



School Improvement Plan

Eaton Academy

Eaton Academy

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Introduction

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

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?

Eaton Academy is a K-12 school that is located at 21450 Universal Drive, Eastpointe MI. Eaton Academy has approximately 400 students with 99% minority. All students at Eaton Academy receive free breakfast and lunch through the Community Eligibility Option (CEO). Approximately 50% of the students reside south of Eight Mile which is a part of the Detroit Public School System. The rest of the students reside in the East Detroit school system. The majority 80% of our kindergarten students do not have the pre-requisite or foundational knowledge and skills for kindergarten.

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.

MISSION STATEMENT

The mission of the Eaton Academy is to encourage educators, family, community, and business partners to contribute to students' education utilizing academic skills, creativity, and technology through well-defined academic achievement goals and behavior expectations that will lead to life-long learning and/or continuing education.

VISION STATEMENT

Eaton Academy ("Academy"), in cooperation with the families and the surrounding community, focuses on creating a culture of achievement and high expectations for all students and teachers while maintaining academic rigor. The Academy places strong emphasis and practice on effective and efficient communication skills, analytical and problem-solving skills, and proficiency in utilization of technology that enables all students to have a competitive edge upon enrollment in a four year university or entering the global workforce.

VALUE (BELIEF) STATEMENT

The Academy believes:

- All students have the ability to learn within a diverse learning environment
- Students are given the opportunity to develop responsibility skills for behavior and personal success
- Developing student self-confidence is essential to maximizing achievement
- Education is an evolving process towards independence and lifelong learning

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.

Eaton Academy is focused on implementing research based and best practices in the classrooms. The focus is on systematically reducing the number of students below grade level each year with a goal of 90% of the students performing at grade level on the normed referenced test (Performance Series Test) within the next three years. The spring 2014 Performance Series Test demonstrated that our students gained 1.25 to 3.32 years of growth in reading, and 1.32 to 1.93 years of growth in math during the 2013-2014 school year. This is a 43% increase over the 2012-2013 school year.

Additional Information

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

PROGRAM ELEMENTS AND RESEARCH BASE OF THE ACADEMY

The purpose of the Educational Program is to direct academic performance and ensure the effective delivery of a high quality, results-oriented instructional program. The program supports the school improvement plan and focuses on aligning practices, policies, and programs with school performance goals. The Educational Program is based on the seven indicators of high performing schools (i.e., aligned and rigorous curriculum, effective instructional practices, use of assessment data, a culture focused on student achievement, shared leadership and collaboration, focused professional development, and parent and community involvement) derived from a meta-analysis of research (Solution Tree, 2009, & Shannon, 2007).

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders who were selected to be on the improvement team consists of those who are mentors, PLC leaders, a school board member, and parent representation. Individuals who are in a leadership role are encouraged to participate on the leadership team which includes creating the school improvement plan. Meetings are scheduled once a month after school for an hour, if the team finds it necessary to meet for additional time that is decided by the team at that time.

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

The improvement team consists of staff from Elementary, Middle School, Special Education, Title I, Administration, School Board members, and parent representation. All members are required to attend and participate in meetings once a month. All members are encouraged to disperse information from the school improvement meetings to all staff and stakeholders. PLC leaders and mentors who also participate in school improvement facilitate core committee meetings for their respective grade level teams, all other members of the team participate and support those chairs.

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

The school improvement team was involved in the process of creating the plan. The progress of the plan was communicated to other stakeholders through board meetings, staff meetings and core committee meetings throughout the course of the year. Stakeholders receive information on the progress of the plan on a monthly basis during these meetings.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Each year staff selection and assignments are based on projected student enrollment. Staff placement is based off of highly qualified status.

How do student enrollment trends affect staff recruitment?

Staff is recruited through MAPSA's employment website. Recruitment of highly qualified staff is based on projected needs for the upcoming school year.

How do student enrollment trends affect budget?

The current years budget is based off of the projected student enrollment. Any curriculum and professional development is chosen based on the most current student data and is prioritized by greatest need.

How do student enrollment trends affect resource allocations?

Resources are chosen based on the most current student data and are prioritized by greatest need.

How do student enrollment trends affect facility planning and maintenance?

Classrooms are assigned in clusters of grade level teams such as K-2, 3-5, and 6-8. Maintenance is performed on an as needed basis to ensure that the facility is in optimal condition.

How do student enrollment trends affect parent/guardian involvement?

Parents are encouraged to actively participate at school. All parents are required to sign a School-Parent compact at the beginning of each year.

How do student enrollment trends affect professional learning and/or public relations?

Professional learning for staff is strongly influenced by student enrollment and the most current student data from returning students.

What are the challenges you noticed based on the student enrollment data?

A high percentage of the students qualify for free or reduced lunch with a large number of transient students. Many students rely on public transportation, which can be a great challenge for some.

What action(s) will be taken to address these challenges?

Breakfast and lunch programs are provided on a daily basis for every student and the school building is open early to try to accommodate transportation issues.

What are the challenges you noticed based on student attendance?

Beginning and ending the day on time is challenging due to the number of students who are tardy or who are released early by their guardians.

What action(s) will be taken to address these challenges?

Attendance and tardy policies have been put into place to address these challenges.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

The most current MEAP and PST data indicate Reading as the highest level of student achievement

Which content area(s) show a positive trend in performance?

When comparing the Spring 2013 PST data to the 2014 PST data there are positive trends in performance for Reading and Math. The percent of students demonstrating mastery of their individual gains was 73% for Reading, an increase of 23%, and 67% for math, and increase of 29%. Performance for 2nd-8th grade students increased in 12 out of 14 grade levels/subject areas in the Spring 2014 PST.

In which content area(s) is student achievement above the state targets of performance?

Student achievement is not above the state targets of performance in any of the content areas.

What trends do you notice among the top 30% percent of students in each content area?

Trend data continues to show the greatest growth among students is in Reading. Mathematics growth is less dramatic than reading growth over time. Both Social Studies and Science trend data indicates a need for additional focus on these subject areas at all grade levels.

What factors or causes contributed to improved student achievement?

The implementation of small group instruction in conjunction with targeted and focused instruction for all students has contributed to the improvement in student achievement.

How do you know the factors made a positive impact on student achievement?

The factors have made a positive impact based on the increase in PST scores as well as in house test scores.

Which content area(s) indicate the lowest levels of student achievement?

Science and Social Studies indicates the lowest level of student achievement according to the most current MEAP and PST data.

Which content area(s) show a negative trend in achievement?

Eaton Academy is not showing a negative trend in achievement in any one area. However, growth in the areas of Science and Social Studies has been minimal.

In which content area(s) is student achievement below the state targets of performance?

Reading, Math, Writing, Science, and Social Studies are all below the state targets of performance.

What trends do you notice among the bottom 30% of students in each content area?

Trend data for the bottom 30% of students shows greater growth in reading than in any other content area. Growth in Mathematics continues to lag behind student achievement growth in reading. Again, trend data for Social Studies and Science show a need for greater emphasis on these content areas at all grade levels.

What factors or causes contributed to the decline in student achievement?

Decline in student achievement may have been caused by inadequate alignment of curriculum; need for a greater emphasis on Data Driven Decision Making as well as the need for greater knowledge of and implementation of scaffolding and differentiated instructional strategies.

How do you know the factors made a negative impact on student achievement?

Data from pre and post assessments indicated greater growth for students whose teachers used the data to drive their instructional strategies versus teachers that were not as adept at using the data to scaffold and differentiate their instruction.

What action(s) could be taken to address achievement challenges?

An extensive ongoing job embedded professional development plan is being developed and implemented to provide the instructional staff with the necessary support to become proficient at the use of data to drive their instructional strategies as well as on the implementation of effective scaffolding and differentiated instructional strategies.

Subgroup Student Achievement

Statement or Question:Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Male

Statement or Question:For which subgroup(s) is the achievement gap closing?*

Response:

- Male

In what content areas is the achievement gap closing for these subgroups?*

Males are closing the achievement gap in reading in grades 2 through 8.

How do you know the achievement gap is closing?*

The achievement gap is noticeable through analysis of the PST data for the last three years.

What other data support the findings?

Reading scores on in-house assessments also support these findings.

What factors or causes contributed to the gap closing? (Internal and External)*

Emphasis on informational text appears create more interest in reading for males in grades 2 - 8.

How do you know the factors made a positive impact on student achievement?

Focus on informational text due to the Common Core Standards has had a positive impact on student achievement in reading among males in grades 2 -8.

What actions could be taken to continue this positive trend?

The purchase of additional informational text targeted to reach male students would continue this positive trend.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Female

In what content areas is the achievement gap greater for these subgroups?*

The trend data shows that the achievement gap in science for the female subgroup is increasing in all grade levels.

How do you know the achievement gap is becoming greater?*

By examining the trend data for PST, it was determined that the female subgroup has a growing achievement gap in science. Although this subgroup has demonstrated growth, it is not significant when compared to males.

What other data support the findings?*

Classroom and local assessments

What factors or causes contributed to the gap increasing? (Internal and External)*

Lack of interest in science topics as indicated on school-wide interest surveys

How do you know the factors lead to the gap increasing?*

Analysis of student interest surveys

What actions could be taken to close the achievement gap for these students?*

Actions such as increase the female student interest in science topics through hands-on learning, relevant topics to students daily lives, and extended learning opportunities.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Does not apply.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students with disabilities receive pull out services, attend after school extended learning programs and are included in summer school learning opportunities. Also, the special education teachers ensure that each students goals from their IEP are met.

How are students designated 'at risk of failing' identified for support services?

Students are designated as At Risk if they meet any of the following criteria:

- 1) Failing Grades on Progress Reports and Report Cards
- 2) High Absenteeism
- 3) Below Grade Level performance on MEAP and Performance Series Test
- 4) A Typical Behavior
- 5) Family History

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Extended Learning opportunities at the Academy include: After School Enrichment Activities as well as tutoring; Small Group Pull out activities with Title I personnel; Summer school

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	33.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Communications via parent newsletters from administrators and teachers including flyers.

School bulletin boards

Notes on progress reports and report cards

Letters

Verbally

Outdoor Sign

Facebook Page

School Events

Parent-Teacher Conferences

School Improvement Plan

Eaton Academy

Label	Question	Value
	What is the total FTE count of teachers in your school?	30.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	11.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	8.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	6.0

Label	Question	Value
	How many teachers have been teaching >15 years?	5.0

What impact might this data have on student achievement?

Approximately 36% of the Academy's instructional staff has less than three years of teaching experience, therefore, it is important that these teachers are provided mentoring and coaching to insure proper instructional strategies to meet the needs of all students.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	168.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	263.5

What impact might this data have on student achievement?

We had one teacher on long term disability this year. The absences of this teacher may have had an effect on student achievement because this absence occurred during 4th quarter of the year when teachers are using data from the winter PST to meet the needs of students. Having this teacher out for an extended period would limit the amount of progress we could make toward closing the achievement gap for the students effected.

Perception Data - Students

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

Students feel that the purpose and expectations are clearly explained to them so that they can be successful both academically and behaviorally, and that their principal, teachers and staff have high expectations of them. They feel that their school gives them multiple assessments to check understanding of what is taught. Students feel as though they are challenged through curriculum and learning experiences and that their teachers provide them with information about their learning and their grades.

Which area(s) show a positive trend toward increasing student satisfaction?

Students feel that their school motivates them to learn new things. There are adults at school that know them well and care about their education and their future. Teachers use a variety of teaching methods and learning activities to help students develop the skills needed for success. Students feel that there are a variety of resources available to them and that they can participate in activities that interest them.

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

Students feel that other students do not respect the property of others. Students are not helpful to those who they are not friends with.

Which area(s) show a trend toward decreasing student satisfaction?

There is a decrease in student satisfaction in the area that all students are treated with respect and that students respect the property of other students. Also, the building and grounds are clean, safe and provide a healthy place for learning.

What are possible causes for the patterns you have identified in student perception data?

The Eaton Academy staff is dedicated to the education of students as a whole, helping them to succeed academically, emotionally and socially. Rigorous curriculum is taught in all grades and multiple assessments are used to drive instruction and to differentiate learning for our students whether they need to be challenged or they need extra support.

What actions will be taken to improve student satisfaction in the lowest areas?

Staff is attending training on Love and Logic for behavior support. The implementation of PBIS school wide in the fall will help to support positive behavior amongst students.

Perception Data – Parents/Guardians

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

Parents are highly satisfied with the technology readily available to their students on a daily basis as well as the resources for learning within the classroom and around the school building. Parents are also highly satisfied with the level of preparedness of their student for the next school year.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Parents believe that their students know what is expected of them by school administration and staff. Parents are also increasingly satisfied with the amount of support services readily available for their student.

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

Parents indicate the lowest level of satisfaction being that their is a safe learning environment for their student. The communication of goals and activities is also among the overall lowest of satisfaction.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Parent data shows a decreasing trend in the amount of challenging work given by teachers to their students. Also, having a safe learning environment in the classroom.

What are possible causes for the patterns you have identified in parent/guardian perception data?

The Eaton Academy staff is dedicated to the education of students as a whole, helping them to succeed academically, emotionally and socially. Rigorous curriculum is taught in all grades and multiple assessments are used to drive instruction and to differentiate learning for our students whether they need to be challenged or they need extra support.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Staff is attending training on Love and Logic for behavior support. The implementation of PBiS school wide in the fall will help to support positive behavior amongst students. Staff continues to attend professional development on best practices for teaching and learning in order to challenge students within the classroom.

Perception Data – Teachers/Staff

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

Overall staff feels as though the school's purpose is focuses on student success and has shared values and beliefs that guide decision-making. They feel as though they are expected to hold students to high academic standards and have qualified staff, ample resources and protected instructional time to do so. School leaders expect staff to attend and participate in collaborative learning communities. Staff believes that the school has a systematic process for collecting, analyzing and using data as well as relating it to student achievement.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

All teachers use a variety of technologies as instructional resources. All teachers also use a process to inform student of their learning expectations and standards of performance. School leaders hold all staff members accountable for student learning.

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

School leaders regularly evaluate staff members on criteria designated to improve teaching and learning. All teachers use consistent common grading and reporting policies. All teachers regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

In our school, a formal process is in place to support new staff members in their professional practice. Our school provides opportunities for students to participate in activities that interest them.

What are possible causes for the patterns you have identified in staff perception data?

Changes in the configuration of the school from a K-12 to a K-8 have as well as recent administrative changes have caused some lack of communication concerns across all staff members.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Eaton Academy uses Data Driven Decision Making, Data Drops, and Response to Intervention to identify strengths and weaknesses of curriculum, instruction, and assessment. The staff uses data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs of students.

What evidence do you have to indicate the extent to which the standards are being implemented?

Crosswalks for the Common Core State Standards have been completed and implemented for K-2. Grades 3 through 8 have implemented the Common Core State Standards in all subject areas available at this time.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Students in grades 2-5 are tested three times a year in literacy and math using Performance Series Testing (PST). Beginning Fall of 2014, K-1 students will be assessed annually in literacy and math using the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment.	

Label	Assurance	Response	Comment	Attachment
	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://69.195.124.58/~eatonaca/wp-content/uploads/2013/08/AER-Aug-2013.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

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

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

School Improvement Plan

Eaton Academy

Label	Assurance	Response	Comment	Attachment
	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	Mark Rankin Director of Business Operations 21450 Universal Drive Eastpointe, MI 48021 586-777-1519	

Label	Assurance	Response	Comment	Attachment
	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		School Parent Involvement Plan

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	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 conducted?

Data reports disaggregate student performance growth
Data reports include behavioral and environmental data
Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate.
Data reports verify growth in student performance
Staff can identify reasons why student performance has increased / decreased
Staff can identify strategies for increasing student performance
Stakeholders can speak to and support the growth data

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

Record of student performance data analysis
Student database management system
Student performance data are used when creating lesson plans
Student performance data are used during staff meetings
Student performance data are used for extra-curricular planning
Communication of NCLB performance targets

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

The priority of the school is to increase student achievement for all students. All goals are directly aligned to meet this goal.

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?

All students at the Academy are assessed on the MEAP as well as the Performance Series Test. Each students score is analyzed and Individual Growth Plans are developed to meet the needs of the student in meeting the established growth targets.

Component 2: Schoolwide Reform Strategies

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

All standards in the schoolwide plan focus on helping all students reach the State's standards.

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

Response to Intervention-The Academy further meets the needs of all learners by implementing a tiered approach to intervention modeled after the Rtl Pyramid (Buffum, Mattos, & Weber, 2009). This approach provides for three tiers of instructional interventions.

Differentiated Instruction-Teachers differentiate instruction by content, product, and process. Small group instruction, focused on ability, strategy, or skill groups, provide additional opportunities for differentiated learning, positive interdependence, targeted support, and gradual release of responsibilities (Frey, Fischer, & Everlove, 2009).

Data Driven Decision Making-Data Driven Decision Making ("DDDM") is used to guide whole class and small group instruction. DDDM focuses on using data and related background information to inform decisions related to the planning and delivery of instructional programs and strategies in the classroom, school, or district.

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

The data from the CNA show that there is a need for intensive interventions to help improve the academic performance of the students. Response to Intervention, Differentiated Instruction, and Data Driven Decision Making are all directed at targeted and focused instruction for all students in their greatest areas of need.

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.

Response to Intervention-The Academy further meets the needs of all learners by implementing a tiered approach to intervention modeled after the Rtl Pyramid (Buffum, Mattos, & Weber, 2009). This approach provides for three tiers of instructional interventions.

Differentiated Instruction-Teachers differentiate instruction by content, product, and process. Small group instruction, focused on ability, strategy, or skill groups, provide additional opportunities for differentiated learning, positive interdependence, targeted support, and gradual release of responsibilities (Frey, Fischer, & Everlove, 2009).

Data Driven Decision Making-Data Driven Decision Making ("DDDM") is used to guide whole class and small group instruction. DDDM focuses on using data and related background information to inform decisions related to the planning and delivery of instructional programs and strategies in the classroom, school, or district.

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

The Academy administers pre and post-tests school wide to determine if the needs of the students are being met. Also, continuous progress monitoring occurs between pre and post-tests to ensure that students are on the right path.

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	All of the instructional paraprofessionals meet the requirements for highly qualified.	

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 of the teachers meet the requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

20%

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

Approximately 42% of the teachers at the Academy have between 4 and 8 years of teaching experience. An additional 35% of the teachers have nine years or greater of instructional experience.

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

The Academy has used incentives such as bonuses to attractive and retain high quality teachers.

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

The Academy has used incentives such as bonuses to attractive and retain high quality teachers

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?

Retention bonuses have been used to retain highly qualified teachers.

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 and the goals of the school improvement plan.

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model.

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

The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

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

Component 6: Strategies to Increase Parental Involvement

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

In accordance with the requirement of Section 1118 of Title I, programs supported by title I funds must be designed and implemented in consultation with parents of the students being served.

The Educational Service Provider shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students.

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

The Educational Service Provider shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students.

Calendar, agendas, minutes, and sign-in sheets demonstrating stakeholder involvement in school improvement.

Policies and procedures for school improvement committee work.

School Improvement plan indicating membership of committees.

Stakeholder survey data demonstrating stakeholder involvement in school improvement.

Stakeholders affirm their involvement in continuous improvement process.

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

An annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and decision strategies to improve parental involvement.

Table with 5 columns: Label, Assurance, Response, Comment, Attachment. Row 1: Assurance: 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)?; Response: Yes.

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

1) Developing Relationships with Families through cultivating a school environment that is welcoming, supportive and student centered. By

providing professional development for school staff that helps build partnerships between families and schools

2) Providing effective communication with families about school policies, procedures, programs and activities in a format that is understandable.

3) Providing Volunteer opportunities for families to support their children's school activities as well as supporting other needs such as transportation and child care to enable families to participate

4) Learning at Home - offering training and resources to help families learn strategies and skills to support their students and extend learning at home.

5) Involving Families in Decision Making as partners in the development of the schoolwide parent involvement policy

6) Collaborating with the community connect with community-based programs

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

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

Parents and community members regularly volunteer time in school / district

Policies regarding suggestions, grievances

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of school / district

Calendars, agendas, minutes of parent meetings

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

School Improvement Committee: agendas, minutes, membership

Stakeholders affirm they have variety of opportunities to be formally involved in life of school/district

Wide variety of stakeholder communication documents/avenues

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

Data from community/business.

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness. Database that records graduation, post-graduate engagement.

Staff utilize business and community data to guide program planning.

Staff utilize perception data from surveys to guide program planning.

Agendas, minutes from meetings where student performance and school effectiveness were highlighted.

Criteria that establishes student performance data as a component of parent-teacher conferences.

Newsletters demonstrate communication of student performance and school effectiveness.

Stakeholders affirm their familiarity with student performance and organizational effectiveness.

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted.

Data reports disaggregate student performance growth.

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Data reports include behavioral and environmental data.

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate.

Data reports verify growth in student performance.

Staff can identify reasons why student performance has increased / decreased.

Staff can identify strategies for increasing student performance.

Stakeholders can speak to and support the growth data.

Parent - Teacher Conferences.

Policies regarding reporting schedule

8. Describe how the School-Parent Compact was developed.

The School-Parent Compact was developed by a committee of staff and school stakeholders and was designed to have the best interest of our students in mind.

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

The School-Parent Compact is reviewed with parents/guardians at parent teacher conferences to ensure that all parties are aware of the responsibilities that each holds in the education of each student.

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

The School-Parent Compact is reviewed with parents/guardians at parent teacher conferences to ensure that all parties are aware of the responsibilities that each holds in the education of each student.

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

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

The Educational Service Provider shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how: Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain. Information concerning Academy performance profiles and their child's individual performance will be communicated to parents.

The Educational Service Provider / School Director shall also assure that the academy develops a specific plan, with parental involvement, which; will provide participating students' parents with:

1. timely information about the Title I programs

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2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected.
3. regular meetings, upon request, to make suggestions and receive response regarding their student's education.

Component 7: Preschool Transition Strategies

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

N/A

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

The Eaton Academy Staff is involved on several levels of the assessment process. The distribution, analysis and resulting change in curriculum and instructions are all part of the responsibilities of the staff. Examples of decision-making area as follows:

NCA Student Profile/Target Goals Selection- NCA Leadership Committee establishes goals and presents to the staff for feedback.

School Improvement- Action Plan creation- Teachers at the Elementary levels (K-5), Middle School levels (6-8), and High School levels (9-12) are asked to create and develop action plans for each target goal.

School events and activities - Staff and principal provide a calendar of events prior to the school year, which is updated by Staff throughout the year.

Curriculum Mapping - Staff members are required to create a curriculum map and collaborate with others to rectify gaps achievement.

Testing Distribution and Dates - Staff participates in the scheduling and distribution of CTBS, PST and MEAP testing.

Placement / Minimal Skills Testing - Staff create and/or participate in testing during orientation and at the end of the school year to determine minimal skills and achievement levels.

Title I - Remediation Specialists - Students in grades K-6 who are not meeting grade level requirements can be referred to the remediation specialists for services. Students are pulled out from regular classrooms and provided small group instruction until their grades improve in the area of weakness. Essentially, students remain in the program until they show improvement to a minimal performance of 70% in reading and math.

Six Para-professionals work alongside elementary teachers to provide additional small group instruction.

After-School Tutoring Program - Students in grades 3-8 and 11-12 are provided the opportunity to stay for after-school tutoring, which provides individualized support in core academic areas. Tutoring is offered 3 days each week for one hour after school, and also by special appointments.

Child Study Team - The school counselor, remediation specialists, special education teachers and the principal review referred students to determine whether or not special needs services are required. All teachers are trained to participate in the referral process and are provided with the appropriate forms. This team meets every 5 weeks to review student achievement for entrance and or exit from the specialized services.

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

Title I- Remediation Specialists - Students in grades K-6 who are not meeting grade level requirements can be referred to the remediation specialists for services. Students are pulled out from regular classrooms and provided small group instruction until their grades improve in the area of weakness. Essentially, students remain in the program until they show improvement to a minimal performance of 70% in reading and math. Six Para-professionals work alongside elementary teachers to provide additional small group instruction.

After-School Tutoring Program - Students in grades 3-8 and 9-12 are able to stay for after-school tutoring, which provides individualized support in core academic areas. Tutoring is offered 3 days each week for one hour after school, and also by special appointments.

Child Study Team - The school counselor, remediation specialists, special education teachers and the principal review referred students to determine whether or not special needs services are required. All teachers are trained to participate in the referral process and are provided with the appropriate forms. This team meets every 5 weeks to review student achievement for entrance and or exit from the specialized

services.

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.

Educators are involved in addressing the central ideas of a topic or discipline with enough thoroughness to explore connections and relationships, and to produce complex understanding, they are applying the principles of the deep knowledge standard.

The relationship between the assessment standards, the content expectations, and the teaching standards emphasize a point heard over and over in education recently - Good assessment is an integral part of good instruction. Eaton Academy is involved in using several measures of assessment as tools for evaluation and analysis, measurements for student achievement include: MEAP, Performance Series Testing (PST), pre and post unit assessments, and class work and performance.

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?

Title I- Remediation Specialists - Students in grades K-8 who are not meeting grade level requirements can be referred to the remediation specialists for services. Students are pulled out from regular classrooms and provided small group instruction until their grades improve in the area of weakness. Essentially, students remain in the program until they show improvement to a minimal performance of 70% in reading and math.

Eight Para-professionals work alongside elementary and middle school teachers to provide additional small group instruction.

After-School Tutoring Program - Students in grades 3-8 can stay for after-school tutoring, which provides individualized support in core academic areas. Tutoring is offered 3 days each week for one hour after school, and also by special appointments.

Child Study Team - The school counselor, remediation specialists, special education teachers and the principal review referred students to determine whether or not special needs services are required. All teachers are trained to participate in the referral process and are provided with the appropriate forms. This team meets every 5 weeks to review student achievement for entrance and or exit from the specialized services.

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

Small group and centers instruction in all grade levels to address individual needs of students. Instruction is targeted and focused on skills that students are lacking based on data collected from PST and classroom assessments.

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.

All program funds from State, Federal and local sources are used to meet the goal of increased academic achievement for all students by providing the financial support to implement the activities designated under each School Improvement Goal.

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.

Title I, Part A

These funds are used to improve the academic performance of the disadvantaged. The comprehensive data collection and analysis as summarized within this plan is used to support the instructional needs for students. One hundred percent is committed to student instructional services.

Title II, Part A

These funds are used for teacher training/mentoring, student assessment, and curriculum alignment duties directly related to improved student achievement. One hundred percent is used to provide salary and benefits for staff members to coordinate these activities.

Title II, Part D

Due to the relatively small amount, typical expenditures cover new technology purchases such as flat screen monitors, LCD projectors, etc. or technology hardware needs that support instructional goals. Ten percent of these funds support professional development activities for technology integration and training on new technology purchases.

Title V, Part A

These funds are used to support parental initiatives, such as "Make & Take" workshops, math night, etc. A faculty representative uses these funds to plan and implement parental programs.

31a - At Risk Funds are used to assist students who demonstrate characteristics of potential failure such as poor grades, excess absenteeism, behavior issues, poor standardized test scores, etc.

TEAMS Grant Funds are used to provide professional development, incentives, mentoring and coaching, and retention and signing bonuses to support the initiatives to increase student achievement for all students.

General Funds - are allocated to provide curricular needs as well as professional development as identified in Teacher Educational Plans

aimed at improving instructional strategies and classroom behavior.

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.

Currently the Academy is looking to partner with community organizations to provide programs to assist with violence prevention, nutrition programs and other K-8 related needs.

Evaluation:

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

Data reports disaggregate student performance growth.

Data reports include behavioral and environmental data.

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate.

Data reports verify growth in student performance.

Staff can identify reasons why student performance has increased/decreased.

Staff can identify strategies for increasing student performance.

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.

All stakeholders are knowledgeable about behavioral standards.

All stakeholders are knowledgeable about grading and appeals.

All stakeholders are knowledgeable about learning expectations and targets for student performance.

Assessment system that records multiple assessments.

Assessment system that safeguards validity, confidentiality, and identification.

Database that records graduation, completion, GPA, placement, and retention rates.

Policies that outline targets for behavioral standards: attendance, discipline.

Policies that outline targets for student performance and are aligned to state/national standards.

Staff affirm the use of multiple measures for student performance.

Staff use data to inform their practice.

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process.

Agendas, minutes from staff meetings indicate utilization of data systems.

Calendar of assessment activities.

Data graphs and charts display student performance expectations.

Examples of student work are prominently displayed.

Online assessment system

Policies outline administration of multiple assessments and their purpose.

Record of multiple assessments administered, including program-specific required assessments.

Staff meet regularly to discuss student work.

Staff utilize assessment data for the purpose of instructional and program planning.

Stakeholders are familiar with the administration and purpose of multiple assessments.

Stakeholders are knowledgeable about the assessment schedule.

Stakeholders implement multiple assessment system.

Students affirm knowledge about their learning expectations.

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles.

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.

All stakeholders are knowledgeable about behavioral standards.

All stakeholders are knowledgeable about grading and appeals.

All stakeholders are knowledgeable about learning expectations and targets for student performance.

Assessment system that records multiple assessments.

Assessment system that safeguards validity, confidentiality, and identification.

Database that records graduation, completion, GPA, placement, and retention rates.

Policies that outline targets for behavioral standards: attendance, discipline.

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Stakeholders are knowledgeable about the assessment schedule.

Stakeholders implement multiple assessment system.

Students affirm knowledge about their learning expectations.

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles.

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?

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions.

Criteria for evaluation of staff performance include the use of data for instructional planning.

Criteria for feedback on performance.

Staff affirm their understanding of how data are used to evaluate their effectiveness.

Staff are knowledgeable about how to use student performance data for the purpose of instructional planning.

Staff demonstrate the use of data when planning instruction, through vertical and horizontal articulation.

Staff Handbook outlines expectations about the use of student performance data for instructional planning.

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Student performance data reports, charts, and graphs indicate system-wide use of data for instructional planning.

Data from community/business.

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness.

Database that records graduation, post-graduate engagement.

Staff utilize business and community data to guide program planning.

Staff utilize perception data from surveys to guide program planning

School Improvement Plan (2014-2015)

Overview

Plan Name

School Improvement Plan (2014-2015)

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 Eaton Academy will become proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
2	All students at Eaton Academy will become proficient in reading.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$137284
3	All students at Eaton Academy will become proficient in science.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$0
4	All Students at Eaton Academy will become proficient in Math.	Objectives: 3 Strategies: 4 Activities: 5	Academic	\$136657

Goal 1: All students at Eaton Academy will become proficient in social studies.

Measurable Objective 1:

A 30% increase of All Students will demonstrate a proficiency on the MEAP in Social Studies by 06/10/2015 as measured by 2014-2015 MEAP Scores.

Strategy 1:

Differentiated Instruction - Academy staff differentiate instruction to engage learners. Differentiating instruction "...provides different avenues to acquiring content, to processing or making sense of ideas and to developing products so that each student can learn effectively" (Tomlinson, 2001). Teachers differentiate instruction by content, product, and process. Small group instruction, focused on ability, strategy, or skill groups, provide additional opportunities for differentiated learning, positive interdependence, targeted support, and gradual release of responsibilities (Frey, Fischer, & Everlove, 2009). Academy staff also scaffold instruction. Scaffolding of instruction involves taking the content to be taught and putting it in the correct order so that students build on each presented element of knowledge (Marzano, 2009). Research Cited: Tomlinson, 2001. Frey, Fischer, & Everlove, 2009. Marzano, 2009.

Tier:

Activity - Tomlinson-Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff training on scaffolding and differentiated instruction.	Professional Learning			08/05/2013	06/30/2014	\$0	Other	Classroom teachers, Title I teachers and Paraprofessionals.

Strategy 2:

Data Driven Decision Making (DDDM) - Data Driven Decision Making ("DDDM") is used to guide whole class and small group instruction. DDDM focuses on using data and related background information to inform decisions related to the planning and delivery of instructional programs and strategies in the classroom, school, or district. The Academy uses DDDM in conjunction with the Response to Intervention ("Rtl") model to design interventions. The Academy's Rtl model is a multi-step approach that provides services and interventions, with increasing levels of intensity, to students who struggle with learning (Ainsworth, 2010).

Research Cited: Ainsworth, 2010

Tier:

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

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Use data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs. Use data to drive Response to Intervention (Rtl).	Academic Support Program			08/05/2013	06/30/2014	\$0	Other	Administrators, Title I, Classroom Teachers, and Paraprofessionals
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Strategy 3:

Response to Intervention (Rtl) - The Academy further meets the needs of all learners by implementing a tiered approach to intervention modeled after the Rtl Pyramid (Buffum, Mattos, & Weber, 2009). This approach provides for three tiers of instructional interventions. The first tier, core instruction, delivers responsive, high quality, initial instruction. Instruction in this tier is delivered and planned by highly qualified instructional staff and is structured around best practices in pedagogy. Tier II is targeted and focused instruction based on individual needs as identified in the DDDM process. Tier II instruction, supported by various instructional staff, focuses on remediating, reinforcing, and enriching student learning. The third tier, individualized learning, is reserved for students not demonstrating progress during the first two tiers of instruction. Tier III instruction is delivered by Title 1 specialists and provides intensive supports for students experiencing challenges. Student progress is monitored frequently and instruction, when possible, is delivered one-on-one. Further, instruction is responsive and adaptive to students' needs and goals as presented in the IEP and IAP.

Research Cited: Buffum, Mattos, & Weber, 2009. The Center for Response to Intervention.

Tier:

Activity - Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers and paraprofessionals working with classroom teachers to provide targeted and focused instruction based on individual needs of students utilizing Rtl Pyramid.	Implementation			08/05/2013	06/30/2014	\$0	General Fund	Classroom Teachers, Title I Teachers, and Paraprofessionals.

Goal 2: All students at Eaton Academy will become proficient in reading.

Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency on the MEAP in Reading in English Language Arts by 06/10/2015 as measured by 2014-2015 MEAP Scores.

(shared) Strategy 1:

Differentiated Instruction - Academy staff differentiate instruction to engage learners. Differentiating instruction "...provides different avenues to acquiring content, to processing or making sense of ideas and to developing products so that each student can learn effectively" (Tomlinson, 2001). Teachers differentiate instruction by

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content, product, and process. Small group instruction, focused on ability, strategy, or skill groups, provide additional opportunities for differentiated learning, positive interdependence, targeted support, and gradual release of responsibilities (Frey, Fischer, & Everlove, 2009). Academy staff also scaffold instruction. Scaffolding of instruction involves taking the content to be taught and putting it in the correct order so that students build on each presented element of knowledge (Marzano, 2009). Research Cited: Tomlinson, 2001; Frey, Fischer, and Everlove, 2009; Marzano, 2009

Tier:

Activity - Tomlinson - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff training on scaffolding and differentiated instruction.	Professional Learning			08/05/2013	06/30/2014	\$250	Other	Classroom teachers, Title I teachers, and Paraprofessionals

(shared) Strategy 2:

Response to Intervention (RtI) - The Academy further meets the needs of all learners by implementing a tiered approach to intervention modeled after the RtI Pyramid (Buffum, Mattos, & Weber, 2009). This approach provides for three tiers of instructional interventions. The first tier, core instruction, delivers responsive, high quality, initial instruction. Instruction in this tier is delivered and planned by highly qualified instructional staff and is structured around best practices in pedagogy. Tier II is targeted and focused instruction based on individual needs as identified in the DDDM process. Tier II instruction, supported by various instructional staff, focuses on remediating, reinforcing, and enriching student learning. The third tier, individualized learning, is reserved for students not demonstrating progress during the first two tiers of instruction. Tier III instruction is delivered by Title 1 specialists and provides intensive supports for students experiencing challenges. Student progress is monitored frequently and instruction, when possible, is delivered one-on-one. Further, instruction is responsive and adaptive to students' needs and goals as presented in the IEP and IAP.

Research Cited: Buffum, Mattos, & Weber, 2009; The Center for Response to Intervention

Tier:

Activity - RtI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers and paraprofessionals working with classroom teachers to provide targeted and focused instruction based on individual needs of students utilizing the RtI pyramid.	Implementation			08/05/2013	06/30/2014	\$128176	Title I Part A	Classroom Teachers, Title I Teachers, and Paraprofessionals.

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(shared) Strategy 3:

Data Driven Decision Making (DDDM) - Data Driven Decision Making (“DDDM”) is used to guide whole class and small group instruction. DDDM focuses on using data and related background information to inform decisions related to the planning and delivery of instructional programs and strategies in the classroom, school, or district. The Academy uses DDDM in conjunction with the Response to Intervention (“Rtl”) model to design interventions. The Academy’s Rtl model is a multi-step approach that provides services and interventions, with increasing levels of intensity, to students who struggle with learning (Ainsworth, 2010).

Research Cited: Ainsworth, 2010

Tier:

Activity - Data Drop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs. Use data to drive Response to Intervention (Rtl).	Academic Support Program			08/05/2013	06/30/2014	\$1250	Other	Administrators, Title I, classroom teachers, and paraprofessionals.

Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Instructional Coach will work with teachers in the area of data and math to improve classroom instruction, content, learning, and the use of data to inform instruction and provide targeted and focused instruction.	Academic Support Program			08/05/2013	06/11/2014	\$7608	Title II Part A	Teachers, instructional coach, administration

Measurable Objective 2:

80% of All Students will demonstrate a proficiency that is beyond the bottom quartile in English Language Arts by 06/30/2015 as measured by Norm-referenced Performance Series Test..

(shared) Strategy 1:

Differentiated Instruction - Academy staff differentiate instruction to engage learners. Differentiating instruction “...provides different avenues to acquiring content, to processing or making sense of ideas and to developing products so that each student can learn effectively” (Tomlinson, 2001). Teachers differentiate instruction by content, product, and process. Small group instruction, focused on ability, strategy, or skill groups, provide additional opportunities for differentiated learning, positive interdependence, targeted support, and gradual release of responsibilities (Frey, Fischer, & Everlove, 2009). Academy staff also scaffold instruction. Scaffolding of instruction involves taking the content to be taught and putting it in the correct order so that students build on each presented element of knowledge (Marzano, 2009).

Research Cited: Tomlinson, 2001; Frey, Fischer, and Everlove, 2009; Marzano, 2009

Tier:

School Improvement Plan

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Activity - Tomlinson - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff training on scaffolding and differentiated instruction.	Professional Learning			08/05/2013	06/30/2014	\$250	Other	Classroom teachers, Title I teachers, and Paraprofessionals

(shared) Strategy 2:

Response to Intervention (RtI) - The Academy further meets the needs of all learners by implementing a tiered approach to intervention modeled after the RtI Pyramid (Buffum, Mattos, & Weber, 2009). This approach provides for three tiers of instructional interventions. The first tier, core instruction, delivers responsive, high quality, initial instruction. Instruction in this tier is delivered and planned by highly qualified instructional staff and is structured around best practices in pedagogy. Tier II is targeted and focused instruction based on individual needs as identified in the DDDM process. Tier II instruction, supported by various instructional staff, focuses on remediating, reinforcing, and enriching student learning. The third tier, individualized learning, is reserved for students not demonstrating progress during the first two tiers of instruction. Tier III instruction is delivered by Title 1 specialists and provides intensive supports for students experiencing challenges. Student progress is monitored frequently and instruction, when possible, is delivered one-on-one. Further, instruction is responsive and adaptive to students' needs and goals as presented in the IEP and IAP.

Research Cited: Buffum, Mattos, & Weber, 2009; The Center for Response to Intervention

Tier:

Activity - RtI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers and paraprofessionals working with classroom teachers to provide targeted and focused instruction based on individual needs of students utilizing the RtI pyramid.	Implementation			08/05/2013	06/30/2014	\$128176	Title I Part A	Classroom Teachers, Title I Teachers, and Paraprofessionals.

(shared) Strategy 3:

Data Driven Decision Making (DDDM) - Data Driven Decision Making ("DDDM") is used to guide whole class and small group instruction. DDDM focuses on using data and related background information to inform decisions related to the planning and delivery of instructional programs and strategies in the classroom, school, or district. The Academy uses DDDM in conjunction with the Response to Intervention ("RtI") model to design interventions. The Academy's RtI model is a multi-step approach that provides services and interventions, with increasing levels of intensity, to students who struggle with learning (Ainsworth, 2010).

Research Cited: Ainsworth, 2010

Tier:

School Improvement Plan

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Activity - Data Drop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs. Use data to drive Response to Intervention (Rtl).	Academic Support Program			08/05/2013	06/30/2014	\$1250	Other	Administrators, Title I, classroom teachers, and paraprofessionals.
Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Instructional Coach will work with teachers in the area of data and math to improve classroom instruction, content, learning, and the use of data to inform instruction and provide targeted and focused instruction.	Academic Support Program			08/05/2013	06/11/2014	\$7608	Title II Part A	Teachers, instructional coach, administration

Goal 3: All students at Eaton Academy will become proficient in science.

Measurable Objective 1:

A 30% increase of All Students will demonstrate a proficiency on the MEAP in Science by 06/30/2015 as measured by 2014-2015 MEAP Scores.

(shared) Strategy 1:

Data Driven Decision Making (DDDM) - Data Driven Decision Making (“DDDM”) is used to guide whole class and small group instruction. DDDM focuses on using data and related background information to inform decisions related to the planning and delivery of instructional programs and strategies in the classroom, school, or district.

The Academy uses DDDM in conjunction with the Response to Intervention (“Rtl”) model to design interventions. The Academy’s Rtl model is a multi-step approach that provides services and interventions, with increasing levels of intensity, to students who struggle with learning (Ainsworth, 2010).

Research Cited: Ainsworth, 2010

Tier:

Activity - Data Drop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs. Use data to drive Response to Intervention (Rtl).	Academic Support Program			08/01/2013	06/30/2014	\$0	Other	Administrators, Title I, Classroom Teachers, and Paraprofessionals

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(shared) Strategy 2:

Response to Intervention (RtI) - The Academy further meets the needs of all learners by implementing a tiered approach to intervention modeled after the RtI Pyramid (Buffum, Mattos, & Weber, 2009). This approach provides for three tiers of instructional interventions. The first tier, core instruction, delivers responsive, high quality, initial instruction. Instruction in this tier is delivered and planned by highly qualified instructional staff and is structured around best practices in pedagogy. Tier II is targeted and focused instruction based on individual needs as identified in the DDDM process. Tier II instruction, supported by various instructional staff, focuses on remediating, reinforcing, and enriching student learning. The third tier, individualized learning, is reserved for students not demonstrating progress during the first two tiers of instruction. Tier III instruction is delivered by Title 1 specialists and provides intensive supports for students experiencing challenges. Student progress is monitored frequently and instruction, when possible, is delivered one-on-one. Further, instruction is responsive and adaptive to students' needs and goals as presented in the IEP and IAP.

Research Cited: Buffum, Mattos, & Weber, 2009. The Center for Response to Intervention.

Tier:

Activity - RtI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers and paraprofessionals working with classroom teachers to provide targeted and focused instruction based on individual needs of students utilizing RtI Pyramid.	Implementation			08/01/2013	06/30/2014	\$0	Other	Classroom Teachers, Title I Teachers, and Paraprofessionals.

(shared) Strategy 3:

Differentiated Instruction - Academy staff differentiate instruction to engage learners. Differentiating instruction "...provides different avenues to acquiring content, to processing or making sense of ideas and to developing products so that each student can learn effectively" (Tomlinson, 2001). Teachers differentiate instruction by content, product, and process. Small group instruction, focused on ability, strategy, or skill groups, provide additional opportunities for differentiated learning, positive interdependence, targeted support, and gradual release of responsibilities (Frey, Fischer, & Everlove, 2009). Academy staff also scaffold instruction. Scaffolding of instruction involves taking the content to be taught and putting it in the correct order so that students build on each presented element of knowledge (Marzano, 2009).

Research Cited: Tomlinson, 2001. Frey, Fischer, & Everlove, 2009. Marzano, 2009.

Tier:

Activity - Tomlinson-Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff training on scaffolding and differentiated instruction.	Professional Learning			08/05/2013	06/30/2014	\$0	Other	Classroom teachers, Title I teachers and Paraprofessionals.
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Measurable Objective 2:

A 80% increase of All Students will demonstrate a proficiency that is beyond the bottom quartile in Science by 06/30/2015 as measured by Norm-referenced Performance Series Test.

(shared) Strategy 1:

Data Driven Decision Making (DDDM) - Data Driven Decision Making (“DDDM”) is used to guide whole class and small group instruction. DDDM focuses on using data and related background information to inform decisions related to the planning and delivery of instructional programs and strategies in the classroom, school, or district. The Academy uses DDDM in conjunction with the Response to Intervention (“Rtl”) model to design interventions. The Academy’s Rtl model is a multi-step approach that provides services and interventions, with increasing levels of intensity, to students who struggle with learning (Ainsworth, 2010).

Research Cited: Ainsworth, 2010

Tier:

Activity - Data Drop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs. Use data to drive Response to Intervention (Rtl).	Academic Support Program			08/01/2013	06/30/2014	\$0	Other	Administrators, Title I, Classroom Teachers, and Paraprofessionals

(shared) Strategy 2:

Response to Intervention (Rtl) - The Academy further meets the needs of all learners by implementing a tiered approach to intervention modeled after the Rtl Pyramid (Buffum, Mattos, & Weber, 2009). This approach provides for three tiers of instructional interventions. The first tier, core instruction, delivers responsive, high quality, initial instruction. Instruction in this tier is delivered and planned by highly qualified instructional staff and is structured around best practices in pedagogy. Tier II is targeted and focused instruction based on individual needs as identified in the DDDM process. Tier II instruction, supported by various instructional staff, focuses on remediating, reinforcing, and enriching student learning. The third tier, individualized learning, is reserved for students not demonstrating progress during the first two tiers of instruction. Tier III instruction is delivered by Title 1 specialists and provides intensive supports for students experiencing challenges. Student progress is monitored frequently and instruction, when possible, is delivered one-on-one. Further, instruction is responsive and adaptive to students’ needs and goals as presented in the IEP and IAP.

Research Cited: Buffum, Mattos, & Weber, 2009. The Center for Response to Intervention.

Tier:

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Activity - Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers and paraprofessionals working with classroom teachers to provide targeted and focused instruction based on individual needs of students utilizing Rtl Pyramid.	Implementation			08/01/2013	06/30/2014	\$0	Other	Classroom Teachers, Title I Teachers, and Paraprofessionals.

(shared) Strategy 3:

Differentiated Instruction - Academy staff differentiate instruction to engage learners. Differentiating instruction "...provides different avenues to acquiring content, to processing or making sense of ideas and to developing products so that each student can learn effectively" (Tomlinson, 2001). Teachers differentiate instruction by content, product, and process. Small group instruction, focused on ability, strategy, or skill groups, provide additional opportunities for differentiated learning, positive interdependence, targeted support, and gradual release of responsibilities (Frey, Fischer, & Everlove, 2009). Academy staff also scaffold instruction. Scaffolding of instruction involves taking the content to be taught and putting it in the correct order so that students build on each presented element of knowledge (Marzano, 2009). Research Cited: Tomlinson, 2001. Frey, Fischer, & Everlove, 2009. Marzano, 2009.

Tier:

Activity - Tomlinson-Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff training on scaffolding and differentiated instruction.	Professional Learning			08/05/2013	06/30/2014	\$0	Other	Classroom teachers, Title I teachers and Paraprofessionals.

Goal 4: All Students at Eaton Academy will become proficient in Math.

Measurable Objective 1:

A 30% increase of All Students will demonstrate a proficiency on the MEAP in Mathematics by 06/10/2015 as measured by 2014-2015 MEAP Scores.

(shared) Strategy 1:

Differentiated Instruction - Academy staff differentiate instruction to engage learners. Differentiating instruction "...provides different avenues to acquiring content, to processing or making sense of ideas and to developing products so that each student can learn effectively" (Tomlinson, 2001). Teachers differentiate instruction by content, product, and process. Small group instruction, focused on ability, strategy, or skill groups, provide additional opportunities for differentiated learning, positive interdependence, targeted support, and gradual release of responsibilities (Frey, Fischer, & Everlove, 2009). Academy staff also scaffold instruction. Scaffolding of

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instruction involves taking the content to be taught and putting it in the correct order so that students build on each presented element of knowledge (Marzano, 2009).

Research Cited: Tomlinson, 2001; Frey, Fischer, and Everlove, 2009; Marzano, 2009

Tier:

Activity - Tomlinson - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff training on scaffolding and differentiated instruction.	Professional Learning			08/05/2013	06/30/2014	\$250	Other	Classroom teachers, Title I teachers, and Paraprofessionals

(shared) Strategy 2:

Data Driven Decision Making (DDDM) - Data Driven Decision Making (“DDDM”) is used to guide whole class and small group instruction. DDDM focuses on using data and related background information to inform decisions related to the planning and delivery of instructional programs and strategies in the classroom, school, or district. The Academy uses DDDM in conjunction with the Response to Intervention (“Rtl”) model to design interventions. The Academy’s Rtl model is a multi-step approach that provides services and interventions, with increasing levels of intensity, to students who struggle with learning (Ainsworth, 2010).

Research Cited: Ainsworth, 2010

Tier:

Activity - Data Drop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs. Use data to drive Response to Intervention (Rtl).	Academic Support Program			08/05/2013	06/30/2014	\$625	Other	Administrators, Title I, classroom teachers, and paraprofessionals.

Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Instructional Coach will work with teachers in the area of data and math to improve classroom instruction, content, learning, and the use of data to inform instruction and provide targeted and focused instruction.	Academic Support Program			08/05/2013	06/11/2014	\$7607	Title II Part A	Teachers, instructional coach, administrators

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(shared) Strategy 3:

Response to Intervention (RtI) - The Academy further meets the needs of all learners by implementing a tiered approach to intervention modeled after the RtI Pyramid (Buffum, Mattos, & Weber, 2009). This approach provides for three tiers of instructional interventions. The first tier, core instruction, delivers responsive, high quality, initial instruction. Instruction in this tier is delivered and planned by highly qualified instructional staff and is structured around best practices in pedagogy. Tier II is targeted and focused instruction based on individual needs as identified in the DDDM process. Tier II instruction, supported by various instructional staff, focuses on remediating, reinforcing, and enriching student learning. The third tier, individualized learning, is reserved for students not demonstrating progress during the first two tiers of instruction. Tier III instruction is delivered by Title 1 specialists and provides intensive supports for students experiencing challenges. Student progress is monitored frequently and instruction, when possible, is delivered one-on-one. Further, instruction is responsive and adaptive to students' needs and goals as presented in the IEP and IAP.

Research Cited: Buffum, Mattos, & Weber, 2009; The Center for Response to Intervention

Tier:

Activity - RtI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers and paraprofessionals working with classroom teachers to provide targeted and focused instruction based on individual needs of students utilizing the RtI pyramid.	Implementation			08/05/2013	06/30/2014	\$128175	Title I Part A	Classroom Teachers, Title I Teachers, and Paraprofessionals.

Measurable Objective 2:

80% of All Students will demonstrate a proficiency that is beyond the bottom quartile in Mathematics by 06/30/2015 as measured by Norm-referenced Performance Series Test.

(shared) Strategy 1:

Differentiated Instruction - Academy staff differentiate instruction to engage learners. Differentiating instruction "...provides different avenues to acquiring content, to processing or making sense of ideas and to developing products so that each student can learn effectively" (Tomlinson, 2001). Teachers differentiate instruction by content, product, and process. Small group instruction, focused on ability, strategy, or skill groups, provide additional opportunities for differentiated learning, positive interdependence, targeted support, and gradual release of responsibilities (Frey, Fischer, & Everlove, 2009). Academy staff also scaffold instruction. Scaffolding of instruction involves taking the content to be taught and putting it in the correct order so that students build on each presented element of knowledge (Marzano, 2009).

Research Cited: Tomlinson, 2001; Frey, Fischer, and Everlove, 2009; Marzano, 2009

Tier:

Activity - Tomlinson - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff training on scaffolding and differentiated instruction.	Professional Learning			08/05/2013	06/30/2014	\$250	Other	Classroom teachers, Title I teachers, and Paraprofessionals
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(shared) Strategy 2:

Data Driven Decision Making (DDDM) - Data Driven Decision Making (“DDDM”) is used to guide whole class and small group instruction. DDDM focuses on using data and related background information to inform decisions related to the planning and delivery of instructional programs and strategies in the classroom, school, or district. The Academy uses DDDM in conjunction with the Response to Intervention (“Rtl”) model to design interventions. The Academy’s Rtl model is a multi-step approach that provides services and interventions, with increasing levels of intensity, to students who struggle with learning (Ainsworth, 2010).

Research Cited: Ainsworth, 2010

Tier:

Activity - Data Drop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs. Use data to drive Response to Intervention (Rtl).	Academic Support Program			08/05/2013	06/30/2014	\$625	Other	Administrators, Title I, classroom teachers, and paraprofessionals.

Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Instructional Coach will work with teachers in the area of data and math to improve classroom instruction, content, learning, and the use of data to inform instruction and provide targeted and focused instruction.	Academic Support Program			08/05/2013	06/11/2014	\$7607	Title II Part A	Teachers, instructional coach, administrators

(shared) Strategy 3:

Response to Intervention (Rtl) - The Academy further meets the needs of all learners by implementing a tiered approach to intervention modeled after the Rtl Pyramid (Buffum, Mattos, & Weber, 2009). This approach provides for three tiers of instructional interventions. The first tier, core instruction, delivers responsive, high quality, initial instruction. Instruction in this tier is delivered and planned by highly qualified instructional staff and is structured around best practices in pedagogy. Tier II is targeted and focused instruction based on individual needs as identified in the DDDM process. Tier II instruction, supported by various instructional staff, focuses on remediating, reinforcing, and enriching student learning. The third tier, individualized learning, is reserved for students not demonstrating progress during the first two tiers of instruction. Tier III instruction is delivered by Title 1 specialists and provides intensive supports for students experiencing challenges. Student progress is

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monitored frequently and instruction, when possible, is delivered one-on-one. Further, instruction is responsive and adaptive to students' needs and goals as presented in the IEP and IAP.

Research Cited: Buffum, Mattos, & Weber, 2009; The Center for Response to Intervention

Tier:

Activity - Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers and paraprofessionals working with classroom teachers to provide targeted and focused instruction based on individual needs of students utilizing the Rtl pyramid.	Implementation			08/05/2013	06/30/2014	\$128175	Title I Part A	Classroom Teachers, Title I Teachers, and Paraprofessionals.

Measurable Objective 3:

A 30% increase of Economically Disadvantaged students will demonstrate a proficiency on the 2014-2015 MEAP in Mathematics by 06/27/2013 as measured by performance on the MEAP..

Strategy 1:

Extended Learning Opportunities - Students identified will receive extended learning opportunities in mathematics during and after school as well as in summer school.

Tier:

Activity - Extended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During School, After School and Summer School Tutoring	Tutoring			09/03/2013	06/30/2014	\$0	Other	All Math Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Rtl	Title I teachers and paraprofessionals working with classroom teachers to provide targeted and focused instruction based on individual needs of students utilizing Rtl Pyramid.	Implementation			08/05/2013	06/30/2014	\$0	Classroom Teachers, Title I Teachers, and Paraprofessionals.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Rtl	Title I teachers and paraprofessionals working with classroom teachers to provide targeted and focused instruction based on individual needs of students utilizing the Rtl pyramid.	Implementation			08/05/2013	06/30/2014	\$128175	Classroom Teachers, Title I Teachers, and Paraprofessionals.
Rtl	Title I teachers and paraprofessionals working with classroom teachers to provide targeted and focused instruction based on individual needs of students utilizing the Rtl pyramid.	Implementation			08/05/2013	06/30/2014	\$128176	Classroom Teachers, Title I Teachers, and Paraprofessionals.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Tomlinson-Differentiated Instruction	All staff training on scaffolding and differentiated instruction.	Professional Learning			08/05/2013	06/30/2014	\$0	Classroom teachers, Title I teachers and Paraprofessionals.
Data Drop	Use data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs. Use data to drive Response to Intervention (Rtl).	Academic Support Program			08/01/2013	06/30/2014	\$0	Administrators, Title I, Classroom Teachers, and Paraprofessionals
Tomlinson - Differentiated Instruction	All staff training on scaffolding and differentiated instruction.	Professional Learning			08/05/2013	06/30/2014	\$250	Classroom teachers, Title I teachers, and Paraprofessionals
Data Drop	Use data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs. Use data to drive Response to Intervention (Rtl).	Academic Support Program			08/05/2013	06/30/2014	\$0	Administrators, Title I, Classroom Teachers, and Paraprofessionals
Tomlinson - Differentiated Instruction	All staff training on scaffolding and differentiated instruction.	Professional Learning			08/05/2013	06/30/2014	\$250	Classroom teachers, Title I teachers, and Paraprofessionals
Tomlinson-Differentiated Instruction	All staff training on scaffolding and differentiated instruction.	Professional Learning			08/05/2013	06/30/2014	\$0	Classroom teachers, Title I teachers and Paraprofessionals.
Data Drop	Use data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs. Use data to drive Response to Intervention (Rtl).	Academic Support Program			08/05/2013	06/30/2014	\$625	Administrators, Title I, classroom teachers, and paraprofessionals.

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Rtl	Title I teachers and paraprofessionals working with classroom teachers to provide targeted and focused instruction based on individual needs of students utilizing Rtl Pyramid.	Implementa tion			08/01/2013	06/30/2014	\$0	Classroom Teachers, Title I Teachers, and Paraprofessionals.
Data Drop	Use data to inform instruction, transform the classroom, and provide targeted and focused instruction based on individual needs. Use data to drive Response to Intervention (Rtl).	Academic Support Program			08/05/2013	06/30/2014	\$1250	Administrators, Title I, classroom teachers, and paraprofessionals.
Extended Learning	During School, After School and Summer School Tutoring	Tutoring			09/03/2013	06/30/2014	\$0	All Math Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	An Instructional Coach will work with teachers in the area of data and math to improve classroom instruction, content, learning, and the use of data to inform instruction and provide targeted and focused instruction.	Academic Support Program			08/05/2013	06/11/2014	\$7607	Teachers, instructional coach, administrators
Coaching	An Instructional Coach will work with teachers in the area of data and math to improve classroom instruction, content, learning, and the use of data to inform instruction and provide targeted and focused instruction.	Academic Support Program			08/05/2013	06/11/2014	\$7608	Teachers, instructional coach, administration