholders. The review of the SIP and feedback regarding changes occurs on a monthly basis.

Each SIT is assigned a committee lead. The lead person is in charge of getting the team together and updating applicable narratives for the School Improvement Plan, as well as completing the School Data Profile and Goals Management activities.

For the School Improvement Framework standards, we have created an online survey that we administer and compile results for teams to meet and determine school performance ratings, as well as identify areas of improvement. Each SIT Action Research Team (ART) is responsible for leading school teams in the Design/Plan, Implement & Evaluate components of the school improvement process/cycle, which provides a basis for plan revision(s) as necessary.

The Support Center supports building administration by facilitating these processes and providing guidance/mentoring to school teams, researching interventions, providing proposed resources/PD activities for review/evaluation and compiling data sources for school teams to review and evaluate. School Improvement activities are completed successfully with collaboration amongst school teams including between our sister Academies who service similar demographics of students with similar programs and with facilitated support from The Support Center as provided by our management company, Hamadeh Educational Services, Inc.

School Improvement Goals 2016-2017

Overview

Plan Name

School Improvement Goals 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Universal Learning Academy will develop an understanding of grade level scientific concepts and higher order problem solving skills that can be applied across all curricular areas.	Objectives: 1 Strategies: 6 Activities: 9	Academic	$56000
2	All students at Universal Learning Academy will become proficent in the area of Social Studies.	Objectives: 1 Strategies: 4 Activities: 5	Academic	$0
3	All students at Universal Learning Academy will become proficient in English Language Arts.	Objectives: 2 Strategies: 4 Activities: 17	Academic	$339038
4	All students at Universal Learning Academy will become knowledgeable of and lead a healthy and wellness focused lifestyle.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
5	All students at Universal Learning Academy will increase proficiency in using core operations skills and apply mathematical reasoning to solve problems.	Objectives: 2 Strategies: 3 Activities: 14	Academic	$94323
6	All Limited English Proficient (LEP) students will increase their English proficiency and exit LEP status	Objectives: 7 Strategies: 7 Activities: 54	Academic	$0

Goal 1: All students at Universal Learning Academy will develop an understanding of grade level scientific concepts and higher order problem solving skills that can be applied across all curricular areas.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in the area of science in Science by 06/30/2024 as measured by state level assessments, with a 2014-2015 baseline of 15% and an annual increase of 8%. 2016-2017 goal is 31%..

Strategy 1:

Professional Learning Communities - All staff will participate in Professional Learning Communities to collaboratively decide which research based strategies to implement for Science and STEM (Science, Technology, Engineering and Math) instruction.

Category:

Research Cited: Supporting the Personal Learning Community Process (DuFour, Marzano 2011), Principal's Role in Leading PLC (DuFour, Marzano 2011), Creating Collaborative Culture of a PLC (DuFour, Marzano), Effective Leadership (DuFour, Marzano 2011), Rigor COMPASS Model (Williamson, Blackburn 2010)

Tier: Tier 1

Activity - Implementing & Monitoring Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning communities will be implemented to provide supplemental staff mentoring and coaching aligned to our professional development plan and Merit/Incentive pay will be used according to our approved policy to provide an extra financial incentive for instructional staff that has exemplary performance.	Professional Learning	Tier 1	Getting Ready	07/01/2016	07/31/2017	$0	Title II Part A	School Improvement Team & Principal

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

Staff members will attend workshops/professional development focused on effective science instruction offered by the district, as well as local ISDs throughout the school year. Sessions will focus on curriculum, instruction, STEM, engineering practices, and correlation to expository reading as it pertains to science. Cost will include registration, materials, mileage, and substitute teachers when applicable.	Professional Learning, Materials, Curriculum Development	Tier 1	Implement	07/01/2016	07/28/2017	$13000	Title II Part A	Yvonne Lewis-principal Jennifer Hojeij-Coordinator of Curriculum, Instruction, and Title I

Strategy 2:

Family Engagement Skills - School parent involvement plan will be implemented to engage and inform families and community in the instructional process through professional development sessions, open houses, Parent Teacher Council, and family engagement activities.

Category:

Research Cited: Differentiation: Learning Contracts (Tomlinson 1999), Responding When Kids Don't Learn (DuFour, Marzano 2011), Rigor COMPASS Model: Shared Accountability (Williamson, Blackburn 2010), Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002)

Tier: Tier 1

Activity - Engaging Parents & Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement strategies identified in school parent involvement plan, monitor NCLB compact and provide student and parent learning activities for family engagement.	Parent Involvement	Tier 1	Implement	07/01/2016	07/31/2017	$14000	Title I Part A	Family Engagement Liaisons, School Improvement Team, and Principal

Strategy 3:

Staff Performance Skills- Professional learning communities will be implemented to provide supplemental mentoring and coaching to instructional staff. - Teachers will meet monthly in order to plan, discuss, and review student work/assessment results and determine interventions for individual students. Teachers will collaborate in order to share effective planning, teaching methods, and instructional strategies.

Category:

Research Cited: Supporting the Personal Learning Community Process (DuFour, Marzano 2011), Principal's Role in Leading PLC (DuFour, Marzano 2011), Creating Collaborative Culture of a PLC (DuFour, Marzano 2011), Rigor COMPASS Model (Williamson, Blackburn 2010)

Tier: Tier 2

Single Building District Improvement Plan

Universal Learning Academy

Activity - Professional Development/Staff Collaboration/Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given embedded collaboration time a minimum of twice per month on Fridays to collaborate with grade level/content area teams. This collaboration will encourage discussion of shared strategies, embedded work sessions among teachers for planning and curriculum development, professional learning communities through the use of webinar professional development opportunities and teacher led share-back professional developments.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2016	07/31/2017	$0	Title II Part A	Teachers, Elementary /Secondary Curriculum Coordinators, Principal

Strategy 4:

Hands-on experiences - Students will engage in hands-on science experiences using manipulatives/materials throughout daily classroom instruction and school-wide initiatives.

Category: Science

Tier: Tier 1

Activity - School-Wide Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ULA will hold a school-wide science fair. Teachers will facilitate learning of scientific method, as well as the process of developing an explorable science experiment in preparation for the science fair. Students will display and present their experiments during the Science Fair. All participating students will receive a tri-fold board to display their project (boards $1000). Winners will be recognized with first, second, and third place incentives during our annual STEM Day (trophies $1000). Middle and high school students will attend an annual science competition, including bus and food. (transportation $500.00)	Academic Support Program, Supplemental Materials	Tier 1	Implement	11/01/2016	05/31/2017	$1500	Section 31a	ULA Principal

Activity - STEM Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades Pre-K through 12th grade will have the opportunity to engage in various hands-on, inquiry based science, technology, engineering, and math activities. Activities are facilitated by staff members, as well as science professionals, to provide meaningful experiences and offer take-away learning opportunities. This school-wide event involves all stakeholders as all family, staff, and community members are welcome to attend.	Community Engagement, Academic Support Program, Supplemental Materials	Tier 1	Implement	03/01/2017	05/31/2017	$1000	Title I Part A	Yvonne Lewis-principal Jennifer Hojeij-Coordinator of Curriculum, Instruction, and TItle I

Activity - Supplemental Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Universal Learning Academy will purchase supplemental resources that target science state standards, higher order teaching and learning, inquiry based instruction, STEM, and incorporates technology and engineering standards.	Technology, Supplemental Materials	Tier 1	Getting Ready	08/01/2016	07/31/2017	$24000	Title I Part A	ULA principal

Strategy 5:

Literacy Connection - Teachers will incorporate literacy based interventions, such as SIOP, to ensure accessibility of curriculum for all students. Teachers will use both fictional and expository literature, as well as visual representations of scientific concepts, to maximize mastery and application.

Category: Science

Tier: Tier 1

Activity - Scientific Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate scientific literature to enhance access to scientific vocabulary, skills, and concepts. This will include both expository text and narrative/fictional trade books, as well as subscriptions to periodical articles/magazines. Leveled books that align with curriculum per grade level will be incorporated into both STEM and literacy using center based instruction.	Supplemental Materials, Direct Instruction, Curriculum Development	Tier 1	Implement	07/01/2016	07/31/2017	$2500	Title I Part A	ULA Principal

Strategy 6:

Improving teacher and principal quality - The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015).

The Academy included individualized learning for participants, a school improvement project and a defense of learning.

Academy participants will learn:

1. At their own pace

2. What each specifically needs to learn

3. Within a cohort format for support and networking

4. Using technology that targets specific learning needs and recorded results

5. Through a blend of on-line and face-to-face venues to maximize learning

6. With a mentor to guide and support school site activity

The HES Leadership Academy blending learning program includes the following components:

1. A series of assessments to determine learning needs and to formulate goals

2. On-line learning modules to fulfill learning needs as well as to explore specific interests

3. Face-to-face cohort immersion learning events to meet group learning needs, bond the group and provide networking experiences

4. Mentors wo provide a "safe haven" for discussion, feedback, counsel and confidentiality

5. An on-line community to keep cohort members connected, share document, discuss module learning, post news, and ask and offer counsel

6. A program leader, identifying topics of interest to specific learners, trouble-shooting with learners and initiating individual reading dialogues.

7. Individual reading dialogues. Each participant reads according to need and interest and then discusses readings based on critical questions with the program leader, mentor and colleagues. Dialogues provide insight into each member's leadership style, aspirations and dispositions.

8. A school improvement project, agreed upon by the school staff (must be in an academic area needing attention in the school)

9. An exit interview in which each cohort member provides a portfolio defense of their learning during the program, both through the Academy and its events, and on site at the school.

Category: Other - Professional Learning

Research Cited: The HES Leadership Academy is based on the Professional Standards for Educational Leaders (NPBEA, 2015) [formerly known as ISLLC Standards] and The Michigan State Leadership Standards.

Linda Simkin, Ivan Charner, Eliana Saltares and Lesley Suss, Emerging Education Issues: Findings From The Wallace Foundation Survey, prepared for The Wallace Foundation by the Academy for Educational Development, unpublished, 2010, 9-10.

Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson, Learning from Leadership: Investigating the Links to Improved Student Learning: Final Report of Research to The Wallace Foundation, University of Minnesota and University of Toronto, 2010.

Michael S. Knapp, Michael A. Copland, Meredith I. Honig, Margaret L. Plecki, and Bradley S. Portin, Learning-focused Leadership and Leadership Support: Meaning and Practice in Urban Systems, University of Washington, 2010.

Bradley S. Portin, Michael S. Knapp, Scott Dareff, Sue Feldman, Felice A. Russell, Catherine Samuelson and Theresa Ling Yeh, Leadership for Learning Improvement in Urban Schools, University of Washington, 2009.

Tier: Tier 1

Activity - Leadership Academy with a focus on Instructional Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	Title I Part A, Title II Part A	School Administration; School Teachers; Central Office

Goal 2: All students at Universal Learning Academy will become proficent in the area of Social Studies.

Measurable Objective 1:

85% of Fourth, Seventh and Eleventh grade students will demonstrate a proficiency in Social Studies in the Michigan Student Test of Educational Progress in Social Studies by 06/30/2024 as measured by state level assessments (M-STEP), with a 2014-2015 baseline of 16% and an annual 8% increase will occur. 2016-2017 goal is 32%. Also 11th grade students will meet and or exceed the national average in SAT scores for social studies by the year 2024..

Strategy 1:

Double Dose of Instruction - Scientifically-based researched student strategies (Multiple Intelligences, Differentiation, Rigor/Relevance Framework) will be used to provide supplemental programs and/or interventions to students identified by RtI process. These strategies will be given in small group settings with a highly qualified tutorial staff member and/or specialized instructor. All strategies will be planned by the classroom teacher using local assessment data to identify need areas.

Category:

Research Cited: Multiple Intelligences (Nicholson-Nelson 1998), Differentiation (Tomlinson 1999), HOTS (Brookhart 2010), Rigor/Relevance Framework (Nussbaum, Daggett 2008), Relationships/Brain Research (Nussbaum, Daggett 2008), John Hattie Strategies (Marzano 2003)

Tier: Tier 2

Activity - Data-driven Decision-Making & Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Monitor and analyze local standardized assessment data and formative/summative assessments for progress monitoring for identified Tier II and Tier III students. *Administer, monitor and use supplemental assessment data to make instructional decisions *Provide Tier 2/3 supplemental interventions/programs such as tutorial services before, during, after school and/or summer enrichment to intervene early. | Academic Support Program | Tier 2 | | 08/01/2016 | 07/31/2017 | $0 | Title I Part A | School Improvement Team, Building Staff, & Principal |

Activity - Kaplan SAT Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kaplan Institute will provide supplemental support to all students in grades 11 to prepare for the SAT assessment.	Academic Support Program	Tier 1		12/01/2016	05/01/2017	$0	Title I Part A	Secondary Curriculum Coordinator, Title I Coordinator, Principal

Strategy 2:

Professional Learning Communities - Professional learning communities will be implemented to provide supplemental mentoring and coaching to instructional staff.

Category:

Research Cited: Supporting the Personal Learning Community Process (DuFour, Marzano 2011), Principal's Role in Leading PLC (DuFour, Marzano 2011), Creating Collaborative Culture of a PLC (DuFour, Marzano), Effective Leadership (DuFour, Marzano 2011), Rigor COMPASS Model (Williamson, Blackburn 2010)

Tier: Tier 1

Activity - Implementing & Monitoring Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning communities will be implemented to provide supplemental staff mentoring and coaching aligned to our professional development plan and Merit/Incentive pay will be used according to our approved policy to provide an extra financial incentive for instructional staff that has exemplary performance.	Professional Learning	Tier 1	Implement	08/01/2016	07/31/2017	$0	Title II Part A	School Improvement Team & Principal

Strategy 3:

Family Engagement Skills - School parent involvement plan will be implemented to engage and inform families and community in the instructional process.

Category:

Research Cited: Differentiation: Learning Contracts (Tomlinson 1999), Responding When Kids Don't Learn (DuFour, Marzano 2011), Rigor COMPASS Model: Shared

Accountability (Williamson, Blackburn 2010), Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002)

Tier: Tier 1

Activity - Engaging Parents & Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement strategies identified in school parent involvement plan, monitor NCLB compact and provide student and parent learning activities for family engagement.	Parent Involvement	Tier 1		09/01/2016	07/01/2017	$0	Title I Part A	Family Engagement Liaisons, School Improvement Team & Principal

Strategy 4:

Improving teacher and principal quality -

The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015).

The Academy included individualized learning for participants, a school improvement project and a defense of learning.

Academy participants will learn:

1. At their own pace

2. What each specifically needs to learn

3. Within a cohort format for support and networking

4. Using technology that targets specific learning needs and recorded results

5. Through a blend of on-line and face-to-face venues to maximize learning

6. With a mentor to guide and support school site activity

The HES Leadership Academy blending learning program includes the following components:

1. A series of assessments to determine learning needs and to formulate goals

2. On-line learning modules to fulfill learning needs as well as to explore specific interests

3. Face-to-face cohort immersion learning events to meet group learning needs, bond the group and provide networking experiences

4. Mentors wo provide a "safe haven" for discussion, feedback, counsel and confidentiality

5. An on-line community to keep cohort members connected, share document, discuss module learning, post news, and ask and offer counsel

6. A program leader, identifying topics of interest to specific learners, trouble-shooting with learners and initiating individual reading dialogues.

7. Individual reading dialogues. Each participant reads according to need and interest and then discusses readings based on critical questions with the program leader, mentor and colleagues. Dialogues provide insight into each member's leadership style, aspirations and dispositions.

8. A school improvement project, agreed upon by the school staff (must be in an academic area needing attention in the school)

9. An exit interview in which each cohort member provides a portfolio defense of their learning during the program, both through the Academy and its events, and on site at the school.

Category: Other - Professional Learning

Research Cited: The HES Leadership Academy is based on the Professional Standards for Educational Leaders (NPBEA, 2015) [formerly known as ISLLC Standards] and The Michigan State Leadership Standards.

Linda Simkin, Ivan Charner, Eliana Saltares and Lesley Suss, Emerging Education Issues: Findings From The Wallace Foundation Survey, prepared for The Wallace Foundation by the Academy for Educational Development, unpublished, 2010, 9-10.

Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson, Learning

from Leadership: Investigating the Links to Improved Student Learning: Final Report of Research to The Wallace Foundation, University of Minnesota and University of Toronto, 2010.

Michael S. Knapp, Michael A. Copland, Meredith I. Honig, Margaret L. Plecki, and Bradley S. Portin, Learning-focused Leadership and Leadership Support: Meaning and Practice in Urban Systems, University of Washington, 2010.

Bradley S. Portin, Michael S. Knapp, Scott Dareff, Sue Feldman, Felice A. Russell, Catherine Samuelson and Theresa Ling Yeh, Leadership for Learning Improvement in Urban Schools, University of Washington, 2009.

Tier: Tier 1

Activity - Leadership Academy with a focus on Instructional Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	Title I Part A, Title II Part A	School Administration; School Teachers; Central Office

Goal 3: All students at Universal Learning Academy will become proficient in English Language Arts.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in Common Core standards in English Language Arts by 06/30/2024 as measured by National, state, and district assessments. Such assessments include SAT & ACT Work Keys (11th Grade), PSAT (9-10th), M-STEP (3-8), and NWEA (1st-8th).

Strategy 1:

Data Driven Decision Making - Scientifically-based researched student strategies (Multiple Intelligences, Differentiation, Rigor/Relevance Framework) will be used to provide supplemental programs and/or interventions to students identified by RtI process. These strategies will be given in small group settings with a highly qualified tutorial staff member and/or specialized instructor. All strategies will be planned by the classroom teacher using local assessment data to identify need areas.

Category:

Research Cited: Multiple Intelligences (Nicholson-Nelson 1998), Differentiation (Tomlinson 1999), HOTS (Brookhart 2010), Rigor/Relevance Framework (Nussbaum, Daggett 2008), Relationships/Brain Research (Nussbaum, Daggett 2008), John Hattie Strategies (Marzano 2003)

Tier: Tier 1

Activity - Kaplan SAT Test Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kaplan Institute will provide supplemental support to all students in grades 11th to prepare for the SAT assessment	Academic Support Program	Tier 1	Getting Ready	12/01/2016	05/01/2017	$10000	Title I Part A	Secondary Curriculum Coordinator, Title I coordinator, and Principal

Activity - Step Up to Writing (Voyager Sopris Learning resources)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Through the use of the Voyager Sopris learning materials, "Step Up to Writing" fourth edition, the identified bottom 30%/Tier II students will receive direct and double-dosed writing instruction and practice. This area has been identified as being a need area as per the MDE Accountability Scorecard in writing. These supplemental materials will provide the students the opportunity to approach writing through a multi-sensory organized process beginning with brainstorming and ending with the finished presentation. The writing strategies presented are color-coded for easier identification and understanding, focus on the 6+1 Writing Traits and are aligned with the Common Core State Standards for English Language Arts. The writing strategies used in this program also support the required curriculum for science and social studies based writing requirements. This program provides embedded and ongoing professional development to the teachers, which offers support for each of the writing strategies taught within this program. The goal of the "Step Up to Writing" program is to strengthen the informative/explanatory, argumentative and narrative writing abilities of students. | Academic Support Program, Direct Instruction | Tier 2 | | 08/01/2016 | 07/31/2017 | $0 | Title I Part A | Principal, Elementary/Secondary Curriculum Coordinator, Teachers for grades 3-5 and 6th-11th ELA |

Activity - Authentic classroom reading and writing activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate best practice strategies into daily classroom instruction, including Thinking Maps, Daily 5 and CAFÉ, small group instruction, and one-on-one conferences. Teachers will provide focused instruction in building student reading and writing stamina using the Daily 5 and 6 + 1 writing framework. Students, including gifted and talented, will be encouraged to select informational texts that interest them in the core content areas, which will be included in their book boxes for Daily 5 rounds of instruction. This will also include a weekly news magazine for children (Time for Kids or Scholastic News). Teachers will model the application of the CAFÉ reading strategies in informational texts across all content areas. Students will use Thinking Maps to organize their writing of informational texts. Students will have increased access to informational texts through the MyOn ebook platform which will be supported for classroom use with the purchase of netbooks, tablets and/or laptops for every classroom. ($48,000) A News magazine for kids (Time for Kids or Scholastic News) subscriptions will also be provided for every classroom ($2500); Informational audio books and nonfiction texts in the areas of math, science and social studies will also be purchased to add to the existing reading resource collection ($10,000)	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	$60500	Title I Part A	principal, curriculum coordinator, classroom teachers

Activity - Parental Involvement in Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Parents will help develop and participate in March is Reading Month activities, including Family Literacy Night. This encourages parents to engage in meaningful reading and writing activities that support their child's literacy development outside of school. The Family Engagement program provides volunteers who assist in the classroom with literacy activities during the school day. A Parent Resource Library will be maintained for parents to provide access to literacy materials for use at home. Family Engagement program - $600; Parent Resource Library - $100; Family Literacy Night - $200	Parent Involvement	Tier 1	Implement	08/01/2016	06/30/2017	$900	Title I Part A	Principal, Family Engagement officer, Curriculum Coordinator, Teachers

Activity - Professional Development in effective reading and writing instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to attend the sessions focused on effective reading and writing instruction at the district mini-conference held in August and early September 2016, in addition to PD days in November and January. These sessions will provide new knowledge to help teachers learn strategies to support reading and writing in the classroom. All teachers will deepen their understanding and learn new implementation strategies for Sheltered Instruction Observation Protocol (SIOP) by attending half-day sessions held during the school day throughout the year. Staff meetings and Professional Learning Community (PLC) meetings held on late start days will include professional learning on Daily5/CAFÉ, Thinking Maps, 6 + 1 Writing Framework, Developmental Reading Assessment (DRA) and Running Records, Constructed Response, Close Reading activities, and academic vocabulary strategies. Additionally, teachers will have opportunities to attend local trainings focused on improving reading and writing in the classroom. Training will be provided to teachers to provide vertical alignment in writing strategies in the High School Feeder Schools PLC group, as well as in the effective use of the MyOn ebook platform. Substitute teachers for SIOP workshops and local workshops - $13875; SIOP and writing PD materials, $1500; Wayne RESA/local workshop registration - $2000	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	$17375	Title I Part A	Principal, Curriculum coordinator, ESL coordinator, teachers

Activity - Climate and culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All students will be expected to demonstrate positive behaviors that will contribute to a safe and positive learning environment. School staff will organize and provide two motivational assemblies a year to reinforce the PBIS behavior matrix expectations and the district's Response to Bullying Behavior initiative. A common calendar for teaching the expectations will be implemented across all grade levels. Students will attend monthly reward celebrations based on student achievement of monthly goals for positive behavior. Additional teaching/reinforcement of behavior expectations will be provided by school staff or the classroom teacher for students who do not make the monthly celebrations. Parents and students will be included in the development of the assemblies and monthly celebrations through committee membership and the Family Engagement program. Implementation of "Cultural Day" – each grade level picks a culture that they want to explore and represent; this will support information writing skills, research skills; students will be crafting, decorating the hallway; this will be incorporated in March Reading Month literacy night Family Engagement program - $600; workshop registration - $600; substitute teachers - $400; reward celebrations - $800; expectations materials - $500	Behavioral Support Program	Tier 1	Implement	08/01/2016	06/30/2017	$2900	Title I Part A	Principal, Curriculum coordinator, Teachers, Family engagement officer

Activity - Research based writing program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a research based writing program across multiple grade levels to promte consistency among writing processes and increase writing proficiency.	Supplemental Materials	Tier 1	Implement	07/01/2016	07/31/2017	$5500	Title I Part A	ULA principal

Activity - School-wide literacy initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ULA will provide school-wide activities that promote literacy, such as literacy night, plays, and reading month activities/incentives.	Community Engagement, Supplemental Materials, Parent Involvement	Tier 1		07/01/2016	07/31/2017	$2000	Title I Part A	ULA Principal

Activity - Reading apprenticeship: close and critical reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students are taught the reading strategy for close reading called Talk to the Text. To scaffold the necessary skills, teachers can ask students guided questions to focus on the gist of the text. Students find the answer and highlight using a marker to indicate the correct answer. Pair and group sharing as well as summary writing will be used to assess student understanding of the text. Teachers will meet with the literacy coordinator for instructional and assessment training. A teacher from each grade level will attend training at Wayne RESA in the teaching of common core through Close and Critical Reading.	Direct Instruction	Tier 1	Getting Ready	08/01/2016	06/30/2017	$2000	Title I Part A	principal, curriculum coordinator, teachers

Strategy 2:

Student Centered Interventions - Staff members will provide supplemental interventions to increase proficiency in reading/writing as it applies to all curricular areas.

Category: English/Language Arts

Research Cited: Multiple Intelligences (Nicholson-Nelson 1998), Differentiation (Tomlinson 1999), HOTS (Brookhart 2010), Rigor/Relevance Framework (Nussbaum, Daggett 2008), Relationships/Brain Research (Nussbaum, Daggett 2008), John Hattie Strategies (Marzano 2003)

Tier: Tier 2

Activity - Interventionist Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic interventionist will provide supplemental interventions to students who require additional support.	Academic Support Program	Tier 2	Monitor	07/01/2016	07/31/2017	$60000	Title I Part A	ULA Principal

Activity - Supplemental Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a supplemental program/resource to increase proficiency and standard mastery.	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2016	07/31/2017	$2000	Title I Part A	ULA Principal

Strategy 3:

Improving Principal and Teacher Quality - The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015).

The Academy included individualized learning for participants, a school improvement project and a defense of learning.

Academy participants will learn:

1. At their own pace
2. What each specifically needs to learn
3. Within a cohort format for support and networking
4. Using technology that targets specific learning needs and recorded results
5. Through a blend of on-line and face-to-face venues to maximize learning
6. With a mentor to guide and support school site activity

The HES Leadership Academy blending learning program includes the following components:

1. A series of assessments to determine learning needs and to formulate goals
2. On-line learning modules to fulfill learning needs as well as to explore specific interests
3. Face-to-face cohort immersion learning events to meet group learning needs, bond the group and provide networking experiences
4. Mentors wo provide a "safe haven" for discussion, feedback, counsel and confidentiality
5. An on-line community to keep cohort members connected, share document, discuss module learning, post news, and ask and offer counsel
6. A program leader, identifying topics of interest to specific learners, trouble-shooting with learners and initiating individual reading dialogues.
7. Individual reading dialogues. Each participant reads according to need and interest and then discusses readings based on critical questions with the program leader, mentor and colleagues. Dialogues provide insight into each member's leadership style, aspirations and dispositions.
8. A school improvement project, agreed upon by the school staff (must be in an academic area needing attention in the school)
9. An exit interview in which each cohort member provides a portfolio defense of their learning during the program, both through the Academy and its events, and on site at the school.

Category: Other - Professional Learning

Research Cited: The HES Leadership Academy is based on the Professional Standards for Educational Leaders (NPBEA, 2015) [formerly known as ISLLC Standards] and The Michigan State Leadership Standards.

Linda Simkin, Ivan Charner, Eliana Saltares and Lesley Suss, Emerging Education Issues: Findings From The Wallace Foundation Survey, prepared for The Wallace Foundation by the Academy for Educational Development, unpublished, 2010, 9-10.

Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson, Learning
from Leadership: Investigating the Links to Improved Student Learning: Final Report of Research to The Wallace Foundation, University of Minnesota and University of Toronto, 2010.

Michael S. Knapp, Michael A. Copland, Meredith I. Honig, Margaret L. Plecki, and Bradley S. Portin, Learning-focused Leadership and Leadership Support: Meaning and Practice in Urban Systems, University of Washington, 2010.

Bradley S. Portin, Michael S. Knapp, Scott Dareff, Sue Feldman, Felice A. Russell, Catherine Samuelson and Theresa Ling Yeh, Leadership for Learning Improvement

in Urban Schools, University of Washington, 2009.

Tier: Tier 1

Activity - Leadership Academy with a focus on Instructional Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	Title I Part A, Title II Part A	School Administration; School Teachers; Central Office

Measurable Objective 2:

30% of Economically Disadvantaged and English Learners students will demonstrate a proficiency in literacy in English Language Arts by 06/16/2017 as measured by state and local assessments.

Strategy 1:

Use of support material in classroom instruction - Use of informational texts in classroom instruction - Teachers will emphasize the use of informational texts that align

with math, social studies, and science common core standards in their Daily 5 mini-lessons by modeling the application of CAFE strategies in the texts. Teachers will

empahsize the use of 6+1 traits of writing when students respond to informational writing prompts addressing ELA, social studies, and science topics

Category: English/Language Arts

Research Cited: Dean, C.B., Hubbell, E.R., Pitler, H., Stone, B. (2012). Classroom instruction that works: Research-based strategies for increasing student

achievement. Association for Supervision and Curriculum Development

Echevarria, J., Vogt, M., & Short, D., (2012). Making Content Comprehensible for English Learners: The SIOP Model (4th Edition). Pearson. Boushey, G. & Moser, J.

(2006). The Daily Five. Stenhouse Publishers

Boushey, G. & Moser, J. (2009). The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction. Stenhouse Publishers

Tier: Tier 2

Activity - Timely and Additional Extended Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Additional classroom interventions will be provided to students who do not achieve satisfactory progress in reading and writing, including: small group instruction, individual student conferences, supplemental reading materials, technology enhancement (including Promethean Boards and ELMO document cameras), and increased peer reading. Extended Day tutoring will be provided after school twice a week 2 times a year and will provide intensive support in a small group setting in informational reading and writing; including ELA, math, science, and social studies content areas. Activities will include teacher and computer- based learning activities. A summer school program will be provided during the summer of 2014 to those students who need additional support in reading and writing informational texts. High School mentoring program will allow high school mentors to provide academic support in the classroom. Extended Day teachers - $10000; materials - $1200	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$11200	Title I Part A	principal, Tier 2 coordinator, support staff, teachers

Activity - Supplemental Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ULA will support additional positions to increase reading comprehension skills of students reading below grade level. A ninth grade lead teacher will assume responsibilities of coordinating the ninth grade academy to assist teachers and students by facilitating the after school tutoring, ACP and the ASAP credit recovery program. This position also facilitates the Early Start program which allows at risk, incoming freshmen to attend a 12 day course at the high school and taught by high school staff members. The Social Responsibility technician is an adult mentor who will assist students who are struggling due to social constraints and need for additional support. He will also meet students one on one to discuss academic success with graded assignments, tests, and projects.	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2017	$112513	Title I Schoolwide	Principal, Curriculum coordinator, Lead teacher, Teachers

Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Timely and additional instruction for ED students will include activities before and after the school day as well as academic support programs in the summer. Support includes: after school tutoring, After School Academic Support (ASAP) classes, credit recovery, Early Start program for 9th grade transition, and online courses.	Academic Support Program	Tier 3	Implement	10/03/2016	06/16/2017	$37150	Title I Schoolwide	principal, curriculum coordinator, After school program coordinator, Teachers

Activity - Extended Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students in need of credit recovery will be identified and offered summer school to add the needed courses.	Academic Support Program	Tier 3	Implement	07/03/2017	08/04/2017	$10000	Title I Schoolwide	Principal, curriculum coordinator, summer school coordinator, teachers

Activity - Differentiated instruction: leveled reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read materials at individual reading level to provide additional information for the learning of content area concepts and objectives. Students will read narrative text at individual levels to practice reading comprehension strategies and build stamina and confidence in reading comprehension. Selected informational text can be leveled to introduce background knowledge, supplement a thematic topic, and support an issue for additional research in all content areas. Selected novels, informational readings and articles in Scholastic magazines for ELA, social studies, and science will provide independent opportunites to support learning.	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$5000	Title I Part A	principal, curriculum coordinator, teachers, Tier 2 coordinator, support staff

Goal 4: All students at Universal Learning Academy will become knowledgeable of and lead a healthy and wellness focused lifestyle.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of participating in eating healthy and exercising on a daily basis in Health/Physical Education by 06/17/2016 as measured by participation and academic achievement on the Presidential Fitness assessment and stakeholder survey..

Strategy 1:

Healthy Supplemental Activity - Students will receive sustained and ongoing supplemental health awareness and activity throughout the school year.

Category:

Research Cited: Equity Matters - Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap (Basch 2010)

Tier: Tier 1

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

| Playworks will provide a coach to supplement the teachers during health and fitness time. This coach will provide supplemental physical education by implementing structured games, activities, and physical fitness drills to motivate students to stay active. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | $0 | Title I Part A | Curriculum Coordinators, Title I Coordinator, and Principal |

Strategy 2:

Health & Fitness Class - Each student in grades K-5 will receive a 32 minute block of Health & Fitness content/activity each Monday through Thursday.

Category:

Research Cited: Equity Matters - Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap (Basch 2010)

Tier: Tier 1

Activity - Health & Fitness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Kindergarten through 5th grade student will receive a 32 minute block of time embedded into their class schedules for health & fitness awareness/activity. This can consist of brain breaks, outdoors activity time, brain gym, etc. The classroom teacher will be responsible for the planning of the daily health & finess activities with support from the Physical Education teachers as well.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/16/2017	$0	Title I Part A	Elementary teachers, Principal, Elementary Curriculum Coordinator

Goal 5: All students at Universal Learning Academy will increase proficiency in using core operations skills and apply mathematical reasoning to solve problems.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in using basic operations and applying reasoning skills to solve problems in Mathematics in Mathematics by 06/30/2024 as measured by the SAT & ACT Work-keys (11th), PSAT (9th & 10th), WIDA (k-11th), Michigan Student Test of Educational Progress-MSTEP (3rd-8th), and NWEA (1st-8th)..

Strategy 1:

Mathematical operations and reasoning - Teachers will provide students with opportunities to practice mathematical reasoning and basic operations by incorporating written and verbal articulation of the Everyday Math curriculum into daily instruction. Math teachers will be reviewing and using data to select appropriate and effective instructional practices and interventions to implement in order to increase student engagement and raise student achievement at Universal Learning Academy.

Implementation of the Common Core State Standards and practices will be supported through Formative Assessment Training and PLC data/student work sharing

Category: Mathematics

Research Cited: The Highly Engaged Classroom. Robert Marzano, Debra Pickering, Tammy Heflebower. Marzano Research Laboratory, 2011.

Seven Strategies of Assessment for Learning. Jan Chappuis. Pearson, 2009.

Styles and Strategies for Teaching High School Mathematics: 21 Techniques for Differentiating Instruction and Assessment Edward J. Thomas , John R. Brunsting Pam L. Warrick, Corwin Press, 2010.

Classroom Assessment and Grading that Works. Robert Marzano. ASCD, 2006.

Mindset. Carol S. Dweck. Ballentine Books, 2008.

Dean, C.B., Hubbell, E.R., Pitler, H., Stone, B. (2012) Classroom instruction that works: Research-based strategies for increasing student achievement. Association for Supervision and Curriculum Development

Yeager, C. & Hyerle, D. (2007). Thinking maps: A language for learning. Thinking Maps

Echevarria, J., Vogt, M., & Short, D., (2012). Making Content Comprehensible for English Learners: The SIOP Model (4th Edition). Pearson. Echevarria, J., Vogt, M., & Short, D., (2009). The SIOP Model for Teaching Mathematics to English Learners. Pearson.

Tier: Tier 1

Activity - Math Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction in mathematical reasoning through hands-on activities in a math workshop model. In addition teachers will provide multiple opportunities for student discourse during mathematical learning instruction. Additionally, teachers will provide multiple opportunities for students to practice grade-appropriate math operations as part of daily instruction. Students will use thinking maps and learn to write about math to increase their understanding of math, and will have regular opportunities to apply problem-solving skills across other curricular areas, including ELA, science and social studies. Teachers will incorporate SIOP strategies to engage all students in the learning process. Math manipulative materials will be purchased to provide additional hands-on activities for students ($2000)	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	$2000	Title I Part A	Principal, Curriculum coordinator, Math teachers

Activity - Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional units, activities and assessments will align with district pacing while incorporating Sustained Learning Over Time and the Common Core State Standards/mathematical practice	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	$0	No Funding Required	Curriculum Coordinator, Math teachers

Activity - Parental Involvement in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Parents will assist with the development of and participate in math activities such as Family Math Night to encourage parents to participate and engage in meaningful math activities to support their child's math development outside the school. The Family Engagement program ($600) will continue to provide volunteers in the classroom to assist with math activities during the school day. A Parent Resource Library will be maintained for parents in order to provide access to math materials to be used by parents at home. We will provide opportunity for parents of Title 1 and Contracted Students to become active in their students mathematical instruction for the 21st Century. Family Engagement program - $1000; Parent Resource Library - $100; Family Math Night - $200	Parent Involvement	Tier 1	Implement	08/01/2016	06/30/2017	$1300	Title I Part A	Principal, Curriculum Coordinator, Math Teachers

Activity - Professional Development In Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ULA Math teachers will participate in district and building level professional development. This professional development is ongoing and sustained. District- All math teachers will participate in "Multi-Style Strategies for Students who Struggle with Mathematics." PD will focus on activities and assessments to implement to improve performance. Cohort 1 includes Algebra and Geometry only staff. Cohort 2 includes Algebra 2, Pre- Calc and Geometry teachers who also teach a higher level course. Each Cohort will meet 4 times with Department Head or course leaders attending all sessions. Building- Selected math teachers will participate in Wayne County Formative Assessment Project training with Dr. Ellen Vorenkamp. PD will focus on the 5 pillars of formative assessment and how to use formative assessment to drive instruction. This group will meet 5 times. Two math teachers have been trained in SIOP Math. We will train 2 additional teachers this year. SIOP cohorts meet 7 times throughout the school year. Building: Algebra, Geometry and Algebra 2 teachers will continue to unpack the CCSS, using Sustained Learning Over Time to make concepts accessible to all students. Additional PD to learn about and plan for CCSS unit task rotations for mastery, self expressive, interpersonal and understanding style learners will be provided. These groups will meet for 2 full days each for a total of 6 days.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	$15000	Title I Schoolwide	Principal, Curriculum coordinator, Math teachers

Activity - Professional Involvement in Math Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All teachers will have the opportunity to attend sessions focused on effective math instruction at the district level, in August – September 2016 in addition to PD days in November and January. These sessions will provide new knowledge about supporting math instruction in the classroom. Staff meetings will include professional learning on improving math instruction in the classroom and implementation of mathematical practices. Additionally, selected teachers will serve as math leaders and will have opportunities to attend trainings focused on improving math instruction in the classroom and provide staff with PD opportunities on a monthly basis. Substitute teachers for implementation modeling and training - $8436; math workshop registration - $1670; math workshop model book study materials - $600; Stipend- $500 | Professional Learning | Tier 1 | Implement | 08/01/2016 | 06/30/2017 | $12006 | Title I Part A | Principal, Curriculum Coordinator, Math teachers |

Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ULA Math Department will use Professional Learning Community time throughout the year to review, analyze and use data to inform/adjust math instruction and determine best practices and appropriate interventions. PLC's will analyze student achievement via multiple measures such as common formative assessment, Every Day Math, unit assessments, and state assessments.	Professional Learning	Tier 1	Monitor	08/01/2016	06/30/2017	$0	No Funding Required	Math Department, Curriculum Coordinator, Principal.

Activity - Climate and Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be expected to demonstrate positive behaviors that will contribute to a safe and positive learning environment. School staff will organize and provide two motivational assemblies a year to reinforce the PBIS behavior matrix expectations and the district's Response to Bullying Behavior initiative. A common calendar for teaching the expectations will be implemented across all grade levels. Students will attend monthly reward celebrations based on student achievement of monthly goals for positive behavior. Additional teaching/reinforcement of behavior expectations will be provided by school staff or the classroom teacher for students who do not make the monthly celebrations. Parents and students will be included in the development of the assemblies and monthly celebrations through committee membership and the Family Engagement program (volunteer program). Implementation of "Cultural Day" – each grade level picks a culture that they want to explore and represent; this will support information writing skills, research skills; students will be crafting, decorating the hallway; this will be incorporated in March Reading Month literacy night Family Engagement program - $600; workshop registration - $600; substitute teachers - $400; reward celebrations - $800; expectations materials - $500; stipends-$300	Behavioral Support Program	Tier 1	Implement	08/01/2016	06/30/2017	$3100	Title I Part A	Social worker, Curriculum coordinator, Math teachers, Family Engageme nt Officer, Principal.	

Activity - Technology Applications and Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Technology will be employed to enhance classroom instruction. Technology Tier 1 Nspire calculators, TI navigator systems, virtual manipulatives and Geometer's Sketchpad and other drawing tools will be used to engage learners and differentiate instruction and assessment. Active expressions, phone poll and Class A Data system will be utilized to provide item analyses to inform planning for intervention. Flipped Classroom/ Blended learning strategies will be used to differentiate instruction and increase student interaction to assist struggling students in math, science and social studies.	Technology	Tier 1	Getting Ready	08/01/2016	06/30/2017	$21000	Title I Schoolwide	Math Department , Curriculum Coordinator , Principal

(shared) Strategy 2:

Improving teacher and principal quality - The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015).

The Academy included individualized learning for participants, a school improvement project and a defense of learning.

Academy participants will learn:

1. At their own pace

2. What each specifically needs to learn

3. Within a cohort format for support and networking

4. Using technology that targets specific learning needs and recorded results

5. Through a blend of on-line and face-to-face venues to maximize learning

6. With a mentor to guide and support school site activity

The HES Leadership Academy blending learning program includes the following components:

1. A series of assessments to determine learning needs and to formulate goals

2. On-line learning modules to fulfill learning needs as well as to explore specific interests

3. Face-to-face cohort immersion learning events to meet group learning needs, bond the group and provide networking experiences

4. Mentors wo provide a "safe haven" for discussion, feedback, counsel and confidentiality

5. An on-line community to keep cohort members connected, share document, discuss module learning, post news, and ask and offer counsel

6. A program leader, identifying topics of interest to specific learners, trouble-shooting with learners and initiating individual reading dialogues.

7. Individual reading dialogues. Each participant reads according to need and interest and then discusses readings based on critical questions with the program leader, mentor and colleagues. Dialogues provide insight into each member's leadership style, aspirations and dispositions.

8. A school improvement project, agreed upon by the school staff (must be in an academic area needing attention in the school)

9. An exit interview in which each cohort member provides a portfolio defense of their learning during the program, both through the Academy and its events, and on site at the school.

Category: Other - Professional Learning

Research Cited: The HES Leadership Academy is based on the Professional Standards for Educational Leaders (NPBEA, 2015) [formerly known as ISLLC Standards] and The Michigan State Leadership Standards.

Linda Simkin, Ivan Charner, Eliana Saltares and Lesley Suss, Emerging Education Issues: Findings From The Wallace Foundation Survey, prepared for The Wallace Foundation by the Academy for Educational Development, unpublished, 2010, 9-10.

Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson, Learning from Leadership: Investigating the Links to Improved Student Learning: Final Report of Research to The Wallace Foundation, University of Minnesota and University of Toronto, 2010.

Michael S. Knapp, Michael A. Copland, Meredith I. Honig, Margaret L. Plecki, and Bradley S. Portin, Learning-focused Leadership and Leadership Support: Meaning and Practice in Urban Systems, University of Washington, 2010.

Bradley S. Portin, Michael S. Knapp, Scott Dareff, Sue Feldman, Felice A. Russell, Catherine Samuelson and Theresa Ling Yeh, Leadership for Learning Improvement in Urban Schools, University of Washington, 2009.

Tier: Tier 1

Activity - Leadership Academy with a focus on Instructional Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	Title I Part A, Title II Part A	School Administration; School Teachers; Central Office

Measurable Objective 2:

48% of Economically Disadvantaged students will demonstrate a proficiency in using core operations skills and apply mathematical reasoning to solve problems in Mathematics by 06/30/2017 as measured by as measured by state and local assessments .

Strategy 1:

Timely and Additional Assistance - Intentional and purposeful Formative assessment will be used to provide assistance for struggling students during math class as well

as beyond the school day and school year.

Category: Mathematics

Research Cited: Teaching with Poverty in Mind: What being poor does to Kids' Brains and What Schools Can Do About it. Eric Jensen

Building Background for Academic Achievement. Robert Marzano, 2004.

The Highly Engaged Classroom. Robert Marzano, Debra Pickering, Tammy Heflebower. Marzano Research Laboratory, 2011. The Art and Science of Teaching.

Robert Marzano. ASCD, 2007.

Styles and Strategies for Teaching HS Mathematics. Thomas, Brunsting, Warrick. Corwin Press, 2010.

Tier: Tier 2

Activity - Timely and Additional Extended Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Additional classroom interventions will be provided to students who do not achieve satisfactory progress in math, including: small group instruction, individual student conferences, supplemental materials, technology enhancement (including online learning using different websites, such as discoveryeducation.com and others, Promethean board and ELMO camera reader), and increased instructional time and opportunities to practice math operations. Extended day tutoring will be provided after school four times a week 2 times a year and will provide intensive support in a small group setting in math reasoning and operations skills including application to science, social studies and ELA content areas. Activities will include teacher and computer-based learning activities. A summer school program will be provided during the summer of 2015 to those students who need additional support in math reasoning and operations. Extended Day teachers - $10000; materials - $1200; Technology (Promethean Boards, ELMO document cameras - $20000) | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/30/2017 | $32000 | Title I Part A | Principal, Highly Qualified Teachers, Extended Day/ Summer School programs |

Activity - Supplemental Math Activities and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math staff will use interactive activities, Formative Assessment and concrete materials to meet the needs of ED students. Supplemental classroom instructional concrete materials such as angle legs, unit circles, algeblocks, compasses, protractors, 3D models, CBR's and Geometer's sketchpad will be used to help students transition from concrete-->semi-concrete-->abstract reasoning and reinforce the 8 mathematical practices.	Direct Instruction	Tier 2	Implement	09/01/2016	06/30/2017	$3000	Title I Schoolwide	Curriculum Coordinator, Math teachers

Activity - Extended Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ULA will support extended year learning opportunities for students such as summer school, and take- home math support packets for elementary Math, Algebra, Geometry, Algebra 2 and Trig/Pre Calc readiness.	Academic Support Program	Tier 3	Monitor	07/01/2016	06/30/2017	$2917	Title I Schoolwide	Principal, Math Teachers, curriculum coordinator

Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ULA will support supplemental instruction for eligible students through extended day (eg. Before and after school tutoring by highly qualified teachers, additional small group, one-on-one and push in support for eligible students; computer aided instruction, online practice and assessment, night school and credit recovery courses.)	Academic Support Program	Tier 2	Monitor	09/01/2016	04/01/2017	$2000	Title I Schoolwide	Principal, Curriculum coordinator, Extended Day program coordinator

Activity - MTTS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra, Geometry and Algebra 2 Intervention class support is provided for Students with disabilities who struggle with mathematics.	Academic Support Program	Tier 3	Implement	10/01/2016	06/30/2017	$0	No Funding Required	Math Intervention Teachers

(shared) Strategy 2:

Improving teacher and principal quality - The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015).

The Academy included individualized learning for participants, a school improvement project and a defense of learning.

Academy participants will learn:

1. At their own pace
2. What each specifically needs to learn
3. Within a cohort format for support and networking
4. Using technology that targets specific learning needs and recorded results
5. Through a blend of on-line and face-to-face venues to maximize learning
6. With a mentor to guide and support school site activity

The HES Leadership Academy blending learning program includes the following components:
1. A series of assessments to determine learning needs and to formulate goals
2. On-line learning modules to fulfill learning needs as well as to explore specific interests
3. Face-to-face cohort immersion learning events to meet group learning needs, bond the group and provide networking experiences
4. Mentors wo provide a "safe haven" for discussion, feedback, counsel and confidentiality
5. An on-line community to keep cohort members connected, share document, discuss module learning, post news, and ask and offer counsel
6. A program leader, identifying topics of interest to specific learners, trouble-shooting with learners and initiating individual reading dialogues.
7. Individual reading dialogues. Each participant reads according to need and interest and then discusses readings based on critical questions with the program leader, mentor and colleagues. Dialogues provide insight into each member's leadership style, aspirations and dispositions.
8. A school improvement project, agreed upon by the school staff (must be in an academic area needing attention in the school)
9. An exit interview in which each cohort member provides a portfolio defense of their learning during the program, both through the Academy and its events, and on site at the school.

Category: Other - Professional Learning

Research Cited: The HES Leadership Academy is based on the Professional Standards for Educational Leaders (NPBEA, 2015) [formerly known as ISLLC Standards]

and The Michigan State Leadership Standards.

Linda Simkin, Ivan Charner, Eliana Saltares and Lesley Suss, Emerging Education Issues: Findings From The Wallace Foundation Survey, prepared for The Wallace Foundation by the Academy for Educational Development, unpublished, 2010, 9-10.

Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson, Learning from Leadership: Investigating the Links to Improved Student Learning: Final Report of Research to The Wallace Foundation, University of Minnesota and University of Toronto, 2010.

Michael S. Knapp, Michael A. Copland, Meredith I. Honig, Margaret L. Plecki, and Bradley S. Portin, Learning-focused Leadership and Leadership Support: Meaning and Practice in Urban Systems, University of Washington, 2010.

Bradley S. Portin, Michael S. Knapp, Scott Dareff, Sue Feldman, Felice A. Russell, Catherine Samuelson and Theresa Ling Yeh, Leadership for Learning Improvement in Urban Schools, University of Washington, 2009.

Tier: Tier 1

Activity - Leadership Academy with a focus on Instructional Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	Title II Part A, Title I Part A	School Administration; School Teachers; Central Office

Goal 6: All Limited English Proficient (LEP) students will increase their English proficiency and exit LEP status

Measurable Objective 1:
80% of English Learners students will demonstrate student proficiency (pass rate) by increasing their reading level by 2 levels or more in Reading by 03/31/2017 as measured by WIDA.

Strategy 1:

LEP reading groups - General Education teachers will identify and group LEP students based on WIDA assessment data. Teachers will provide small group learning opportunities, utilizing double dose instruction. If student(s) did not taking WIDA, then he or she will be placed in groups based off of NWEA, DRA and QRA or any other state assessment they have completed.

Category: Learning Support Systems

Research Cited: SIOP: Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008); Higher Order Thinking Skills (Brookhart 2010)

Tier: Tier 2

Activity - Reading groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will convene reading groups consisting of 3-5 students for 15-30 minutes a day, four to five days per week. Reading groups will be based on WIDA reading levels 1 and 2.	Academic Support Program	Tier 2	Implement	09/08/2016	06/22/2017	$0	Title III	Staff Members

Activity - Technology applications and interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive 30 minutes of class time to use provided technology at least once a week; and/or educational games.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	$0	Title III	Staff members

Activity - Online reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive access to laptops in order to access online reading and language software.	Technology	Tier 2	Implement	08/01/2016	06/23/2017	$0	Title III	Staff Members

Activity - Language Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with access for online reading and language programs such as MyOn, to use at home to practice their reading and comprehension skills.	Technology	Tier 2	Implement	07/01/2016	06/30/2017	$0	Title III	Staff Members

Activity - BrainPop ESL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned a username and password for BrainPop ESL and will be given time in class to access at least two times a week to work on reading key vocabulary and their listening skills.	Technology	Tier 2	Implement	10/01/2016	12/09/2016	$0	Title III	Staff Members

Activity - SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will incorporate SIOP by building background, and using personal dictionaries and contextualizing key vocabulary in reading groups.	Academic Support Program	Tier 2	Implement	08/01/2016	06/23/2017	$0	Title III	Staff Members

Activity - Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL coordinator will conduct walkthroughs to ensure that Staff Members are implementing high-frequency words, prefixes, suffixes and root words.	Walkthrough	Tier 2	Implement	09/08/2016	06/23/2017	$0	Title III	ESL Coordinator and ULA Principal

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL Coordinator will provide professional development for teachers focusing on SIOP and a variety of ways to integrate language skills within their lesson plans including reading, writing, listening, and speaking.	Walkthrough, Professional Learning	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	ESL Coordinator and ULA Principal

Activity - SIOP PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education staff members will receive ongoing professional development throughout the course of the school year focusing on SIOP strategies and its eight components.	Professional Learning, Teacher Collaboration	Tier 2	Implement	10/01/2016	06/23/2017	$0	Title III	ESL Coordinator and ULA Principal

Activity - Hands on Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be using educational games to simplify the understanding of material for the students. Engage students to comprehend the data in a fun and engaging manor.	Supplemental Materials	Tier 1	Implement	07/01/2016	06/30/2017	$0	Section 31a	ESL Coordinator and ULA Principal

Measurable Objective 2:

80% of English Learners students will demonstrate a proficiency increasing their writing proficiency by 2 levels or more in Writing by 03/03/2017 as measured by WIDA.

Strategy 1:

Integrate writing strategies for LEP students - All subject area teachers will integrate writing strategies for LEP students within the language objectives. Teachers will

have access to previous WIDA scores to gather data regarding students writing scores. If the student(s) did not take WIDA, then any other state approved test will suffice. Once data has been gathered, teachers will design lesson plans using WIDA Can Do Descriptors to target students writing level and help make them proficient.

Category:

Research Cited: Writing Next: To Improve Writing in Middle and High Schools (Graham, Steve, 2007);

SIOP:Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008)

Tier: Tier 2

Activity - Grammar & Punctuation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will work one on one and in small groups with low achieving LEP students on writing using correct grammar and punctuation.	Academic Support Program	Tier 2	Implement	10/01/2015	06/22/2016	$0	Title III	Teachers and Paraprofessionals

Activity - SIOP strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using SIOP strategies, teachers will incorporate writing assignments across curriculum such as collaborative writing and cooperative paragraphs as well as differentiation of instruction.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff Members

Activity - Note taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will provide students with sample notes to help direct each student on note taking skills in science and social studies.	Materials, Direct Instruction	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff Members

Activity - Parts of Speech	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Memberswill promote background knowledge by reviewing the different parts of speech and how to apply nouns and verbs in singular and plural text, adjectives, pronouns and adverbs to their writing.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff Members

Activity - Sentence Patterns	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All Staff Members will incorporate WIDA standards for writing including incorporating sentence patterns across content areas. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/23/2017 | $0 | Title III | Staff Members |

Activity - Writing process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL coordinator and ULA Principal will make appropriate instructional recommendations to integrate a variety of writing tasks that use the writing process to help EL students increase their writing level.	Professional Learning, Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	ESL Coordinator and ULA Principal

Activity - SIOP PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will receive ongoing professional development throughout the course of the school year focusing on SIOP strategies and its eight components.	Professional Learning, Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	ESL Coordinator and ULA Principal

Activity - Writing Supplemental Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be working with students on their writing skills by using hands on activities such as games and other writing resources to build on understanding prior knowledge.	Supplemental Materials	Tier 1	Implement	07/01/2016	06/30/2017	$0	Section 31a	ESL Coordinator and ULA Principal

Measurable Objective 3:

80% of English Learners students will demonstrate student proficiency (pass rate) by increasing their listening and speaking level in English 10 by 03/03/2017 as measured by WIDA.

Strategy 1:

Whole group instruction integrating listening and speaking - All teachers will actively incorporate whole group instruction integrating listening and speaking. Whole group instruction can take place across curriculum and focus on any topic. Students will be involved in discussion by asking questions and/or commenting. Whole group discussion will engage students in active listening and speaking among their peers.

Category:

Research Cited: Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010); SIOP:Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008)

Tier: Tier 2

Activity - Student led discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff Members will incorporate student led whole groups discussion in which students will direct the class discussion.	Academic Support Program	Tier 2	Implement	09/01/2015	06/23/2017	$0	No Funding Required	Staff Members

Activity - Question and answer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will incorporate more student led question and answer discussions across curriculum.	Academic Support Program	Tier 1	Implement	08/01/2016	06/23/2017	$0	No Funding Required	Staff Members

Activity - SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will incorporate SIOP through verbal scaffolding during discussions by implementing more critical thinking aloud questions and question and answer.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff Members

Activity - SIOP-Interaction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will use SIOP strategies by implementing more interaction and grouping students to build skills and interact with one another.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff Members

Activity - SIOP- building background	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will implement SIOP by building background by explicitly linking past concepts to new concepts through whole group discussion.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff Members

Activity - Best practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL coordinator and principal will coach all teachers on best practices for ELL's to be used across curriculum.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/23/2017	$0	Title III	ESL Coordinator and ULA Principal

Activity - Academic language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| ESL coordinator and principal will collaborate and support general education teachers to ensure that all ELL's are obtaining the necessary academic language to meet grade level content standards. | Academic Support Program, Teacher Collaboration | Tier 2 | Monitor | 09/01/2016 | 06/23/2017 | $0 | Title III | ESL Coordinator and ULA Principal |

Activity - Oral language development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will promote oral language development for English Learner's using effective strategies including single statements and questions, ideas within words or phrases, compound and complex grammatical construction, and expression.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Teachers

Activity - WIDA standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will promote WIDA standards by implementing discourse with a series of extended sentences and related ideas.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff Members

Activity - SIOP PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will receive ongoing professional development throughout the course of the school year focusing on SIOP strategies and its eight components.	Professional Learning	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	ESL Coordinator and ULA Principal

Measurable Objective 4:

80% of English Learners students will increase student growth by 2 levels or more in all four domains: reading, writing, listening and speaking in English Language Arts by 04/28/2017 as measured by WIDA.

Strategy 1:

Extended Learning opportunities - Students will be provided learning opportunities to enhance their academic abilities.

Category: Learning Support Systems

Tier: Tier 1

Activity - Small group support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will receive small group and individualized support to access grade level curriculum.	Academic Support Program, Direct Instruction, Class Size Reduction	Tier 2	Implement	10/05/2016	04/28/2017	$0	Title III	Staff Member

Activity - Level appropriate projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate level appropriate projects and assignments that focus on reading comprehension and fluency as well as writing.	Academic Support Program, Direct Instruction, Class Size Reduction	Tier 1	Implement	10/05/2016	04/28/2017	$0	Title III	After school teachers

Activity - Student goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with their students during the first week of program to develop 2-3 goals to be achieved during the 26 week program.	Academic Support Program, Direct Instruction	Tier 1	Evaluate	10/05/2016	04/28/2017	$0	Title III	After school teachers

Activity - Lesson preperation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement other SIOP strategies including grouping, lesson preparation and building background to help students achieve their goals.	Materials, Supplemental Materials, Curriculum Development	Tier 1	Getting Ready	10/05/2016	04/28/2017	$0	Title III	After school teachers

Activity - Learning needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| ESL coordinator will work with teaches to identify each student's learning needs. | Academic Support Program, Recruitment and Retention, Teacher Collaboration | Tier 1 | Getting Ready | 10/05/2016 | 04/28/2017 | $0 | Title III | ESL coordinator and teachers |

Activity - Biweekly meetings to review & discuss program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL coordinator and principal will meet with each staff member biweekly to review assessments and discuss the program.	Professional Learning, Academic Support Program, Teacher Collaboration, Supplemental Materials	Tier 1	Getting Ready	10/05/2016	04/28/2017	$0	Title III	ESL coordinator and ULA Principal

Activity - SIOP-Higher order thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will apply SIOP through higher order thinking skills.	Academic Support Program, Direct Instruction, Curriculum Development	Tier 1	Implement	10/05/2016	04/28/2017	$0	Title III	After school teachers

Activity - WIDA standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement WIDA standards that target reading, writing, listening and speaking through small group instruction.	Academic Support Program, Direct Instruction, Class Size Reduction, Curriculum Development	Tier 3	Implement	10/05/2015	04/28/2016	$0	Title III	After school teachers

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Activity - WIDA language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use specific content language throughout their lesson.	Academic Support Program, Curriculum Development	Tier 3	Implement	10/05/2015	04/28/2016	$0	Title III	After school teachers

Activity - SIOP- objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement SIOP strategies including clearly defined content and language objectives, liking past learning to new concepts and emphasize on key vocabulary.	Academic Support Program, Direct Instruction	Tier 3	Implement	10/05/2015	04/28/2016	$0	Title III	After school teachers

Activity - Culturally Responsive Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide culturally responsive learning experiences to improve outcomes for diverse students who are struggling and to accelerate student learning.	Supplemental Materials, Curriculum Development	Tier 1	Implement	08/01/2016	07/31/2017	$0	Title I Part A	ULA Principal

Activity - After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring will take place through small group instruction for 30 minutes after school, four days a week. Each class will contain five to fifteen low achieving ESL students and/or first year immigrant students. Students will be selected based off of previous WIDA scores, if the student(s) has not taken WIDA, then the results off of the W-APT screener. According to Lisa Pray of Expanding Learning, as long as the program reflects linguistic and cultural backgrounds that complement the school curriculum, there will be gains in ELL academic achievement. http://www.expandinglearning.org/docs/Pray_Final.pdf	Academic Support Program	Tier 1	Implement	09/08/2016	06/23/2017	$0	Title III	ESL Coordinator and ULA Principal

Measurable Objective 5:

100% of English Learners students will demonstrate a proficiency who have been exited from LEP and are now FLEP will continue to be monitored for two years after exiting ensure that they maintain proficiency in English Language Arts by 06/22/2017 as measured by State standardized test.

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Strategy 1:

Follow up with FLEP students - Teachers and paraprofessionals will continue to follow up with FLEP students and make sure that they continue to remain proficient on state and local assessments. A document continuing all FLEP students will be placed in the main office for teachers to go over. Teachers will be contacted if they have a student on their roster that is a former LEP student. Teachers will continue to work with FLEP students, but a shorter time frame than a LEP student.

Category:

Research Cited: English Learner Program; Entrance and Exit Protocol (MDE, 2015); Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010)

Tier: Tier 2

Activity - Generating goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will meet and plan to set specific ongoing proficiency goals to be met and report back to the student's general education teacher.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff members

Activity - Lesson delivery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will ensure that lesson delivery continues to challenge FLEP students.	Academic Support Program	Tier 2		09/01/2016	06/23/2017	$0	Title III	Staff members

Activity - SIOP strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use SIOP strategies when working with FLEP students including interaction, building background, and application.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff members

Activity - Follow up	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to follow up with FLEP students and monitor their progress.	Academic Support Program	Tier 2	Implement	10/03/2016	06/23/2017	$0	Title III	Teachers

Measurable Objective 6:

100% of English Learners students will demonstrate student proficiency (pass rate) in literacy and academic vocabulary to improve their proficiency level in Reading by 05/31/2017 as measured by M-STEP.

Strategy 1:

Prepare for M-STEP - Teachers will implement and target different strategies and activities to prepare students to take and pass M-STEP. Teachers will identify their students weaknesses when taking a state assessment and focus on illuminating their weaknesses. They will focus on different test taking strategies for LEP students and help them adapt to those strategies.

Category:

Research Cited: Higher Order Thinking Skills (Brookhart 2010); SIOP:Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008)

Tier: Tier 2

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement testing vocabulary into their lesson plans.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Teachers

Activity - Academic language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement academic language and literacy across curriculum that will help increase proficiency on MSTEP.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Teachers

Activity - Test taking strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum coordinators will work with teachers on different test taking strategies that can be implemented on a daily basis including pacing, reading directions, and illuminating answers.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Curriculum coordinators and teachers

Activity - SIOP strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SIOP strategies into their lesson plans that will help prepare students for M-STEP including finding key vocabulary, re-reading, summarizing and analyzing.	Academic Support Program	Tier 2	Getting Ready	09/01/2016	06/23/2017	$0	Title III	Teachers

Measurable Objective 7:

100% of English Learners students will increase student growth by being able to work on language development and skill building through center based instruction in Reading by 06/22/2017 as measured by Formative and summative assessments.

Strategy 1:

Center based learning - Teachers will provide center based learning within each core subject at least once a week. Teachers will incorporate SIOP component-

interaction to engage students in hands on learning experiences across curriculum. Center groups can be designed differently each time it's implemented by reading

level, writing level, or any other grouping based on the centers.

Category:

Research Cited: SIOP:Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008); Higher Order Thinking Skills (Brookhart 2010)

Tier: Tier 2

Activity - Language development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate centers using LEP materials that engage LEP students using academic language development.	Academic Support Program, Materials, Supplemental Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Teachers

Activity - Implement reading and writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement centers that incorporate reading and writing that challenge LEP students.	Academic Support Program, Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Teachers

Activity - Hands on activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will implement hands on activities during center based instruction.	Academic Support Program, Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff members

Activity - SIOP strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use SIOP strategies such as Round Robin and Think, Pair, Share within their centers.	Academic Support Program, Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff members, principal

Activity - Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Members will assist with centers by working with LEP students on different tasks and skills.	Academic Support Program, Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	Title III	Staff Members

Single Building District Improvement Plan

Universal Learning Academy

Activity - Small group support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will use purchased materials to work with LEP students in small groups during centers including: Reading Rods, Reading Mentor, and Conversation Cubes.	Academic Support Program, Materials	Tier 2	Implement	08/01/2016	06/23/2017	$0	Title III	Staff members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Academy with a focus on Instructional Leadership	The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	School Administration; School Teachers; Central Office
Leadership Academy with a focus on Instructional Leadership	The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	School Administration; School Teachers; Central Office
Implementing & Monitoring Effective Instruction	Professional learning communities will be implemented to provide supplemental staff mentoring and coaching aligned to our professional development plan and Merit/Incentive pay will be used according to our approved policy to provide an extra financial incentive for instructional staff that has exemplary performance.	Professional Learning	Tier 1	Getting Ready	07/01/2016	07/31/2017	$0	School Improvement Team & Principal

Leadership Academy with a focus on Instructional Leadership	The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	School Administration; School Teachers; Central Office
Professional Development/Staff Collaboration/Professional Learning Communities	Staff will be given embedded collaboration time a minimum of twice per month on Fridays to collaborate with grade level/content area teams. This collaboration will encourage discussion of shared strategies, embedded work sessions among teachers for planning and curriculum development, professional learning communities through the use of webinar professional development opportunities and teacher led share-back professional developments.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2016	07/31/2017	$0	Teachers, Elementary/Secondary Curriculum Coordinators, Principal
Implementing & Monitoring Effective Instruction	Professional learning communities will be implemented to provide supplemental staff mentoring and coaching aligned to our professional development plan and Merit/Incentive pay will be used according to our approved policy to provide an extra financial incentive for instructional staff that has exemplary performance.	Professional Learning	Tier 1	Implement	08/01/2016	07/31/2017	$0	School Improvement Team & Principal
Professional Development	Staff members will attend workshops/professional development focused on effective science instruction offered by the district, as well as local ISDs throughout the school year. Sessions will focus on curriculum, instruction, STEM, engineering practices, and correlation to expository reading as it pertains to science. Cost will include registration, materials, mileage, and substitute teachers when applicable.	Professional Learning, Materials, Curriculum Development	Tier 1	Implement	07/01/2016	07/28/2017	$13000	Yvonne Lewis-principal Jennifer Hojeij-Coordinator of Curriculum, Instruction, and Title I
Leadership Academy with a focus on Instructional Leadership	The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	School Administration; School Teachers; Central Office

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small group support	Staff members will use purchased materials to work with LEP students in small groups during centers including: Reading Rods, Reading Mentor, and Conversation Cubes.	Academic Support Program, Materials	Tier 2	Implement	08/01/2016	06/23/2017	$0	Staff members
Best practices	ESL coordinator and principal will coach all teachers on best practices for ELL's to be used across curriculum.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/23/2017	$0	ESL Coordinator and ULA Principal
Sentence Patterns	All Staff Members will incorporate WIDA standards for writing including incorporating sentence patterns across content areas.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff Members
SIOP strategies	Teachers will incorporate SIOP strategies into their lesson plans that will help prepare students for M-STEP including finding key vocabulary, re-reading, summarizing and analyzing.	Academic Support Program	Tier 2	Getting Ready	09/01/2016	06/23/2017	$0	Teachers
Lesson delivery	Staff members will ensure that lesson delivery continues to challenge FLEP students.	Academic Support Program	Tier 2		09/01/2016	06/23/2017	$0	Staff members
Note taking	Staff Members will provide students with sample notes to help direct each student on note taking skills in science and social studies.	Materials, Direct Instruction	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff Members
After school tutoring	After school tutoring will take place through small group instruction for 30 minutes after school, four days a week. Each class will contain five to fifteen low achieving ESL students and/or first year immigrant students. Students will be selected based off of previous WIDA scores, if the student(s) has not taken WIDA, then the results off of the W-APT screener. According to Lisa Pray of Expanding Learning, as long as the program reflects linguistic and cultural backgrounds that complement the school curriculum, there will be gains in ELL academic achievement. http://www.expandinglearning.org/docs/Pray_Final.pdf	Academic Support Program	Tier 1	Implement	09/08/2016	06/23/2017	$0	ESL Coordinator and ULA Principal

Professional Development	ESL Coordinator will provide professional development for teachers focusing on SIOP and a variety of ways to integrate language skills within their lesson plans including reading, writing, listening, and speaking.	Walkthrough, Professional Learning	Tier 2	Implement	09/01/2016	06/23/2017	$0	ESL Coordinator and ULA Principal
SIOP PD	Staff Members will receive ongoing professional development throughout the course of the school year focusing on SIOP strategies and its eight components.	Professional Learning, Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	ESL Coordinator and ULA Principal
SIOP PD	General education staff members will receive ongoing professional development throughout the course of the school year focusing on SIOP strategies and its eight components.	Professional Learning, Teacher Collaboration	Tier 2	Implement	10/01/2016	06/23/2017	$0	ESL Coordinator and ULA Principal
SIOP	Staff Members will incorporate SIOP through verbal scaffolding during discussions by implementing more critical thinking aloud questions and question and answer.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff Members
SIOP-Higher order thinking	Teachers will apply SIOP through higher order thinking skills.	Academic Support Program, Direct Instruction, Curriculum Development	Tier 1	Implement	10/05/2016	04/28/2017	$0	After school teachers
Academic language	ESL coordinator and principal will collaborate and support general education teachers to ensure that all ELL's are obtaining the necessary academic language to meet grade level content standards.	Academic Support Program, Teacher Collaboration	Tier 2	Monitor	09/01/2016	06/23/2017	$0	ESL Coordinator and ULA Principal
SIOP PD	Staff Members will receive ongoing professional development throughout the course of the school year focusing on SIOP strategies and its eight components.	Professional Learning	Tier 2	Implement	09/01/2016	06/23/2017	$0	ESL Coordinator and ULA Principal
Hands on activities	Teachers and paraprofessionals will implement hands on activities during center based instruction.	Academic Support Program, Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff members

Language development	Teachers will incorporate centers using LEP materials that engage LEP students using academic language development.	Academic Support Program, Materials, Supplemental Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	Teachers
Centers	Staff Members will assist with centers by working with LEP students on different tasks and skills.	Academic Support Program, Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff Members
Modeling	ESL coordinator will conduct walkthroughs to ensure that Staff Members are implementing high-frequency words, prefixes, suffixes and root words.	Walkthrough	Tier 2	Implement	09/08/2016	06/23/2017	$0	ESL Coordinator and ULA Principal
Parts of Speech	Staff Memberswill promote background knowledge by reviewing the different parts of speech and how to apply nouns and verbs in singular and plural text, adjectives, pronouns and adverbs to their writing.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff Members
SIOP strategies	Teachers will use SIOP strategies such as Round Robin and Think, Pair, Share within their centers.	Academic Support Program, Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff members, principal
Language Program	Students will be provided with access for online reading and language programs such as MyOn, to use at home to practice their reading and comprehension skills.	Technology	Tier 2	Implement	07/01/2016	06/30/2017	$0	Staff Members
Biweekly meetings to review & discuss program	ESL coordinator and principal will meet with each staff member biweekly to review assessments and discuss the program.	Professional Learning, Academic Support Program, Teacher Collaboration, Supplemental Materials	Tier 1	Getting Ready	10/05/2016	04/28/2017	$0	ESL coordinator and ULA Principal

Single Building District Improvement Plan

Universal Learning Academy

Learning needs	ESL coordinator will work with teaches to identify each student's learning needs.	Academic Support Program, Recruitment and Retention, Teacher Collaboration	Tier 1	Getting Ready	10/05/2016	04/28/2017	$0	ESL coordinator and teachers
Academic language	Teachers will implement academic language and literacy across curriculum that will help increase proficiency on MSTEP.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Teachers
Technology applications and interventions	Students will receive 30 minutes of class time to use provided technology at least once a week; and/or educational games.	Technology	Tier 1	Implement	07/01/2016	06/30/2017	$0	Staff members
Follow up	Teachers will continue to follow up with FLEP students and monitor their progress.	Academic Support Program	Tier 2	Implement	10/03/2016	06/23/2017	$0	Teachers
WIDA language	Teachers will use specific content language throughout their lesson.	Academic Support Program, Curriculum Development	Tier 3	Implement	10/05/2015	04/28/2016	$0	After school teachers
Writing process	ESL coordinator and ULA Principal will make appropriate instructional recommendations to integrate a variety of writing tasks that use the writing process to help EL students increase their writing level.	Professional Learning, Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	ESL Coordinator and ULA Principal
WIDA standards	Staff Members will promote WIDA standards by implementing discourse with a series of extended sentences and related ideas.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff Members
Oral language development	Staff Members will promote oral language development for English Learner's using effective strategies including single statements and questions, ideas within words or phrases, compound and complex grammatical construction, and expression.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Teachers
Grammar & Punctuation	Teachers and paraprofessionals will work one on one and in small groups with low achieving LEP students on writing using correct grammar and punctuation.	Academic Support Program	Tier 2	Implement	10/01/2015	06/22/2016	$0	Teachers and Paraprofessionals

SIOP- building background	Staff Members will implement SIOP by building background by explicitly linking past concepts to new concepts through whole group discussion.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff Members
Implement reading and writing	Teachers will implement centers that incorporate reading and writing that challenge LEP students.	Academic Support Program, Materials	Tier 2	Implement	09/01/2016	06/23/2017	$0	Teachers
WIDA standards	Teachers will implement WIDA standards that target reading, writing, listening and speaking through small group instruction.	Academic Support Program, Direct Instruction, Class Size Reduction, Curriculum Development	Tier 3	Implement	10/05/2015	04/28/2016	$0	After school teachers
Small group support	Students will receive small group and individualized support to access grade level curriculum.	Academic Support Program, Direct Instruction, Class Size Reduction	Tier 2	Implement	10/05/2016	04/28/2017	$0	Staff Member
SIOP strategies	Using SIOP strategies, teachers will incorporate writing assignments across curriculum such as collaborative writing and cooperative paragraphs as well as differentiation of instruction.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff Members
Level appropriate projects	Teachers will incorporate level appropriate projects and assignments that focus on reading comprehension and fluency as well as writing.	Academic Support Program, Direct Instruction, Class Size Reduction	Tier 1	Implement	10/05/2016	04/28/2017	$0	After school teachers
SIOP strategies	Teachers will continue to use SIOP strategies when working with FLEP students including interaction, building background, and application.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff members

BrainPop ESL	Students will be assigned a username and password for BrainPop ESL and will be given time in class to access at least two times a week to work on reading key vocabulary and their listening skills.	Technology	Tier 2	Implement	10/01/2016	12/09/2016	$0	Staff Members
SIOP- objectives	Teachers will implement SIOP strategies including clearly defined content and language objectives, liking past learning to new concepts and emphasize on key vocabulary.	Academic Support Program, Direct Instruction	Tier 3	Implement	10/05/2015	04/28/2016	$0	After school teachers
Test taking strategies	Curriculum coordinators will work with teachers on different test taking strategies that can be implemented on a daily basis including pacing, reading directions, and illuminating answers.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/01/2016	06/23/2017	$0	Curriculum coordinators and teachers
Lesson preperation	Teachers will implement other SIOP strategies including grouping, lesson preparation and building background to help students achieve their goals.	Materials, Supplemental Materials, Curriculum Development	Tier 1	Getting Ready	10/05/2016	04/28/2017	$0	After school teachers
Student goals	Teachers will meet with their students during the first week of program to develop 2-3 goals to be achieved during the 26 week program.	Academic Support Program, Direct Instruction	Tier 1	Evaluate	10/05/2016	04/28/2017	$0	After school teachers
Online reading	Students will receive access to laptops in order to access online reading and language software.	Technology	Tier 2	Implement	08/01/2016	06/23/2017	$0	Staff Members
Reading groups	Staff members will convene reading groups consisting of 3-5 students for 15-30 minutes a day, four to five days per week. Reading groups will be based on WIDA reading levels 1 and 2.	Academic Support Program	Tier 2	Implement	09/08/2016	06/22/2017	$0	Staff Members
SIOP-Interaction	Staff Members will use SIOP strategies by implementing more interaction and grouping students to build skills and interact with one another.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff Members
Generating goals	Staff Members will meet and plan to set specific ongoing proficiency goals to be met and report back to the student's general education teacher.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Staff members

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Vocabulary	Teachers will implement testing vocabulary into their lesson plans.	Academic Support Program	Tier 2	Implement	09/01/2016	06/23/2017	$0	Teachers
SIOP	Staff Members will incorporate SIOP by building background, and using personal dictionaries and contextualizing key vocabulary in reading groups.	Academic Support Program	Tier 2	Implement	08/01/2016	06/23/2017	$0	Staff Members

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTTS Implementation	Algebra, Geometry and Algebra 2 Intervention class support is provided for Students with disabilities who struggle with mathematics.	Academic Support Program	Tier 3	Implement	10/01/2016	06/30/2017	$0	Math Intervention Teachers
Common Core State Standards	Instructional units, activities and assessments will align with district pacing while incorporating Sustained Learning Over Time and the Common Core State Standards/mathematical practice	Direct Instruction	Tier 1	Implement	07/01/2016	06/30/2017	$0	Curriculum Coordinator, Math teachers
Student led discussions	Staff Members will incorporate student led whole groups discussion in which students will direct the class discussion.	Academic Support Program	Tier 2	Implement	09/01/2015	06/23/2017	$0	Staff Members
Professional Learning Community	ULA Math Department will use Professional Learning Community time throughout the year to review, analyze and use data to inform/adjust math instruction and determine best practices and appropriate interventions. PLC's will analyze student achievement via multiple measures such as common formative assessment, Every Day Math, unit assessments, and state assessments.	Professional Learning	Tier 1	Monitor	08/01/2016	06/30/2017	$0	Math Department, Curriculum Coordinator, Principal.
Question and answer	Staff Members will incorporate more student led question and answer discussions across curriculum.	Academic Support Program	Tier 1	Implement	08/01/2016	06/23/2017	$0	Staff Members

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Hands on Games	Staff members will be using educational games to simplify the understanding of material for the students. Engage students to comprehend the data in a fun and engaging manor.	Supplemental Materials	Tier 1	Implement	07/01/2016	06/30/2017	$0	ESL Coordinator and ULA Principal

Writing Supplemental Resources	Staff members will be working with students on their writing skills by using hands on activities such as games and other writing resources to build on understanding prior knowledge.	Supplemental Materials	Tier 1	Implement	07/01/2016	06/30/2017	$0	ESL Coordinator and ULA Principal
School-Wide Science Fair	ULA will hold a school-wide science fair. Teachers will facilitate learning of scientific method, as well as the process of developing an explorable science experiment in preparation for the science fair. Students will display and present their experiments during the Science Fair. All participating students will receive a tri-fold board to display their project (boards $1000). Winners will be recognized with first, second, and third place incentives during our annual STEM Day (trophies $1000). Middle and high school students will attend an annual science competition, including bus and food. (transportation $500.00)	Academic Support Program, Supplemental Materials	Tier 1	Implement	11/01/2016	05/31/2017	$1500	ULA Principal

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day	ULA will support supplemental instruction for eligible students through extended day (eg. Before and after school tutoring by highly qualified teachers, additional small group, one-on-one and push in support for eligible students; computer aided instruction, online practice and assessment, night school and credit recovery courses.)	Academic Support Program	Tier 2	Monitor	09/01/2016	04/01/2017	$2000	Principal, Curriculum coordinator, Extended Day program coordinator
Supplemental Staff	ULA will support additional positions to increase reading comprehension skills of students reading below grade level. A ninth grade lead teacher will assume responsibilities of coordinating the ninth grade academy to assist teachers and students by facilitating the after school tutoring, ACP and the ASAP credit recovery program. This position also facilitates the Early Start program which allows at risk, incoming freshmen to attend a 12 day course at the high school and taught by high school staff members. The Social Responsibility technician is an adult mentor who will assist students who are struggling due to social constraints and need for additional support. He will also meet students one on one to discuss academic success with graded assignments, tests, and projects.	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2017	$112513	Principal, Curriculum coordinator, Lead teacher, Teachers

Extended Year	ULA will support extended year learning opportunities for students such as summer school, and take- home math support packets for elementary Math, Algebra, Geometry, Algebra 2 and Trig/Pre Calc readiness.	Academic Support Program	Tier 3	Monitor	07/01/2016	06/30/2017	$2917	Principal, Math Teachers, curriculum coordinator
Supplemental Math Activities and Materials	Math staff will use interactive activities, Formative Assessment and concrete materials to meet the needs of ED students. Supplemental classroom instructional concrete materials such as angle legs, unit circles, algeblocks, compasses, protractors, 3D models, CBR's and Geometer's sketchpad will be used to help students transition from concrete-->semi-concrete-->abstract reasoning and reinforce the 8 mathematical practices.	Direct Instruction	Tier 2	Implement	09/01/2016	06/30/2017	$3000	Curriculum Coordinator, Math teachers
Extended Day	Timely and additional instruction for ED students will include activities before and after the school day as well as academic support programs in the summer. Support includes: after school tutoring, After School Academic Support (ASAP) classes, credit recovery, Early Start program for 9th grade transition, and online courses.	Academic Support Program	Tier 3	Implement	10/03/2016	06/16/2017	$37150	principal, curriculum coordinator, After school program coordinator, Teachers

Professional Development In Math	ULA Math teachers will participate in district and building level professional development. This professional development is ongoing and sustained. District- All math teachers will participate in "Multi-Style Strategies for Students who Struggle with Mathematics." PD will focus on activities and assessments to implement to improve performance. Cohort 1 includes Algebra and Geometry only staff. Cohort 2 includes Algebra 2, Pre- Calc and Geometry teachers who also teach a higher level course. Each Cohort will meet 4 times with Department Head or course leaders attending all sessions. Building- Selected math teachers will participate in Wayne County Formative Assessment Project training with Dr. Ellen Vorenkamp. PD will focus on the 5 pillars of formative assessment and how to use formative assessment to drive instruction. This group will meet 5 times. Two math teachers have been trained in SIOP Math. We will train 2 additional teachers this year. SIOP cohorts meet 7 times throughout the school year. Building: Algebra, Geometry and Algebra 2 teachers will continue to unpack the CCSS, using Sustained Learning Over Time to make concepts accessible to all students. Additional PD to learn about and plan for CCSS unit task rotations for mastery, self expressive, interpersonal and understanding style learners will be provided. These groups will meet for 2 full days each for a total of 6 days.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	$15000	Principal, Curriculum coordinator, Math teachers
Extended Year	Students in need of credit recovery will be identified and offered summer school to add the needed courses.	Academic Support Program	Tier 3	Implement	07/03/2017	08/04/2017	$10000	Principal, curriculum coordinator, summer school coordinator, teachers

| Technology Applications and Interventions | Technology will be employed to enhance classroom instruction. Technology Tier 1 Nspire calculators, TI navigator systems, virtual manipulatives and Geometer's Sketchpad and other drawing tools will be used to engage learners and differentiate instruction and assessment. Active expressions, phone poll and Class A Data system will be utilized to provide item analyses to inform planning for intervention. Flipped Classroom/ Blended learning strategies will be used to differentiate instruction and increase student interaction to assist struggling students in math, science and social studies. | Technology | Tier 1 | Getting Ready | 08/01/2016 | 06/30/2017 | $21000 | Math Department, Curriculum Coordinator, Principal |

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Timely and Additional Extended Support	Additional classroom interventions will be provided to students who do not achieve satisfactory progress in reading and writing, including: small group instruction, individual student conferences, supplemental reading materials, technology enhancement (including Promethean Boards and ELMO document cameras), and increased peer reading. Extended Day tutoring will be provided after school twice a week 2 times a year and will provide intensive support in a small group setting in informational reading and writing; including ELA, math, science, and social studies content areas. Activities will include teacher and computer- based learning activities. A summer school program will be provided during the summer of 2014 to those students who need additional support in reading and writing informational texts. High School mentoring program will allow high school mentors to provide academic support in the classroom. Extended Day teachers - $10000; materials - $1200	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$11200	principal, Tier 2 coordinator, support staff, teachers

Professional Development in effective reading and writing instruction	All teachers will have the opportunity to attend the sessions focused on effective reading and writing instruction at the district mini-conference held in August and early September 2016, in addition to PD days in November and January. These sessions will provide new knowledge to help teachers learn strategies to support reading and writing in the classroom. All teachers will deepen their understanding and learn new implementation strategies for Sheltered Instruction Observation Protocol (SIOP) by attending half-day sessions held during the school day throughout the year. Staff meetings and Professional Learning Community (PLC) meetings held on late start days will include professional learning on Daily5/CAFE, Thinking Maps, 6 + 1 Writing Framework, Developmental Reading Assessment (DRA) and Running Records, Constructed Response, Close Reading activities, and academic vocabulary strategies. Additionally, teachers will have opportunities to attend local trainings focused on improving reading and writing in the classroom. Training will be provided to teachers to provide vertical alignment in writing strategies in the High School Feeder Schools PLC group, as well as in the effective use of the MyOn ebook platform. Substitute teachers for SIOP workshops and local workshops - $13875; SIOP and writing PD materials, $1500; Wayne RESA/local workshop registration - $2000	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	$17375	Principal, Curriculum coordinator, ESL coordinator, teachers
Data-driven Decision-Making & Services	Monitor and analyze local standardized assessment data and formative/summative assessments for progress monitoring for identified Tier II and Tier III students. *Administer, monitor and use supplemental assessment data to make instructional decisions *Provide Tier 2/3 supplemental interventions/programs such as tutorial services before, during, after school and/or summer enrichment to intervene early.	Academic Support Program	Tier 2		08/01/2016	07/31/2017	$0	School Improvement Team, Building Staff, & Principal
Supplemental Resources	Universal Learning Academy will purchase supplemental resources that target science state standards, higher order teaching and learning, inquiry based instruction, STEM, and incorporates technology and engineering standards.	Technology, Supplemental Materials	Tier 1	Getting Ready	08/01/2016	07/31/2017	$24000	ULA principal

Kaplan SAT Test Preparation	Kaplan Institute will provide supplemental support to all students in grades 11th to prepare for the SAT assessment	Academic Support Program	Tier 1	Getting Ready	12/01/2016	05/01/2017	$10000	Secondary Curriculum Coordinator, Title I coordinator, and Principal
Climate and culture	All students will be expected to demonstrate positive behaviors that will contribute to a safe and positive learning environment. School staff will organize and provide two motivational assemblies a year to reinforce the PBIS behavior matrix expectations and the district's Response to Bullying Behavior initiative. A common calendar for teaching the expectations will be implemented across all grade levels. Students will attend monthly reward celebrations based on student achievement of monthly goals for positive behavior. Additional teaching/reinforcement of behavior expectations will be provided by school staff or the classroom teacher for students who do not make the monthly celebrations. Parents and students will be included in the development of the assemblies and monthly celebrations through committee membership and the Family Engagement program. Implementation of "Cultural Day" – each grade level picks a culture that they want to explore and represent; this will support information writing skills, research skills; students will be crafting, decorating the hallway; this will be incorporated in March Reading Month literacy night Family Engagement program - $600; workshop registration - $600; substitute teachers - $400; reward celebrations - $800; expectations materials - $500	Behavioral Support Program	Tier 1	Implement	08/01/2016	06/30/2017	$2900	Principal, Curriculum coordinator, Teachers, Family engagement officer

Professional Involvement in Math Workshop Model	All teachers will have the opportunity to attend sessions focused on effective math instruction at the district level, in August – September 2016 in addition to PD days in November and January. These sessions will provide new knowledge about supporting math instruction in the classroom. Staff meetings will include professional learning on improving math instruction in the classroom and implementation of mathematical practices. Additionally, selected teachers will serve as math leaders and will have opportunities to attend trainings focused on improving math instruction in the classroom and provide staff with PD opportunities on a monthly basis. Substitute teachers for implementation modeling and training - $8436; math workshop registration - $1670; math workshop model book study materials - $600; Stipend- $500	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	$12006	Principal, Curriculum Coordinator, Math teachers
Parental Involvement in Math	Parents will assist with the development of and participate in math activities such as Family Math Night to encourage parents to participate and engage in meaningful math activities to support their child's math development outside the school. The Family Engagement program ($600) will continue to provide volunteers in the classroom to assist with math activities during the school day. A Parent Resource Library will be maintained for parents in order to provide access to math materials to be used by parents at home. We will provide opportunity for parents of Title 1 and Contracted Students to become active in their students mathematical instruction for the 21st Century. Family Engagement program - $1000; Parent Resource Library - $100; Family Math Night - $200	Parent Involvement	Tier 1	Implement	08/01/2016	06/30/2017	$1300	Principal, Curriculum Coordinator, Math Teachers
Health & Fitness	Each Kindergarten through 5th grade student will receive a 32 minute block of time embedded into their class schedules for health & fitness awareness/activity. This can consist of brain breaks, outdoors activity time, brain gym, etc. The classroom teacher will be responsible for the planning of the daily health & finess activities with support from the Physical Education teachers as well.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/16/2017	$0	Elementary teachers, Principal, Elementary Curriculum Coordinator
Kaplan SAT Preparation	Kaplan Institute will provide supplemental support to all students in grades 11 to prepare for the SAT assessment.	Academic Support Program	Tier 1		12/01/2016	05/01/2017	$0	Secondary Curriculum Coordinator, Title I Coordinator, Principal

Authentic classroom reading and writing activities	Teachers will integrate best practice strategies into daily classroom instruction, including Thinking Maps, Daily 5 and CAFÉ, small group instruction, and one-on-one conferences. Teachers will provide focused instruction in building student reading and writing stamina using the Daily 5 and 6 + 1 writing framework. Students, including gifted and talented, will be encouraged to select informational texts that interest them in the core content areas, which will be included in their book boxes for Daily 5 rounds of instruction. This will also include a weekly news magazine for children (Time for Kids or Scholastic News). Teachers will model the application of the CAFÉ reading strategies in informational texts across all content areas. Students will use Thinking Maps to organize their writing of informational texts. Students will have increased access to informational texts through the MyOn ebook platform which will be supported for classroom use with the purchase of netbooks, tablets and/or laptops for every classroom. ($48,000) A News magazine for kids (Time for Kids or Scholastic News) subscriptions will also be provided for every classroom ($2500); Informational audio books and nonfiction texts in the areas of math, science and social studies will also be purchased to add to the existing reading resource collection ($10,000)	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	$60500	principal, curriculum coordinator, classroom teachers
Supplemental Resources	Teachers will implement a supplemental program/resource to increase proficiency and standard mastery.	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2016	07/31/2017	$2000	ULA Principal
Playworks	Playworks will provide a coach to supplement the teachers during health and fitness time. This coach will provide supplemental physical education by implementing structured games, activities, and physical fitness drills to motivate students to stay active.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2016	06/16/2017	$0	Curriculum Coordinators, Title I Coordinator, and Principal
Scientific Literature	Teachers will incorporate scientific literature to enhance access to scientific vocabulary, skills, and concepts. This will include both expository text and narrative/fictional trade books, as well as subscriptions to periodical articles/magazines. Leveled books that align with curriculum per grade level will be incorporated into both STEM and literacy using center based instruction.	Supplemental Materials, Direct Instruction, Curriculum Development	Tier 1	Implement	07/01/2016	07/31/2017	$2500	ULA Principal

Engaging Parents & Community	Implement strategies identified in school parent involvement plan, monitor NCLB compact and provide student and parent learning activities for family engagement.	Parent Involvement	Tier 1	Implement	07/01/2016	07/31/2017	$14000	Family Engagement Liaisons, School Improvement Team, and Principal
STEM Day	Students in grades Pre-K through 12th grade will have the opportunity to engage in various hands-on, inquiry based science, technology, engineering, and math activities. Activities are facilitated by staff members, as well as science professionals, to provide meaningful experiences and offer take-away learning opportunities. This school-wide event involves all stakeholders as all family, staff, and community members are welcome to attend.	Community Engagement, Academic Support Program, Supplemental Materials	Tier 1	Implement	03/01/2017	05/31/2017	$1000	Yvonne Lewis-principal Jennifer Hojeij-Coordinator of Curriculum, Instruction, and TItle I
Leadership Academy with a focus on Instructional Leadership	The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	School Administration; School Teachers; Central Office
Leadership Academy with a focus on Instructional Leadership	The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	School Administration; School Teachers; Central Office
Engaging Parents & Community	Implement strategies identified in school parent involvement plan, monitor NCLB compact and provide student and parent learning activities for family engagement.	Parent Involvement	Tier 1		09/01/2016	07/01/2017	$0	Family Engagement Liaisons, School Improvement Team & Principal

Step Up to Writing (Voyager Sopris Learning resources)	Through the use of the Voyager Sopris learning materials, "Step Up to Writing" fourth edition, the identified bottom 30%/Tier II students will receive direct and double-dosed writing instruction and practice. This area has been identified as being a need area as per the MDE Accountability Scorecard in writing. These supplemental materials will provide the students the opportunity to approach writing through a multi-sensory organized process beginning with brainstorming and ending with the finished presentation. The writing strategies presented are color-coded for easier identification and understanding, focus on the 6+1 Writing Traits and are aligned with the Common Core State Standards for English Language Arts. The writing strategies used in this program also support the required curriculum for science and social studies based writing requirements. This program provides embedded and ongoing professional development to the teachers, which offers support for each of the writing strategies taught within this program. The goal of the "Step Up to Writing" program is to strengthen the informative/explanatory, argumentative and narrative writing abilities of students.	Academic Support Program, Direct Instruction	Tier 2		08/01/2016	07/31/2017	$0	Principal, Elementary /Secondary Curriculum Coordinator , Teachers for grades 3-5 and 6th-11th ELA
Differentiated instruction: leveled reading	Students will read materials at individual reading level to provide additional information for the learning of content area concepts and objectives. Students will read narrative text at individual levels to practice reading comprehension strategies and build stamina and confidence in reading comprehension. Selected informational text can be leveled to introduce background knowledge, supplement a thematic topic, and support an issue for additional research in all content areas. Selected novels, informational readings and articles in Scholastic magazines for ELA, social studies, and science will provide independent opportunites to support learning.	Academic Support Program	Tier 2	Implement	09/01/2016	06/16/2017	$5000	principal, curriculum coordinator, teachers, Tier 2 coordinator, support staff

Reading apprenticeship: close and critical reading	Students are taught the reading strategy for close reading called Talk to the Text. To scaffold the necessary skills, teachers can ask students guided questions to focus on the gist of the text. Students find the answer and highlight using a marker to indicate the correct answer. Pair and group sharing as well as summary writing will be used to assess student understanding of the text. Teachers will meet with the literacy coordinator for instructional and assessment training. A teacher from each grade level will attend training at Wayne RESA in the teaching of common core through Close and Critical Reading.	Direct Instruction	Tier 1	Getting Ready	08/01/2016	06/30/2017	$2000	principal, curriculum coordinator, teachers
Research based writing program	Teachers will implement a research based writing program across multiple grade levels to promte consistency among writing processes and increase writing proficiency.	Supplemental Materials	Tier 1	Implement	07/01/2016	07/31/2017	$5500	ULA principal
Climate and Culture	Students will be expected to demonstrate positive behaviors that will contribute to a safe and positive learning environment. School staff will organize and provide two motivational assemblies a year to reinforce the PBIS behavior matrix expectations and the district's Response to Bullying Behavior initiative. A common calendar for teaching the expectations will be implemented across all grade levels. Students will attend monthly reward celebrations based on student achievement of monthly goals for positive behavior. Additional teaching/reinforcement of behavior expectations will be provided by school staff or the classroom teacher for students who do not make the monthly celebrations. Parents and students will be included in the development of the assemblies and monthly celebrations through committee membership and the Family Engagement program (volunteer program). Implementation of "Cultural Day" – each grade level picks a culture that they want to explore and represent; this will support information writing skills, research skills; students will be crafting, decorating the hallway; this will be incorporated in March Reading Month literacy night Family Engagement program - $600; workshop registration - $600; substitute teachers - $400; reward celebrations - $800; expectations materials - $500; stipends-$300	Behavioral Support Program	Tier 1	Implement	08/01/2016	06/30/2017	$3100	Social worker, Curriculum coordinator, Math teachers, Family Engagement Officer, Principal.

Culturally Responsive Learning	Staff will provide culturally responsive learning experiences to improve outcomes for diverse students who are struggling and to accelerate student learning.	Supplemental Materials, Curriculum Development	Tier 1	Implement	08/01/2016	07/31/2017	$0	ULA Principal
Leadership Academy with a focus on Instructional Leadership	The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	School Administration; School Teachers; Central Office
Interventionist Support Services	Academic interventionist will provide supplemental interventions to students who require additional support.	Academic Support Program	Tier 2	Monitor	07/01/2016	07/31/2017	$60000	ULA Principal
Math Workshop Model	Teachers will provide instruction in mathematical reasoning through hands-on activities in a math workshop model. In addition teachers will provide multiple opportunities for student discourse during mathematical learning instruction. Additionally, teachers will provide multiple opportunities for students to practice grade-appropriate math operations as part of daily instruction. Students will use thinking maps and learn to write about math to increase their understanding of math, and will have regular opportunities to apply problem-solving skills across other curricular areas, including ELA, science and social studies. Teachers will incorporate SIOP strategies to engage all students in the learning process. Math manipulative materials will be purchased to provide additional hands-on activities for students ($2000)	Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2017	$2000	Principal, Curriculum coordinator, Math teachers
Leadership Academy with a focus on Instructional Leadership	The HES Leadership Academy is comprised of elements within the Accelerated School Administrator Program (ASAP) as developed for the Michigan Principal Leadership Standards and the Professional Standards for Educational Leaders (NPBEA, 2015). The Academy includes individualized learning for participants (teachers/aspiring leaders and current leaders), a school improvement project focused on instructional leadership and a defense of learning.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2017	$0	School Administration; School Teachers; Central Office

Timely and Additional Extended Support	Additional classroom interventions will be provided to students who do not achieve satisfactory progress in math, including: small group instruction, individual student conferences, supplemental materials, technology enhancement (including online learning using different websites, such as discoveryeducation.com and others, Promethean board and ELMO camera reader), and increased instructional time and opportunities to practice math operations. Extended day tutoring will be provided after school four times a week 2 times a year and will provide intensive support in a small group setting in math reasoning and operations skills including application to science, social studies and ELA content areas. Activities will include teacher and computer-based learning activities. A summer school program will be provided during the summer of 2015 to those students who need additional support in math reasoning and operations. Extended Day teachers - $10000; materials - $1200; Technology (Promethean Boards, ELMO document cameras - $20000)	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2017	$32000	Principal, Highly Qualified Teachers, Extended Day/ Summer School programs
School-wide literacy initiatives	ULA will provide school-wide activities that promote literacy, such as literacy night, plays, and reading month activities/incentives.	Community Engageme nt, Supplemen tal Materials, Parent Involvemen t	Tier 1		07/01/2016	07/31/2017	$2000	ULA Principal
Parental Involvement in Literacy	Parents will help develop and participate in March is Reading Month activities, including Family Literacy Night. This encourages parents to engage in meaningful reading and writing activities that support their child's literacy development outside of school. The Family Engagement program provides volunteers who assist in the classroom with literacy activities during the school day. A Parent Resource Library will be maintained for parents to provide access to literacy materials for use at home. Family Engagement program - $600; Parent Resource Library - $100; Family Literacy Night - $200	Parent Involvemen t	Tier 1	Implement	08/01/2016	06/30/2017	$900	Principal, Family Engageme nt officer, Curriculum Coordinator , Teachers