MICHIGAN
Department of Education

Single Building District Improvement

Plan

Concord Academy - Boyne

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Concord Academy Boyne is a K-12 public charter school that is authorized by Lake Superior State University, located in rural Boyne City, MI. We are part of a small community, in which there are two other public districts within a few miles of our facility. As a charter school, we serve a number of families who choose to transport their children to us from a three-county area. While about 50% of our students come from Boyne City and Boyne Falls (within 5 miles), the rest of our students travel from cities a bit further away, such as Petoskey, Mancelona, and Gaylord, 20-40 miles away. Because we do not provide transportation, our enrollment may vary from year to year based on a family's economic changes, employment, or family environment status, rather than dissatisfaction with our school. Over the last three years, we have seen enrollment decline slightly, due to families moving out of the area, or out of state. A few of our high school students have also elected to switch to an alternative setting for credit recovery.

In the community at large, there are districts who report between 40-70% of families who qualify for free and reduced lunch, and those numbers appear to be increasing due to the economy. Our local economy is heavily service-based, and many of the larger local businesses and factories have closed, or have made cuts, in the last five years. The major cause of job stability in our area is the challenge of being dependent on a resort area services, and many of those businesses depend on weather or the natural aspects of Northern Michigan.

Our staff also commute from a variety of areas, and half of the staff have been at the school for five years or more. 100% of our teachers are certified and highly qualified for their positions, and 40% of our staff hold a Masters degree.

As a charter school, our class sizes are limited; elementary classrooms are capped at 22 students, and secondary classrooms are capped at 25. Secondary students are offered the opportunity to take post secondary classes as early as 9th grade, and in the past three years, approximately 1/3 of our high school students have taken advantage of that. We have also witnessed an increase in online classes, as a way to expand elective or academic offerings for students.

As the economy continues to stabilize, the challenges that we face are keeping enrollment stable, and the rising cost of building maintenance. In the last three years, we have replaced our school roof, and made various updates to plumbing, electrical, and internet infrastructure, as well as having to handle two minor flooding situations. Without millage money available, all operating costs come out of our general fund dollars, which can cause added strain to our budget. We also know that we will need to replace windows and improve our parking lot and drop off areas in the upcoming years. Our main goal is to keep enrollment growing steadily over the next few years, and into the future.

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: Concord Academy Boyne inspires, prepares, and empowers all students in Academics and the Arts.

Vision Statement: Concord Academy Boyne cultivates a supportive learning environment based upon our creed that prepares students for a life of impact.
[Updated and adopted by Board of Directors, April 20, 2015]

Beliefs Statement: CONCORD CREED
Concord means peace, harmony. Peace in the world begins with concord in my world, and that can happen
only as I am honest, unselfish, generous, kind, forgiving considerate, and respectful.

We strongly believe that we are here to educate the whole child; we want our students to leave here as leaders who have been influenced through their time with us to feel prepared for life, not just "the next step". The majority of our elective courses are fine arts courses, and all areas, including visual arts, theatre, band, and choir, are required for graduation, in order to give each student a wide range of experiences that they can fine tune in high school. We allow students to choose their fine arts paths as well based on areas of interest, and what subjects they may need for the post secondary program of their choice.

Overall, we have the desire to bring up respectful, productive citizens, who through the fine arts, are able to explore their own academic areas of interest, and build the character traits and independence that we foster here. We want students to be invested in their own educational experience, and to use their experiences here to direct what they need for their future. These goals are kept in mind when making any curricular decisions.

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.

For the past three years, our school has maintained test scores that are either at or above the state average for most categories and grade levels, despite the changes made to scoring and expectations. We have seen a steady increase in the number of secondary students taking post secondary courses and earning college credit while in high school, and have seen a larger interest in our fine arts programs, which is evident not only by the number of people from the community coming to see performances, but also the number of students who have chosen to come here as a result. We have increased our opportunities for students of all ages to participate in the community, and have implemented The Walking Classroom in grades 4 and 5 as a way to increase learning. Also, through the implementation of EBLI instruction in the elementary grades, we have continued to see growth and continued high reading scores.

In the next three years, our schoolwide goal is to increase proficiency in all subject areas. As we continue to develop our district curriculum, we strive for ways to connect subject areas and integrate the arts experiences into our every day curriculum. In addition, we would like to get our school into the larger community more, and offer our students opportunities to learn using our community resources. Finally, we would like to continue to strengthen our fine arts curriculum, and extend the cross-curricular opportunities that we offer for our students.

Additional Information

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

Despite the changes being made to curriculum and expectations, our founding beliefs are unwavering. We at Concord Academy Boyne fully believe that it takes a partnership between teachers and parents to do what is best for each child, and we strive for 100% parental involvement. We are not just raising learners, but are also raising future citizens, and character education continues to be a daily driving force at our school. Our goal is to develop our students as life-long learners, encourage them to make the best choices for themselves, and give them the tools to get where they want in the future.

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.

At the Annual Back to School Open House, which occurs in August, as well as in the beginning of the school year, information is given to parents, both orally and in writing, of opportunities to volunteer, participate in our School Improvement Committee (SIC), Parent Teacher Partnership (PTP), classrooms, lunchroom, or the School Board. Interested parents fill out information detailing why they would be interested, and what times and days of week work best for them to attend meetings.

Because of the needs of our school and community members, in the Winter of 2016 we decided to consolidate all of our "committees" to ensure that more members would commit. Too many committees, and too many meetings, was leading to burn out for many members, and participation has decreased in the last two years. Our new team is called the School Success Team (SST), and our goal is to improve our school in all areas, whether that be through school improvement planning and evaluation, parent/teacher groups, smaller volunteers, or fundraising. The group met and decided to pick and choose smaller task committees to participate in at their convenience, so that the big meetings were reduced to once per month, but when an activity or need arises, there may be more work involved for sub-committees. SST members will be recommended to the Board by administration, and approved to ensure that they fulfill a cycle of membership. Members are notified by mail of acceptance, and quarterly, if not monthly, meetings are scheduled according to the schedules that they provided feedback for. Meetings will also be scheduled for the full year at a time, in order to give advanced notification of dates.

Parents who may volunteer in classrooms or for field trips are notified by phone call, and meet with staff to ensure compliance with our policies, as well as the appropriate background checks. All groups, along with individual parents who offer feedback through a survey, email, or verbal communication, contribute feedback that is recommended for the district's improvement plan. As the SST sits down to evaluate feedback, review data, and create goals for the following school year, we again make parents aware of the importance of feedback through The Compass, our weekly newsletter, our website, Remind texting, and individual parent communication.

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

This year's School Success Team (SST) was made up of two administrators, an office staff member, two certified teachers, two elementary parents, and two secondary parents.

The teachers and administrators were responsible for presenting assessment data to the rest of the committee, as well as giving feedback from different diagnostic areas of the plan. Parents were responsible for getting feedback from other parents, as able, to add regarding our academic programs, and suggesting areas for improvement. Administration and teachers were responsible for creating goals and determining which research based strategies to use to meet the goals, and presenting information to the rest of the committee. The Lead Administrator also communicated information between the Board and the SST, and ensured that all groups were informed. All members gave final input on the plan.

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

The final improvement plan is communicated to all stakeholders in a variety of ways. The School Improvement Plan (SIP) is made available on the school website, and is presented at a Board meeting for adoption. The Administrator is also responsible for communicating the final plan to teachers and staff who are responsible for the plan, and all staff is responsible for monitoring the goals and implementing the strategies in the plan. Teachers report progress throughout the school year, and the Administrator reports quarterly progress back to the Board, parents, and community through the website, Board meeting presentations (which includes LSSU, our authorizer), and The Compass, the school newsletter. Information is also communicated to LSSU through compliance documentation to demonstrate progress.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

In looking at the three year trend data, a challenge for us is to stabilize and improve enrollment. Two out of the three years, we have lost a number of families who have moved out of the area, or out of state, and those numbers have impacted our enrollment. Considering we have traditional public school districts near us physically, we have always had a certain amount of shuffling that occurs, but the families that have moved have definitely impacted us greater than that. Our 2012/13 enrollment was 218, which is the highest that we've seen in quite awhile. We lost 18 students due to moving alone that summer, and our enrollment for 2013/14 was 193. Again, that year we had 27 students move out of state or the area, mostly to warmer climates, and due to economic reasons, and our enrollment was 182. That being said, we have a number of new families that have come each year and have stayed, but when you have that many families leaving the area, it can make it difficult to plan and grow those numbers.

Finally, because our district is a school of choice, we also see transportation as a challenge for many of our families. 30% of our families have a 30 minute drive or more, and so the price of gas, a change in parent employment, or carpooling capabilities will also occasionally affect enrollment.

Student Demographic Data

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

Challenges that arise in this data are chronic tardiness, students taking vacations during the course of the school year, and a minor number of truancies. Because we do not provide transportation, and our students come from a three-county area, we do see an excessive amount of tardies, particularly in the winter time when weather is more unpredictable. Parents will choose not to send their children if weather in their area is poor, or will request that their children leave early if bad weather is coming. We have always believed that safety comes first, but this is one reason we see our attendance rate fluctuate.

Student Demographic Data

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

In the past three years, we have seen a decrease in the number of overall discipline referrals, suspensions, and expulsions. We have only expelled one student in the past three years, but have not seen anyone get close to that point in the last two years. We are, however, seeing an issue with repeat referrals, particularly with special education students over the last two years, where the exhibited behaviors do correspond with their disability. We are examining ways of teaching more social emotional behaviors as a result.

This year, our student perception surveys also demonstrated a need for emotional support for all students. We will begin researching character education/emotional support programs that we feel would meet this need. It is our Board's intention that we have something in place by the 2017/18 school year.

Student Demographic Data

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

We are in the process of exploring a defined character education curriculum that focuses on social and emotional behaviors as a result of this data. While we have narrowed down our search, cost is a concern for us at this point, since enrollment is down. What we are finding to be a challenge is finding something that serves grades K-12, or at least finding an elementary program that matches well with the one we would like to use for secondary students. Our goal is to have something in place no later than 2017/18.

Teacher/School Leader(s) Demographic Data

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

There are two administrators in our building, who both are fairly new to administration, but have extensive teaching experience. The K-12 Administrator has 11 years of teaching experience, and is finishing her 4th year as an administrator. The Assistant Administrator is finishing her third year of administration, but has 13 years of teaching experience. The fact that they have a large amount of teaching experience makes them good resources for the teachers to go to, and helps them understand what to look for in the classroom. Overall, they have a good understanding of curriculum, assessment types, and best practices for teaching, which can create a stronger staff, and therefore, lead to greater student achievement.

Despite their experience, the leaders have both participated in Adaptive Schools training this year, and the Administrator has participated in Cognitive Coaching training, as well as served as a FAME Coach within the district. The area of focus is on teacher growth, and developing as a school so that student achievement can continue to increase.

Teacher/School Leader(s) Demographic Data

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

With 18 teachers in the building (K-12), we find that our experience is pretty evenly spread. 39% (7 teachers) are in the first three years of teaching. 28% (5 teachers) are in the middle range, from 4-9 years of experience, and 33% (6 teachers) have 10 or more years of teaching experience. Having an evenly distributed record makes a good mix for many reasons; we know that newer teachers bring enthusiasm and new ideas to teaching, and in the last few years, we've seen an increase in the skills and knowledge they bring in unit planning, working with standards, and the use of data, that even our more experienced teachers may not fully have. Likewise, experienced teachers bring stronger practice to the table, and can mentor others to give them a more solid ground in their classrooms. Having this mix will allow us to have the best of both worlds, and create a strong basis for collaboration so that our students can achieve more.

Teacher/School Leader(s) Demographic Data

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

School leader absences this year decreased from where they were last year. Every other month, the ISD sponsors a 1/2 day PD session for administrators, and she attends those as a way of keeping current on the legal, curriculum, and leadership issues. Overall, there were 9 days missed for professional development, which included Cognitive Coaching (4 days), FAME (1 day), Reading Apprenticeship (2 days), and 504 Compliance (1 day). She also took 5 personal days due to illness. On days that she is home with children, the administrator does work from home, and any staff or parent is able to contact her at home, which helps reduce the effects of her absence. In such a small building, however, the leader's absence can make a big difference, and teachers may feel that they aren't supported.

However, despite the absences, more time was used observing and coaching teachers this year than last, and more time was spent on curriculum and collaboration as well.

Teacher/School Leader(s) Demographic Data

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

Overall, for 18 teachers, we had 65 personal days used, as well as 32.5 professional development days. Most teachers used fewer sick days than the last two years with a milder winter, but there were still many times we were short staffed on substitutes, due to illness. Teacher absences can make the biggest impact on student achievement, because they are the ones who know their students the best, and know how best to provide for them.

Teacher/School Leader(s) Demographic Data

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

A challenge for our building is limited staff; we have 1 teacher for each grade K-7, and 1 subject area teacher that serves grades 8-12. We also have 1 Administrator who serves as building principal and superintendent, and 1 Assistant Administrator that serves in many other capacities as needed, in addition to discipline. Collaborative time and job responsibilities are big challenges, as well as professional development.

At this time, we are increasing collaboration time between teacher groups, and making sure teachers have common planning time as well, in order to build efficiency and create a sense of community. We have further defined job responsibilities in administration, to better work with staff, but there are still challenges in this area in the case of absences or unplanned incidents. Our ISD serves many areas with PD offerings, but due to the lack of substitutes, as well as each person serving more than one role, absences for PD can be larger than we would like to see; however, we need those sessions to stay updated on legal and administrative issues. We are making recommendations to the ISD in these areas, and are starting to see some decrease in the number of meetings, or hours per meeting. In doing all of this, we hope to continue to strengthen our curriculum and collaborate between grade levels more often to increase student achievement.

Process Data

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

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

Strands 2 (Instruction), 6 (Organization Management), and 8 (Professional Learning System) continued to stand out to us as strength areas, because we've done the most work in these areas, and our scores were most consistent in those strands. In addition, the curriculum work that we've begun this year as a result of our Onsite Review led an increased score in Instructional Leadership as well. These indicators and standards exhibit the most consistency with our work over the last three years, and we are seeing improvement in these areas.

Our main finding from our Onsite Review was that we needed to increase the level of documentation we maintain in many areas, so some of our overall scores are lower this year, due to that finding.

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

Our challenges, according to the SSR, are S3 (Assessment), S7 (Professional Learning Culture) and S8 (Professional Learning System). Because we have been working with and documenting curriculum, we saw an increase in that area from last year, but have more work ahead to connect it to assessments, and spend more time collaboratively planning. When we finish documenting and aligning our district curriculum (2016-17 school year), we will be able to better collaborate with one another on teaching strategies, and professional development, and expect that that will raise scores in those areas.

12. How might these challenges impact student achievement?

Any time you do not have a fully aligned curriculum, that doesn't match assessments, you are not getting a complete picture of learning, nor are the students getting the best opportunities to succeed. As a school, you don't want to have holes or gaps in your curriculum, and you want to be able to collaborate with others, which requires consistency, especially at our school, where we have 1 teacher per grade level. The work that we have started this year is pointing us in a good direction, and staff morale has improved in talking about and examining curriculum, as well as gaining confidence in what is taught at each grade level.

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

We have professional development opportunities planned in the SIP that will help with this, as well as our work to use the 5D+ Teaching and Learning model as our guide. Next year, we are adding the Purpose and Assessment dimensions, which add directly to our activities in the SIP as well.

In addition, our Title I teacher will be able to better implement interventions as needed when our district curriculum is solid.

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

As a small school, we communicate directly with parents about these opportunities, and make sure that we can apply as many as are needed. We have added an Academic Support teacher for older students, as well as a Title I teacher for elementary students. In addition, we are focusing efforts to make sure 3rd grade reading proficiency is high, and that high school students are getting the support they need to be successful in a course the first time through, so credit recovery isn't as needed.

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

For grades K-12, we offer After School Tutoring, as well as K-5 Summer School for Targeted Title I students. One challenge that we have here is that because we do not provide busing, and transportation is dependent on parents, we do not have as many students who are able to take advantage of these opportunities, even when offered.

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

Initially, all parents are informed in our school newsletter, The Compass of extended learning opportunities. Teachers will also make recommendations based on student achievement in the classroom, and will discuss these opportunities with parents either through a phone call, or parent teacher conference. Student assessments are examined, as is consistent with our Title I selection process, and teachers will choose to bring certain students to light at various points in the year if achievement is not consistent. We reexamine student data each month.

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

Lesson plans are kept electronically, and can filter connected and accomplished standards. In the past three years, we have aligned our Writing, Math, and Reading curriculum, and have begun district curriculum maps this year to support that. We are also beginning to examine our science and social studies curriculum through unit planning, and will be seeking professional development opportunities for science, due to significant changes brought by the MiSS.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Overall, we see strengths in fluency, comprehension, and consistent growth in reading scores.

19b. Reading- Challenges

Challenges are reading comprehension as text gets more complex, and an increase in the number of students not on target. We are also seeing that struggling students are not making as big of gains as other students.

19c. Reading- Trends

Overall, our reading scores on state assessments and Performance Series Scantron remain higher than the state or national averages, and other local area schools. We are still seeing a struggle for us in the Bottom 30 subgroup to demonstrate growth.

19d. Reading- Summary

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

We are continuing to build our intervention system, and with adding differentiated reading groups this year, believe we will be able to make bigger gains than we've been making with students. We have added both a Title program and Academic Support program in the last three years to continue to see progress in these areas, and our implementation of RAISE and EBLI, which are in the SIP, have also begun to show promising gains.

20a. Writing- Strengths

Our strengths lie in ideas, narrative writing, and persuasive or argumentative writing.

20b. Writing- Challenges

Our challenges are in grammar, spelling, and conventions.

20c. Writing- Trends

Over the last three years, especially the last two (where we've implemented the full writing curriculum), we've seen improvement in our scores, more than double for some grade levels.

20d. Writing- Summary

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

This challenge will be addressed specifically by the professional development taking place this summer, and adding to our current workshop model with sentence composing strategies that build grammar, spelling, and punctuation skills.

21a. Math- Strengths

Geometric concepts and whole number math processes are our greatest strengths, with connections pretty close to meeting our targets.

21b. Math- Challenges

Number sense and math facts at early levels, as well as fractions and decimals in later grades.

21c. Math- Trends

While there is some fluctuation in our math scores, we find that there is inconsistent growth on state assessments, and that the higher the grade level, the more difficult it is to demonstrate growth on our assessments.

21d. Math- Summary

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

We are currently using RAISE strategies in math classrooms to get students talking about math and seeing multiple ways of discussing and problem solving as well. At this time, we will be investigating these challenges, and will not address them in our SIP until we have more information.

22a. Science- Strengths

The scientific process, and life sciences are shown to be our greatest strengths at this point.

22b. Science- Challenges

Physical science seems to be the greatest challenge area for us currently.

22c. Science- Trends

Overall, we are seeing gains in improvement in our science scores, and wish to continue this trend.

22d. Science- Summary

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

While we are using RAISE strategies, and feel that we are seeing some progress there, we also need to unify our curriculum for science, and will begin that discussion this year as we begin unit planning and curriculum mapping. This specific challenge will not be addressed at this time in the SIP.

23a. Social Studies- Strengths

Civics and Government, Processing Skills, and Geography are strengths for us.

23b. Social Studies- Challenges

History and Economics are challenges for us at this time.

23c. Social Studies- Trends

We are seeing some inconsistency in our scores for social studies from year to year, but feel strongly that some of this is due to class size. When you have 1 class of 15 students that determines your score, they can demonstrate greater fluctuation. Most of the time, we are close to the state average, and comparable or higher than local area schools.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In older grades, we are seeing improvement in using the RAISE strategies, which are in our SIP, but again, still need to align our curriculum for social studies, which will lead to bigger improvements. This challenge will begin to be addressed as we begin curriculum mapping and planning units this year, but we will need more work in this area. Therefore, this challenge will not be addressed at this time in the SIP.

Perception Data

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

24a. Student Perception Data

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

For K-5 students surveyed, the highest levels of satisfaction were that they were liking their teachers (97%), they cared about doing well in school (95%), and they felt they could go to adults, and that those adults would help them if they needed it (97%). For 6-12th grade students, the highest levels of satisfaction were: small class sizes (95%), strong academics (90%), the arts classes (90%), and a safe environment (93%). Many students commented on the connection between students and teachers, and the feeling that their teachers cared about them. In addition, they commented that everyone knows everyone, and they feel like part of a family being here.

24b. Student Perception Data

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

For K-5 students surveyed, the lowest levels of satisfaction among students were that only 83% of students reported that they liked school, only 81% of students said they feel safe at school, and only 81% said they felt successful at school. For 6-12th grade students surveyed, up to 20% of students said they didn't care for the arts classes, or wanted different options, 23% of students said they felt academic expectations were low, and 14% said that we had an unsafe environment. Students commented that emotional and social issues needed to be addressed more, and that stress and anxiety were major issues for many students.

24c. Student Perception Data

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

At this time, we will continue the conversations with students about safety and "liking school" to see what specific aspects they were referring to here. Regarding safety, we currently lock all doors throughout the school day, ensure students are supervised, and notice that the majority of students commented positively with regard to school safety, so we would like to first get more information on this topic.

We also would like to continue to expand class offerings and learning opportunities for students, allow greater access to dual enrollment courses, and provide more career preparation for students. As we continue to revise our district curriculum, we will also make sure that expectations in all areas are similar, that learning expectations for each course are specific and detailed, to clarify outcomes. We want all students to feel challenged.

25a. Parent/Guardian Perception Data

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

For parents surveyed, small class sizes (100%), school atmosphere/family environment (95%), safe environment (98%), and character education (80%) were among the highest level of satisfaction. Overall, 75% of students were "very satisfied" with the quality of education their child receives, and 25% were "satisfied". No parents answered "somewhat" or "not satisfied".

Parents also indicated strong satisfaction with teachers (90%) and administration (88%).

25b. Parent/Guardian Perception Data

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

The lowest levels of satisfaction among parents/guardians were the parking lot (70%), no longer offering dance (50%), and increased academic offerings (30%).

25c. Parent/Guardian Perception Data

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

Our School Board and Administration are working together to create a plan for an improved parking lot--mainly, to include a drop off loop, adding lines to parking lot, and expanding parking lot for performances and staff parking. We will also address improved lighting and possibly a second driveway for exiting.

In the area of dance, we are continuing to search for a certified, highly qualified, dance teacher, but are currently unable to find one. With our fine arts emphasis, visual art, dance, Musical Theatre, Band, and Choir have been the foundation of the courses we offer. With the added rules about highly qualified status, it has been difficult to find someone who meets the requirements for a certified teacher, or even a permit, in the area of dance.

As a small school, we ask students what secondary course offerings they would be interested in, and continue to try to meet the needs of our students; we have allowed students to take an increased number of online courses, but find that many students struggle in those courses, because they prefer a face-to-face learning environment. We will continue to try to meet the needs of our students, while offering them the widest selection we can.

26a. Teacher/Staff Perception Data

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

Staff responded that the highest levels of satisfaction were the school's mission and creed (78%), our fine arts programs (78%), and

character education (72%). Many commented on the family atmosphere, and the culture and climate of the school as well.

26b. Teacher/Staff Perception Data

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

The areas of lowest satisfaction among teachers/staff were in lack of curriculum and resources (89%), and using data to drive instruction (45%). Many commented on needing more time to plan, and having more collaborative time with other staff as well.

26c. Teacher/Staff Perception Data

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

We will continue to offer teachers more time to collaborate by reducing the number of all staff meetings, and allowing weekly collaborative time. In addition, when the schedule allows, we will continue to provide teachers with collaborative planning time within their departments.

The district level curriculum work we have begun this year will allow for a more unified discussion regarding materials and resources to teach our curriculum. At this point, many teachers are finding their own resources, and we would like to provide resources and materials to ensure that there is consistency between grade levels, and staff members have more opportunities to collaborate.

27a. Stakeholder/Community Perception Data

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

Positive messages about our school, and having us becoming more known in community. Friendly/family atmosphere.

27b. Stakeholder/Community Perception Data

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

"Competitive" or taking students from other districts, and not necessarily well known in the community.

27c. Stakeholder/Community Perception Data

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

We are taking a more active role in our community with student experiences, and performances. We are working harder to make sure people know we are here, and are an option in education for their children.

Summary

28a. Summary

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

Overall, the strengths in these areas represent a small school that is providing a safe community for students, and a good learning atmosphere. We are working to increase and expand the opportunities for our students, which appear in some of our challenges, but find that difficult to do with dipping enrollment. We are spending more time working together and collaborating across grade levels and subjects, in order to provide the best education we can, and are seeing growth in most areas consistently. We are confident that when we continue this process, we will only continue to improve our achievement. Continued growth, which is a challenge, will only happen when we have unified all curriculum, and collaborate at the highest level.

28b. Summary

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

Excessive tardiness, absences, lack of unified curriculum in some subjects, and communication can dramatically affect student achievement. It is our goal to continually improve through this process, and move forward in all of these areas.

28c. Summary

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

As mentioned earlier, many of these challenges will be addressed in the SIP's goals, objectives, strategies, and activities for the upcoming year, as we continue the work we've begun in collaboration and with curriculum and instruction. There are some challenges, such as unification of curriculum in science and social studies, that are in the early phases, and will not be addressed at this time. In collecting all of this data, we feel confident that we are aware of the challenges and concerns, and can begin to plan to address all of them in the upcoming year and beyond.

Single Building District Additional Requirements Diagnostic

Introduction

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

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy and math are tested annually in grades 1-5 using DIBELS (3 times per year) and DRA (1-2 times per year), in addition to NWEA testing for grades K-8 (three times annually). In grades 1-5, students are also given pre and post assessments for math in the fall and spring.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	http://www.concordboyne.org/uploads/3/1/7/1/3171536/school_annual_education_report.pdf	15/16 Annual Ed Report

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	We are now having students begin EDPs in 7th grade, and parents are approving them during the 8th grade year.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Before scheduling, students go through the EDP to see what needs to be updated or changed, and to see what offerings will help them meet their goals.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Holly Theile, Business Manager 401 E. Dietz Rd. Boyne City, MI 49712 231.582.0194	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes	While we have procedures in place throughout the school day to monitor adult and student use of the internet, including inside classrooms and shared spaces, our current server does not allow us to assign log ins for adults and students to better monitor internet usage. We did upgrade our networks this year to allow multiple modes of control for student, teacher, and administration levels, which allowed us to tighten our controls for students.	

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

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes	The Internet Safety Policy is dealt with in Board meetings, and with parents at the beginning of the school year.	

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

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	We are continuing to expand our use of Google Classroom, and work with both teachers and students. At this point, we are in need of expanded infrastructure, as we find that when we add other types of technology, our current bandwidth cannot handle it, even though we've already recently added to it.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	We plan on a wider usage of Google Drive, Google Classroom, and other Google Apps to expand learning for our students, and provide a platform for publishing work. With increasing student engagement as one of our areas of focus, this is an opportunity to use technology in a way to allow students to collaborate and own more of their learning.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	As we move further into the state adopted standards, we are comparing the existing Technology standards, and making updates to see what should be accomplished at each grade level. We are adding the Tiered Vocabulary and skills into our existing technology instruction.	

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

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Holly Theile Business Manager 401 E. Dietz Rd. Boyne City, MI 49712 231.582.0194	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes	During our OnSite Review this fall, it was found that our Board Policy had a couple of missing pieces. Our Board has since approved one of those revisions (April 18, 2016), and we have one more revision to make at the May 16 meeting. Attached is the first revision.	District Board Policy

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

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

For our Needs Assessment, our staff (teachers and administration) reviewed the four areas of data to gather, and examined what it was that we really wanted to know. We began reviewing these criteria in December 2015, and began handing out surveys to parents, students, and staff in January 2016. The staff met weekly in December to discuss the surveys, and what questions to include. In addition, our School Success Team (SST), which is made up of 2 administrators, 3 teachers, 1 staff member, and 5 parents, also reviewed the data in our February meeting, and created a summary of results to communicate to the rest of stakeholders. In this needs assessment, four types of data (demographic, student achievement, program process, and perception) were analyzed. These areas were all covered in the surveys that stakeholders received, and many parents responded to the administrator directly in verbal conversations as well.

Who: Teachers, Administration, and School Success Team are responsible for putting together surveys, and analyzing data, as well as reporting back to stakeholders.

What: Surveys, distributed electronically, and in paper form, both through the mail, and again in person at conferences. Also, student assessment data was analyzed by administration, teachers, and the SST.

When: December (planning), January (implementation), February (analysis), March (reporting back)

Where: Surveys conducted online, on paper, and in person. All staff and SST meetings were held at the school building.

How: Description of process above

Parents were included in the SST meetings, where planning for the surveys was held, as well as through their participation in the survey process itself. If parents had any academic concerns for their child, they brought them to either the classroom teacher, or the administrator. Any parent concerns are kept on file with the student assessment information.

For perception data, we surveyed staff, students, and parents.

For student achievement, we examined DIBELS (fall and winter), NWEA (fall and winter), and M-Step (last spring, what was available) in all four of the academic areas, when available.

During our meetings, we examined data for patterns, made conclusions, and have begun to make recommendations. Since we do not have complete data for M-Step, or the winter NWEA session (we are still testing), we will be continuing this process for final recommendations in the SIP.

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

To identify children who are failing, or at risk of failing, to meet the state core curriculum standards, the Child Study Team (consisting of teachers, administrators, the Title I teacher, the Special Education teacher, and ISD personnel) will meet to review data quarterly, to identify students, as well as make any adjustments needed to services received, or eligibility. This data is collected from admissions documentation (homeless status, LEP status), the Free and Reduced Lunch forms (economically disadvantaged), incoming paperwork (Part C services), past performance, assessments, classroom observations and data, teacher and parent interviews, and interventions conducted. After our

OnSite Review this year, we have made adjustments to our eligibility document, and will continue to use this form to review student data.

In the Fall, students who meet any of the requirements set in the Legislative citation (at risk, economically disadvantaged, limited English proficient, neglected or delinquent, students who have received Part C services, or homeless students) are put on a list for services review, and will automatically be reviewed for eligibility. In the first few weeks of school, as teachers gather data on their students, any other students of concern will be added to the list for review as well.

At each Child Study meeting, students will be examined individually to determine what interventions have already occurred with the student, what progress is being made, and what (if any) outside factors need to be considered. In examining each students' data, the team compares it to the list of eligibility criteria, listed below.

To be eligible for services, the student must meet 5 of the first 6 established criteria. If a student is eligible in any areas of #7, he or she will automatically be eligible for services. The criteria are:

1-Student does not meet the proficiency category on 60% or more of the assessments used at their grade level. Included assessments are: NWEA (Reading, Language, Math, and Science--student scores low or low average), DIBELS (Reading--student scores at intensive level), DRA (Reading), and M-Step (ELA, Math, Science or Social Studies--student scores in Not Proficent), as well as classroom assessments (all 4 subjects). A minimum of 3 data points will be used. All four subject areas will be examined for proficiency.

2-Student does not receive a passing or proficient grade (D or E) in the corresponding subject area class (ELA, Math, Science, or Social Studies), or has not demonstrated a history of passing grades through multiple grade levels.

3-Student shows a deficit of at least two grade levels in the given subject area (ELA, Math, Science, or Social Studies). If a student is in Kindergarten or 1st grade, a significant deficit must be demonstrated.

4-Teacher interview and documentation supports a deficit or strong weakness in the subject area (all 4 subject areas).

*5-Student has been retained in current grade.

*6-Student meets criteria for the following areas: homeless, neglected or delinquent, economically disadvantaged, or has received services within the last 2 years under Part C of Title).

K-5 students may be selected for the Title I Targeted Program, and any 6-12th grade students who meet criteria will be referred to our Academic Support team. At that time, the team will determine eligibility, and a list of students who will receive services, create a written plan to continue interventions, and determine if any new students are eligible, or any are ready to be exited from the Title program. 504 plans, further testing, or Personal Curriculum (at the high school level) will also be determined.

For our meetings, we collect data from teachers, who present it, historical test scores from the administrator, and parent interview information from the teacher. At this time, all data is kept in individual student folders (paper copies). Next year, all interview notes will still be kept in folders, but our classroom and testing data will be kept in a cumulative online program called Illuminate; the ISD is training staff in its use, so that our current system of mainly paper records will become much more simple, and all staff can have easier access to it. Teachers will also record interventions attempted in Pivot, which the entire Child Study Team will have access to.

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

We have identified six criteria that we use in identifying at risk students, and use assessment and classroom data as the first level of identification. To be identified, K-5 students need to meet 3 of the first 4 criteria; criteria 5 and 6 will automatically qualify them for services.

The six criteria are:

1-Student does not meet the proficiency category on 60% or more of the assessments used at their grade level. Included assessments are: NWEA, DIBELS, DRA, and M-Step, as well as classroom assessments. A minimum of 3 data points will be used. All four subject areas will be examined for proficiency.

2-Student does not receive a passing or proficient grade in the corresponding subject area class, or has not demonstrated a history of passing grades through multiple grade levels.

3-Student shows a deficit of at least two grade levels in the given subject area. If a student is in Kindergarten or 1st grade, a significant deficit must be demonstrated.

4-Teacher interview and documentation supports a deficit or strong weakness in the subject area.

*5-Student has been retained in current grade.

*6-Student meets criteria for homeless status.

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

The criteria used to identify students in grades K-2, since we do not have a preschool, will be identical to grades 3-5; however, with not having as many assessments to work from, or years of data to work with, the teacher interview and documentation will include more formative assessments and classroom work, rather than strictly using assessment data.

For K-2, we will use the following criteria:

1-Student does not meet the proficiency category on 60% or more of the assessments used at their grade level, which are found to be developmentally appropriate. Included assessments are: NWEA (student scores low or low average in Reading or Math), DIBELS (Reading--student scores Intensive), and MLPP (Reading), as well as classroom assessments (all four subject areas). A minimum of 3 data points will be used. All four subject areas will be examined for proficiency.

2-Student does not receive a passing or proficient grade in the corresponding subject area class, or has not demonstrated a history of passing grades through multiple grade levels.

3-Teacher judgment based on formative assessments and classroom observations.

4-Student meets legislative criteria for homeless status, economically disadvantaged, limited English proficent, or students who have received services under Part C in the prior two years.

All K-5 students will be examined through the Child Study process described earlier to determine if they should be identified for services.

Component 2: Services to Eligible Students

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

Classroom teachers and the Title I teacher plan collaboratively to ensure that students receive the support they need. Inside the classroom, the Title I teacher pushes in to assist with instruction, as well as provides pull out instruction when needed.

*The classroom teacher provides small group instruction for students who are determined to be less than 60% proficient on any given subject area including ELA and Math (K-3), Guided reading instruction--ELA, Science, and Social Studies (K-5), Individual reading instruction--ELA, Science, and Social Studies (K-5), small group guided writing instruction (K-5).

*Students are paired according to needs and instruction is tailored to the students' needs.

*Students in small group instruction are assessed weekly to monitor growth and to adjust lesson planning for needs.

*One on one instruction is also provided by the classroom teacher.

Title I, Part A program services that are provided to ensure eligible children receive supplemental assistance in the four academic areas include:

*The implementation of instruction for small group (ELA and Math) (K-3), based on students' individual needs not being met with classroom instruction.

*Small group guided reading instruction (ELA, Science, and Social Studies) (K-5), based on students' individual needs not being met with classroom instruction.

*Individual guided reading instruction (ELA, Science, and Social Studies) (K-5), based on students' individual needs not being met with classroom instruction.

*Small group guided writing instruction (K-5), based on students' individual needs not being met with classroom instruction.

*Literacy Nights (K-5)--2 per year, focusing on literacy in different content areas, rotated between the four core subjects.

*After School Tutoring made available to Title I students 3x/week during the course of the school year in small group, or individual instruction.

*Summer Intervention Program for Title I Targeted students will begin in August 2017.

Each of these services is provided by the Title I teacher, above and beyond what interventions the classroom teacher has provided.
Currently, the Title I teacher will work with identified students within the regular classroom environment, after direct instruction is complete.
Planning for student needs is done collaboratively. If pull out is used, for individual or small group instruction, that is determined as a joint

decision between the classroom teacher and the Title I teacher, and as a result of interventions and services provided in the classroom not being enough to see measurable growth. At this time, all K-3 students receive Title I services daily, and 4th and 5th graders receive it 2-4 times per week, all for approximately 30 minutes daily.

For the Literacy Nights, the Title I teacher and administrator plan the events, rotating the core academic focus for each. For example, one year may be Reading and Math, and the next could be Science and Social Studies. The goal of each is to demonstrate to parents what literacy skills are needed in each of the academic areas, and to have the students demonstrate the skills they are learning. Information is also available to help parents understand core concepts at different grade levels, and outside community resources as well.

Component 3: Incorporated Into Existing School Program Planning

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

Planning for eligible students is incorporated into the existing school improvement planning process as a result of collaboration with teaching staff, the Title I teacher, the Special Education teacher, administration, and parents. When the School Success Team (SST) or teachers meet to review data, we are looking for areas of greatest need, and examining strategies to help meet those needs. We are also in the process of building a 3-tiered response to intervention approach, and are examining what instructional strategies are being used for all students (Tier I), so we can determine additional needs for Tier 2 students. This year, as a response to our OnSite Review conducted in October 2015, we are really focusing and defining our Tier 1 strategies, and making sure that they are being implemented consistently, and with fidelity.

When our SST meets, our Title I teacher is always part of the conversation and planning, and Title is a consistent item on the agenda. We meet to review and adapt the School Improvement Plan, and review the same data that staff examines, to make sure we have strategies built into our SIP that speak directly to the Title I Targeted program, as well as tiered support for all students, including Academic Support, which is provided for students in grades 6-12. Academic Support is intervention support, which uses the same criteria as our Title I program to determine eligibility.

This year, our SST met bi-monthly to build our plan, and in addition to assessment data, used evaluation results of the Title I program to make our determinations and plan for next year. Because of the OSR, this year, we really focused on ensuring that there is Tiered support, and there will be a system in place for monitoring fidelity.

Our next step was to evaluate the Tier 2 and 3 strategies that are carried out by our Title I teacher, in order to ensure they consistently work with existing Tier 1 strategies. All intervention strategies are chosen in conjunction with existing curriculum and programs so that we make sure they are working cohesively. When we put together our final plan, we examine our big goals, and make sure that all of the pieces (Tier 1, Title I, Academic Support, Special Education, and Extended Learning Opportunities) fit together to meet them.

Component 4: Instructional Strategies

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

Staff-wide, including the certified and highly qualified Title I teacher, we are implementing strategies that will help all students reach the State's standards:

K-5 Strategies:

1. EBLI (Evidence Based Literacy Instruction)--ELA, Writing, Science, and Social Studies
2. Making Thinking Visible Strategies--ELA and Writing, Math, Science, and Social Studies
3. Use of student Learning Targets--ELA and Writing, Math, Science, and Social Studies
4. Engage NY Math Instruction--Math
5. Lucy Calkins Writing Workshop--Writing
6. Sentence Composing/Mentor Sentences--ELA and Writing
6. Differentiated Instruction in all subject areas
7. Small Group Instruction in all subject areas
8. Tiered Intervention Groups in all subject areas

Title I Targeted Strategies:
1. The implementation of instruction for small group (ELA and Math) (K-3), based on students' individual needs not being met with classroom instruction.
2. Small group guided reading instruction (ELA, Science, and Social Studies) (K-5), based on students' individual needs not being met with classroom instruction.
3. Individual guided reading instruction (ELA, Science, and Social Studies) (K-5), based on students' individual needs not being met with classroom instruction.
4. Small group guided writing instruction (K-5), based on students' individual needs not being met with classroom instruction.
5. Literacy Nights (K-5)--2 per year, focusing on literacy in different content areas, rotated between the four core subjects.
6. After School Tutoring made available to Title I students 3x/week during the course of the school year in small group, or individual instruction.
7. Summer Intervention Program for Title I Targeted students will begin in August 2017.

6-12 Strategies:

1. Making Thinking Visible Strategies--ELA, Math, Science, and Social Studies
2. Use of student Learning Targets--ELA, Math, Science, and Social Studies
3. Sentence Composing and Mentor Sentences--ELA and Writing
4. RAISE--ELA, Math, Science, and Social Studies
5. Small Group Instruction--ELA, Math, Science, and Social Studies

Making Thinking Visible (MTV) strategies, and the use of Learning Targets. While all of our staff is utilizing these strategies, the Title I teacher will be using additional MTV strategies that are not used by general education teachers, in order to break down information and help eligible students reach their goals. MTV strategies used by the Title teacher that are not used by the general classroom teachers are: The 4Cs, I Used to Think..., Now I Think..., Tug of War, and Sentence-Phrase-Word. These MTV strategies will further assist struggling students who may need to talk through their thinking in order to better make sense of it. (Ritchhart, R, Church, M., and Morrison, K. "Making Thinking Visible." Jossey-Bass: San Francisco, 2011. Print.)

All staff will also be utilizing the use of Learning Targets to make goals more specific and clear for students, but the Title I teacher will work with classroom teachers to set prescriptive learning targets in order to make the biggest gains (Marzano).

In addition, the Title I teacher will be using the 6 Minute Miracle strategy and resource with Title students to improve reading comprehension in all subject areas. All strategies will be progress monitored throughout the school year, and administration will monitor the use of these strategies through walk throughs and program fidelity checks.

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

RAISE (Reading Apprenticeship in Secondary Education) improves reading comprehension with regard to content texts, and WestEd provides extensive training and resources for teachers in middle and high school to teach strategies that allow students to decipher and communicate their understanding in all content areas. Research is formalized by Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy.

EBLI (Evidence Based Literacy Instruction) has a posted research base at the following address: http://eblireads.com/results/. It is being used in all content areas to break apart multi-syllable words, learn spelling, learn sounds associated with letters, and improve writing.

Making Thinking Visible is a set of strategies that is designed to increase comprehension and help students and teachers examine content and the thinking associated with content. Ron Ritchart, Mark Church, and Karin Morrison have a research base in this area.

For strategies like differentiated instruction, and small group and individual instruction, Robert Marzano's research in differentiated strategies was used. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement by Robert Marzano, Debra Pickering, and Jane Pollock .

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

During the school year, after school tutoring is available Monday, Wednesday, and Thursday for Title I students. It is provided by the Title I teacher. Instruction is based on individual student needs. The Title I teacher, in collaboration with the classroom teacher, creates goals and gears lessons toward mastery.

Beginning in August 2017, students will be participating in our Title I summer school program, which will consist of a 4-week program, 4 days per week, for 4 hours per day. Because funding has been a restriction in the last few years, we are shifting the Title I teacher's schedule during the school year, so that her schedule is more year round, and includes the summer program, as well as after school tutoring. During this time, our Title I teacher will be working with our Title I students, using the strategies detailed earlier. The teachers will also utilize the

Reading A-Z apps for all subject areas, and plan activities surrounding the strategies in each subject area. There is evidence to show that extended learning opportunities, such as our summer school program, "has a positive effect on students' grades, academic achievement, and self-esteem" (2). They are particularly effective if instruction is complemented during the extended learning opportunities, rather than duplicated.

"Closing the Gap Through Extended Learning Opportunities." NEA Education Policy and Practice Department. Center for Great Public Schools. Washington D.C. p. 1-4. Web.

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

The Title I teacher documents each day's schedule, including who she meets with, the location, and time and frequency. We have this documentation on file. In the beginning of the year, the Title I teacher meets with each classroom teacher to determine a schedule that falls outside of main instructional time.

Component 5: Title I and Regular Education Coordination

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

Because we are a small K-12 school, we discuss all our programs as part of the big picture plan. The Title I teacher works directly with administration and classroom teachers to ensure the students are receiving the services that they need. Our Child Study Team reviews all possible entrances and exits from the Title program, and ensure that students who are homeless, or who meet the other areas of the legislation, are receiving services as well.

In examining a student, we have identified six criteria that we use to determine eligibility; K-5 students need to meet 3 of the first 4 criteria, and criteria 5 and 6 will automatically qualify a student for services.

1-Student does not meet the proficiency category of 60% or more of the assessments used at their grade level. Included assessments are: NWEA, DIBELS, DRA, classroom assessments, and M-Step. *Note-M-Step is not to be used exclusively, but will be considered in determining a pattern of performance.

2-Student does not receive a passing or proficient grade in the corresponding subject area class, or has not demonstrated a history of passing grades through multiple grade levels.

3-Student shows a deficit of at least 2 grade levels in the given subject area. If a student is in Kindergarten or 1st grade, a significant deficit must be demonstrated.

4-Teacher interview and documentation supports a deficit or strong weakness in the subject area.

*5-Student has been retained in current grade.

*6-Student meets criteria for homeless status.

When students have been identified through this process, the team will look through identified students to see what supports and interventions have already been applied, or if others should be conducted before continuing. We will also look at the total number of students who are identified, to ensure that the students who most need services will be the ones receiving them.

The Team will identify a student as eligible to exit the program when data and teacher interview show that there are only 1, or 0 above criteria that the student qualifies for, with the exception of #6.

While we do not currently have any students with Limited English Proficiency, the process for identifying services would still run through our Child Study Team.

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

To transition students from preschool to kindergarten, the school will develop a relationship with area preschools. This year, our K-2 students had a total of 4 field trips to the area preschool, and completed projects with them, as well as performed. Our Kindergarten teacher attended the preschools Kindergarten Preview night, and met with parents, including information about our school, as well as provided community information and resources for their child's age.

Preschool students are invited to our Kindergarten class, our younger student events, and are provided a calendar of events at our school, in order to familiarize them with our programs. Finally, students are invited to Kindergarten Round Up, and given school tours, as well as being invited back to our Fall Meet and Greet Night, that occurs the week before school starts.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	At this time, we do not have any Title I, Part A instructional paraprofessionals.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of our teaching staff, including the Title I teacher, meet the requirements for Highly Qualified.	

Component 7: High Quality and Ongoing Professional Development/Learning

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

Professional Development needs, based on our Comprehensive Needs Assessment, mainly revolve around using data to drive instruction, interventions, student engagement, and formative assessment. Strategies are identified to increase student performance in all core subject areas, as well as provide added instruction and interventions to students who are in need. Our sustained and ongoing professional development will consist of the following:

ELA Professional Development will focus on:

Differentiated instruction/small group reading instruction (K-12)

Formative Assessment (K-12)

Learning Targets (K-12)

Departmental PLCs meet monthly to continue EBLI teaching and learning (K-5)

Continue with Writing Workshop Development (K-12)

Student Engagement Strategies (Adaptive Schools)

Illuminate Training--using data to drive instruction

RAWC--Reading Apprenticeship with Writing Connections (5-12) An introduction to usage

Continued curriculum alignment

Math Professional Development will focus on:

Differentiated instruction/small group instruction (K-12)

Formative Assessment (K-12)

Learning Targets (K-12)

4. Continued implementation of Engage NY curriculum (Tier 1) (K-5)

5. Consultation with ISD for use of math manipulatives

6. RAISE--Reading Apprenticeship for Secondary Education--student engagements strategies in all content areas (5-12)

7. RAWC--Reading Apprenticeship with Writing Connections (5-12) An introduction to usage

8. Continued curriculum alignment

Science Professional Development will focus on:

Differentiated Instruction

Formative Assessment (K-12)

Learning Targets (K-12)

RAISE--student engagement strategies in all content areas (5-12)

RAWC (5-12) An introduction to usage

Inquiry learning

Continued curriculum alignment

Social Studies Professional Development will focus on:

Differentiated Instruction

Formative Assessment (K-12)

Learning Targets (K-12)

RAISE--student engagement strategies in all content areas (5-12)

RAWC (5-12) An introduction to usage

Continued curriculum alignment

Parent Involvement PD will focus on Joyce Epstein Framework. This information will be rolled out to parents via newsletter beginning at our Curriculum Night/Meet & Greet.

For parents, parents receive information about how to help their children at home in each teacher's weekly newsletter. There is also information provided in our school newsletter, The Compass, each time that is published (at least monthly), and information updated regularly on our website. In August, prior to the school year, we have our Annual Curriculum Night/Meet & Greet, where parents are made aware of curriculum for each classroom, and what the expectations are. Throughout the year, we also offer PD for parents in using PowerSchool, how to interpret test results, and how to ask questions in parent-teacher conferences.

Our Title I teacher, Academic Support teacher, and Special Education teacher will receive additional training in providing interventions, how to differentiate instruction further, and specific trainings provided by Char-Em on Ensuring Mathmatical Success (7 sessions throughout the year), and K-3 Literacy (2 days throughout the year).

Training will be provided through 5 DPPD dates, additional ISD trainings, and outsourced PD, as well as PLC opportunities provided weekly, last approximately 60 minutes in length.

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

With parents, we will add a presentation of Joyce Epstein's Six Types of Involvement at our August Meet and Greet, and communicating about more specific aspects of this once per month in our weekly newsletter, The Compass. We will also add more information on our website.

For parents, parents receive information about how to help their children at home in each teacher's weekly newsletter. There is also information provided in our school newsletter, The Compass, each time that is published (at least monthly), and information updated regularly on our website. In August, prior to the school year, we have our Annual Curriculum Night/Meet & Greet, where parents are made aware of curriculum for each classroom, and what the expectations are. Throughout the year, we also offer PD for parents in using PowerSchool, how to interpret test results, and how to ask questions in parent-teacher conferences.

All other parties who will work with students are in the above category; we have no extra support staff.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		16/17 DPPD Plan

Component 8: Strategies to Increase Parental Involvement

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

Parents of Concord Academy Boyne are involved in the design of the Targeted Assistance program plan in multiple ways. Parents are representatives at our School Success Team (SST) meetings, which serves in part as our School Improvement Team. In these meetings, we review and design all plans. Our SST meets monthly, at a time and date decided on by the team.

In addition, other parents also participate through survey or verbal feedback, conferences, and participation in school events such as our Family Literacy Nights, Reading Month, Family Science Night, and our Annual Title I Meeting, as well as regular feedback throughout the school year.

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

Parents of Concord Academy Boyne are involved in the implementation of the Targeted Assistance program plan through volunteering in the classroom, participation in the Annual Title I Meeting, the writing of the Parent/School Compact, and helping their child with homework. The Title I teacher also contacts parents monthly to see what questions parents may have, and update them on their child's progress.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Title I parents and classroom teachers have been sent a survey to evaluate the Targeted Assistance program from their perspective, and Administrative team meets with teachers at the end of the school year in order to evaluate the results, and determine steps for improvement for next year. The committee has met to review goals for this school improvement plan (SIP), but wanted more specific feedback before evaluating the program.	TitleIEvaluation

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

Concord Academy Boyne Parent Involvement Plan 2016-17

In accordance with The No Child Left Behind Act of 2001

Concord Academy Boyne's Title I Targeted Assistance Parent Involvement Policy is a collaborative effort between parents and staff. Parents, in their participation through the School Success Team (SST) or volunteering, play a key role in the development of this policy and their feedback and suggestions will be utilized in order to update and improve our Targeted Title I Program: (1118 b). This policy is to be distributed to parents at our annual Title I meeting within the first two weeks of school. The policy will also be available in the school office, and on our website.

NCLB Section/Ways in Which Concord Academy Boyne Staff Accomplish these Activities

1118 (c) (1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved

An annual meeting is held which includes information for parents on:

- the eligibility requirements for Title I services
- opportunities to be involved with the Title I program, and its planning, implementation, and evaluation
- details about what the Title I program and services look like, as well as individual modifications if needed

1118 (c) (2) Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement

Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged:

- Parent/Teacher conferences are offered two to three times per year, but parents are always allowed to schedule an alternate time if the dates and times do not suit them. For each round of conferences, one session is scheduled in the evening, and one in the afternoon.
- Family Curriculum Night (once annually)
- Family Literacy Night for K-5 (twice annually)
- Advanced Literacy and Science Night for 6-12 (annually)
- School Success Team Volunteer (SST)
- Classroom/In-School Volunteer Opportunities
- Transportation can be provided if needed, through the country transit, or teachers can schedule a home visit
- Child care is available at the school during parent/teacher conferences

1118 (c) (3) Involve parents in an ongoing and timely way in the

planning, reviewing, and

improvement programs under

Title I, including the

development of the Parent

Involvement Plan and schoolwide

Plan

Parents are involved in the development of the school improvement

plan and Title I Program development in the following ways:

- Parents are encouraged to volunteer to sit on the School Success

Team (SST), which serves as our School Improvement Team. We also

review and update the Parental Involvement Plan. Meetings are held

monthly, and we meet to review existing and trend data, as well as

make recommendations and plan for the SIP updates each year.

- The Title I Program is a continuous part of the school improvement

cycle. The program is monitored, and updates are given at each

meeting.

- Parent surveys are sent mid-year to gather feedback on the program

for monitoring. Modifications are made as needed, rather than

waiting until the following year.

- Parents participate in an evaluation of the Title I program annually,

that serves to adapt the program for the following year.

- Parents are surveyed additionally to gather information for the

Parental Involvement Plan, and see if there are additional

opportunities for improvement.

- Parent Involvement Policy (PIP) is available for parents to review

during Open House and November Parent Teacher conferences in a

visible location. Each parent receives an individual copy of plan.

- Placing a suggestion box located under the visible plan for parents to

make suggestions during November Parent/Teacher conferences.

- Reviewing and distributing school parent compacts at each Parent/

Teacher conference.

- Conducting an annual Parent Survey during spring conferences for all

parents.

- Reviewing and revising the Parent Involvement Policy to incorporate

viable suggestions based on the survey results.

- Utilizing all avenues of communication with parents (school

newsletter (Compass), classroom newsletters, websites, Facebook, and

Remind) to increase parent involvement.

1118 (c) (4) (A) Provide parents

of Title I children timely

information

Parents are provided information regarding the school programs in the

following ways:

- Parents receive a progress report about their child's progress within

the Title I program, with each child's academic progress report and

final report card. A report goes out every 4 weeks throughout the

school year.

- Parents are contacted by phone or in person as needed throughout

the school year with additional concerns.

- Annual Title I Parent Night (prior to school starting)

- Literacy Nights (2 per year)

1118 (c) (4) (B) Provide parents

of Title I children a description

and explanation of the

curriculum used at the school,

the forms of academic

assessment used to measure

progress, and the proficiency

levels students are expected to

meet

Parents are provided information about the school's curriculum,

assessments, and proficiency level expectations in the following ways:

- Family Curriculum Night (prior to school starting)

- Parent/Teacher fall and spring conferences

- Weekly Newsletters for each grade level (K-5) and Use of The

Compass (weekly) (6-12)

- Progress Reports and Quarterly Report Cards (every 4 weeks)

- Transition to Kindergarten Program

- Literacy Nights- twice a year

- Daily Take Home folders and planners

- Telephone calls/E-mail correspondence

- Parent-Student Handbook and Classroom Handbooks (K-5)

- Annual Title I meeting prior to Family Curriculum night

- Annual Testing Schedule, and assessment results (3x per year)

- Parent PD re: Assessment Proficiency Levels/Results and Reports

- Item descriptions are available regularly in newsletters, and any

additional explanations are available on the website, as well as by

phone or email.

1118 (c) (4) (C) Provide parents

of participating Title I students

opportunities for regular

meetings to formulate

suggestions, to participate in

decision making as it relates to

their child's education, and to

respond to any suggestions as

soon as possible

Parents have opportunities to share suggestions, participate in decision

making, and respond to any suggestions in the following ways:

- Include Title I as a monthly agenda item at the School Success Team

(SST) meetings.

- Title I Teacher Communication: Email, Phone, or Person--Teacher is

available for a meeting with any parent at any point, and will

schedule a meeting based on a parent's need, or the teacher's need.

- Conduct a parent survey at Spring Parent/Teacher conferences

- Parent suggestion box located in a visible location where parents can

provide suggestions and comments.

- Telephone Calls/e-mail correspondence

- Parent-Student Handbook

- Annual Title I meeting prior to Family Curriculum night

- Administration will respond to parent concerns/suggestions within 48

hours.

1118 (c) (5) Ensure that if the

schoolwide program plan is not

satisfactory to parents of

participating students, submit

any parent comments on the

plan when the school makes the

plan available to the Local

Education Agency

If parents are not satisfied with the school improvement plan or

programs, they have opportunities to make comments by:

- All information obtained through parent feedback will be gathered by

administration and summarized back to staff, SST, and the Board.

Items of concern will be discussed, and a determination will be made

at the appropriate level to proceed.

- The District will respond publicly to suggestions and inquiries through

The Compass (distributed weekly) and discussion at gathering events.

- At this point, comments that disagree with the SIP are highlighted in

Board, staff, and SST meetings, but we are investigating ways to

improve this response. These topics could become articles in The

Compass to further communication.

- Administration will respond to parent concerns/suggestions within 48

hours.

1118 (d) (1) Jointly, with

parents, develop a compact that

outlines how the entire school

staff, parents, and students will

share the responsibility for

improved student academic

achievement

The Parent/School Compact was developed with feedback from the

Title I Evaluation process, as well as through the SST meetings. During

the SST meetings, we review feedback and make revision

determinations for the compact, and approve it.

In the compact, there are blank spaces available for individual needs to

be addressed and met. Parents, Administration, and Teachers were

present to collaborate in the creation of this document, and it is

adapted as necessary.

1118 (d) (2) (A) Include a

schedule for Elementary Parent/

Teacher Conferences, at least

annually, during which the

Compact will be discussed with

parents as it relates to the

individual child's achievement

The Parent/School Compact will be shared annually at Parent/Teacher

Conferences each fall. This is an opportunity for the parents and the

teacher to share ways in which they can jointly support the child's

learning at home and school. Conferences are advertised on the

school's website and in newsletters, through a Remind list (texting),

and parents are called to schedule a time if needed.

- Annual Parent/Teacher Conferences are held two to three times (Fall,

Winter, Spring) per year. The schedule is available at the beginning of

the school year, so parents are aware and have time to prepare.

- The Parent/School Compact is discussed at each Parent/Teacher

Conference.

- If parents choose not to participate in the SST, their feedback is

collected through surveys, and distributed to the SST for

consideration.

1118 (d) (2) (B) Provide

frequent reports to parents on

their child's progress

Student progress is reported to parents in several different ways at a

variety of time throughout the school year including:

- Progress Reports or Report Cards (every 4 weeks throughout year)

- Teacher Communication--emails, in person, phone calls

- Assessment Reports (3x per year)

1118 (d) (2) (C) Afford parents

of children receiving Title I

services, reasonable access to

staff, opportunities to volunteer,

and participate in their child's

class, and observation of

classroom activities

School staff ensure parents have access to communicate with them

about their child's education in a variety of ways including:

- Staff have a school email that they utilize for communication, as well

as a link through PowerSchool, and Remind.

- Elementary Newsletters--Teachers send these home weekly, and

include invitations to classroom events, lessons, and field trips, as

well as volunteer opportunities.

- Teaching staff have designated before and after school time windows

that they are available to talk and meet with parents, and are

available to schedule conferences with as well.

- Transportation or child care services will be provided if necessary.

1118 (e) (1) Shall provide

assistance to parents served by

the school in understanding the

State's academic content

standards, the State and Local

assessments, and how to monitor

their child's progress

School staff annually shares the State's content expectations with

parents, the state's annual assessment (M-Step) with parents, and how

to monitor their child's progress.

- Family Curriculum Night

- Parent PD: Assessment Results and Proficiency (1-2x annually)

- Parent PD: PowerSchool Use (1-2x annually)

- Parent/Student Handbook

- Assessment Results

1118 (e) (2) Shall provide

materials and training to help

parents work with their children

at home to improve their

children's achievement

Staff will provide parents with appropriate materials and offer training

in our school to enable them to support their child's academic progress.

These include:

- Compass articles containing information to help parents

- Links to articles for parenting, as well as curricular information

- Parent PD (1-2x annually)--reading and understanding assessment

results and proficiency levels

- Parent PD (annually)--Financial Aid and College Application Help/ISD

provided

- Community Agency Materials available to parents

1118 (e) (3) Shall educate staff

in the value and utility of

parents' contributions. Staff

shall receive guidance in ways to

reach out to parents, to

communicate with parents, to

coordinate and implement

parent involvement programs,

and to build relationships

between the parents and the

school

On-going professional development for staff on effective ways to

increase parent involvement occurs annually.

- Professional Development for Teachers re: communication

expectations, as well as building relationships with parents

- Examination of Teacher/Parent Communication quarterly

- Individual Teacher Coaching (from Administration)

- SST Meeting Time

- Goals in SIP

1118 (e) (4) Shall coordinate

and integrate parent

involvement programs and

activities with other programs

that encourage and support

parents in more fully

participating in the education of

their children

Coordination with other programs for parent involvement includes:

- Scheduled field trips in collaboration with area preschool.

- Attendance at preschool Kindergarten introduction night.

- Provide materials and information about community resources for

preschool

aged children during area events.

- Fall and Spring school wide "fun nights"

- SST Opportunities

- Preschool visits and Kindergarten Round up

1118 (e) (5) Shall ensure

information is shared with

parents in a language and format

they can understand

Information is shared with parents in a user-friendly language and

format they can understand. Examples include:

- Daily take home/homework folders

- School Newsletter (Compass) and Classroom Newsletters sent weekly

- Accommodations for parents with disabilities as needed, such as

transportation, house calls, weekly or parent phone calls, an

interpreter for parents with Limited English Proficiency, or in-person

meetings, or services for parents of migratory children.

- Concord Academy Boyne's website

- PowerSchool website

1118 (e) (14) Shall provide

other reasonable support for

parental involvement activities

as parents may request

Parents are provided with other reasonable support such as:

- Parenting Support and Resources

- Transportation

- Language Interpretation

1118 (f) Shall provide full

opportunities for participation of

parents with limited English

proficiency, parents with

disabilities, and parents of

migratory children

Staff provide opportunities for full parent participation:

- Daily take home/homework folders

- School Newsletter (Compass) and Classroom Newsletters sent weekly

- Accommodations for parents with disabilities as needed, such as

transportation, house calls, weekly or parent phone calls, an

interpreter for parents with Limited English Proficiency, or in-person

meetings, or services for parents of migratory children.

- Concord Academy Boyne's website

- PowerSchool website

- Handicapped Accessible facilities

- Accommodations for Hearing or Visually Impaired parents

5. Describe how the parent involvement activities are evaluated.

The parent involvement activities will be evaluated through parent, student, and community surveys, phone calls, or email. The SST will also give and receive feedback that will be added in the activity evaluations. Survey results and concerns will be shared at the SST meetings, at staff meetings, and in The Compass.

The Title I parent meeting will be held annually in the fall, and parents will be asked to review and give feedback about the Title I program at that time, as well as their comfort of level of knowledge about the program. Attendance sign in sheets and evaluation surveys will be kept, and reviewed during SST meetings.

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

The School/Parent Compact was developed four years ago in collaboration with teachers, the Title I teacher, administration, and parents. Our involved stakeholders continue to give feedback through direct contact and surveys at our Fall and Spring Parent/Teacher Conferences, and is reviewed at our Spring SST meeting.

The compact is given to all parents at Fall Conferences, to ensure collaboration throughout the school year. Teachers will discuss and review how the compact relates to the success of each child during conferences.

The compact consists of a partnership between the school/teacher, parents, and the students. During Parent/Teacher conferences, this compact is reviewed and discussed, and each teacher, parent, and student fills in additional responsibilities as discussed in that conference. Copies are kept on file in the teacher's classroom.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	We have a Compact on File.	School Parent Compact

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

The school provides individual student academic results through fall and spring parent/teacher conferences, PowerSchool, progress reports (4x year), report cards (4x year), Title I parent meetings, and individual conferences when needed. Fall testing results are shared in person with parents during Fall conferences. Winter testing results are sent home in a report, and contact is made if there are concerns. Spring testing results are shared with parents at spring conferences.

We favor face to face communication so that there is greater understanding of the results, and our goal is to ensure that all parent communication is clear and in understandable language. If a translator needs to be provided, it will be. For parents of migratory children, parents with Limited English Proficiency, physical disabilities, a hearing or visual impairment, or literacy and cognitive issues, every effort will be made to meet those needs as well.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Yes we have a Parental Involvement Policy/Plan on file.	Parental Involvement Plan

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

At elementary-level parent teacher conferences, the parent compact is reviewed, and written according to each child's needs, with input from the teacher, student, and parent. Student, teacher, and parent are all provided a copy, and the student keeps his/her copy as part of their school materials. The compact is reviewed periodically throughout the year, and reviewed as part of the mid-year process, as well as in the spring, at conferences. If individual students, parents, or the school is not participating at any time, any party can call a meeting.

Component 9: Coordination of Title I and Other Resources

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

Our school uses resources allocated through the following sources: Title I, Part A; Title II, Part A, Section 31a At Risk. Support and intervention programs are designed based on needs determined by the Comprehensive Needs Assessment and included in the SIP Goals. Strategies and activities are decided on to meet the goals, and available resources are allocated for those items.

Title I

.75 FTE Title I Teacher, to provide small group and individual instruction and interventions to targeted students.

Title II

Professional Development Activities--Registration for events for teachers and administration.

31A At Risk

.70 FTE Academic Support Teacher for students in grades 6-12, to support and provide interventions for at risk students in all subject areas.

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

Violence Prevention Programs--Anti-Bullying--guest speakers present to students in Health class, as well as to whole student body.

Nutrition Program--We have no Food Service program.

Vocational and Technical Education--our students participate in ISD sponsored CTE programs that are in other local buildings, but we do not have any on our campus.

Job Training--Career Cruising (K-12), Career Week, Job shadowing

Component 10: Ongoing Review of Student Progress

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

For students in the Title I program, the Title I teacher and classroom teacher continuously progress monitor students to make sure they are making expected progress, and tweaking any instruction that happens as a result.

Quarterly, student progress is reviewed in the Child Study Team to give updates, and examine if any students are eligible to exit the program at that point. Progress is shared with parents every four weeks with either a progress report, or a report card.

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

In addition to classroom teachers, the Title I teacher, and the Child Study Team reviewing progress as mentioned above, the School Success Team (SST), acting as our School Improvement Committee, reviews all data in the fall, winter, and spring. Classroom teachers complete an evaluation survey on the Targeted Program and its effectiveness at the end of each year, and submit that to administration. The SST, in conjunction with administration, and the Title I teacher, then make decisions about the strategies used as part of our plan.

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

Classroom teachers have been trained in the administration of DIBELS, NWEA, and some on state assessments, as well as data interpretation. In addition, many PD opportunities through the ISD, and collaborative events in the past 5 years have allowed teachers to gain a working knowledge of how to assess and what to look for with student progress, as well how to identify those students as part of our Child Study process.

We are seeking additional training over the next two years for interventions, and how to formalize our Tiered support system. As we continue formalizing our district level curriculum, we will also be identifying achievement standards and exit criteria for each grade level and course, which will serve as a measure of grade level competency.

Evaluation

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

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

Our school improvement process is a continuous cycle of instructional delivery, ongoing progress monitoring of individuals and groups, realignment of instruction based on initial assessments, and subsequent monitoring of achievement to determine progress in specific areas. The data teams use frequent gap analysis to celebrate improvement and to make necessary changes in instruction.
Ongoing assessments include state adopted assessments, NWEA, DIBELS data, DRA and QRI, secondary assessments, progress monitoring in literacy skills, surveys by stakeholders, and grade-level assessments in the content areas.

Our classroom teachers, Child Study Team, and SST review data and complete evaluations on the Targeted Assistance program in May of each year, and decide on recommendations for funding and distribution of funds, as well as the effectiveness of our current program each year. Those recommendations are reflected in the SIP.

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

The school will examine achievements made on state assessments from one testing cycle to another, specifically looking at the goals of each individual child, and what improvement is demonstrated on those assessments. We will be looking at the state adopted assessment results to help determine success for the program, and the results of next year's assessments, in addition to the NWEA scores to demonstrate growth through the school year. Success of the achieved results is also determined by what individual progress each child has made in the general classroom, and how effective the targeted assistance program was used. Attendance and other factors may also be considered if necessary.

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

Particularly because our class sizes are so small, teachers, in coordination with the Title I teacher, are able to look specifically at individual student data and results in order to determine how much achievement each student could demonstrate. Although testing data from next year will be used, for more immediate data, continuous progress monitoring and results were documented throughout the school year as well, in order to see what progression students who were the furthest from grade level or proficiency were making. Individual learning targets were set for each student, and documentation on serial assessments was noted.

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

In our May meeting, the SST will be presented with the results of our eligible students, as well as teacher and parent feedback from this year's program. In looking at what elements of the program we felt were successful, as well as those that we felt were not, the committee will decide what changes to make, if any, for this next year. We plan to meet more often during next school year, so we will be able to progress

monitor the program, and the new components, more efficiently. Staff will also present the committee with the feedback from our visit to other buildings to see what elements of their programs may be helpful to make sure that our students are continually improving, and not stagnating in their achievement.

2016/17 SIP Update

Overview

Plan Name

2016/17 SIP Update

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 Concord Academy Boyne will become proficient readers in all content areas.	Objectives: 2 Strategies: 2 Activities: 9	Academic	$45050
2	All students at Concord Academy will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$200
3	All students at Concord Academy Boyne will become proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
4	All students at Concord Academy Boyne will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0
5	All students at Concord Academy Boyne will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
6	Concord Academy Boyne will increase parental involvement.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: All students at Concord Academy Boyne will become proficient readers in all content areas.

Measurable Objective 1:

A 5% increase of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency each year for the following three years in English Language Arts by 06/08/2018 as measured by NWEA assessments, conducted three times annually, and state adopted assessments.

Strategy 1:

RAISE in all Content Areas - 5th-7th self-contained teachers, as well as secondary content area teachers, have been trained in Reading Apprenticeship Improving Secondary Education (RAISE) through WestEd. Secondary teachers will continue to teach and use the reading strategies and assessments that make up this strategy to improve reading comprehension in non-fiction texts particularly, across the subject areas. They will use these strategies in their classrooms for all students, and use small group instruction when needed to emphasize these strategies to students who are struggling with them. By "Talking to the Text" and other strategies that make up part of RAISE, our students will build fluency and gain critical reading skills in all subject areas.

Category: Social Studies

Research Cited: Schoenbach, R., Greenleaf, C., and Murphy, L. "Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms." Jossey-Bass, 2012. Print.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	In the 14-15 year, we completed the beginning phase of RAISE implementation at the 5th-12th grade levels, and will fully implement in the 15-16 school year. Teachers will meet with administration to consider how often to gather data, and what procedures to use to do so, as well as meet regularly to better implement RAISE.	June 29, 2015	Mrs. Rebekah E Leist

Activity - Monitor Implementation of RAISE Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of RAISE reading strategies through walk through and program fidelity checks, once per quarter, per trained teacher.	Walkthrough	Tier 1	Implement	09/21/2015	06/08/2018	$0	No Funding Required	Adminstrator, Peer Teachers

Status	Progress Notes	Created On	Created By
In Progress	With having new staff trained this year, we are building this strategy for full implementation during the 2015/16 school year. Monitoring will occur on a structured basis, to best give teachers feedback for their monthly meetings.	June 29, 2015	Mrs. Rebekah E Leist
In Progress	RAISE activities were observed in the classrooms of those who have been trained, and are being implemented effectively. We will look at organizing how often strategies are being used, and which strategies, in the course of the next year, as well as consistency in implementation.	May 16, 2014	Mrs. Rebekah E Leist

Activity - RAISE Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RAISE teachers will meet monthly to plan and evaluate the use of RAISE strategies during common planning time.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	$0	No Funding Required	RAISE teachers will be responsible for planning and conducting meetings; administration will attend and monitor.

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

With At-Risk funds, an Academic Support certified teacher will be hired to work with students in grades 6-12 who struggle to meet the academic benchmarks set in each subject area. Teacher will work in the classroom, collaborating with classroom teachers, while also utilizing direct instruction methods if necessary.	Academic Support Program, Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/09/2017	$22000	Section 31a	Academic Support Teacher will be responsible for beginning to implement this process; administration will be responsible for monitoring this support program.

Measurable Objective 2:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in ability and fluency each year for the next three years in Reading by 06/08/2018 as measured by NWEA and state adopted assessments, as well as DIBELS and DRA or QRI..

Strategy 1:

EBLI - Evidence-Based Literacy Instruction (EBLI) training has been provided for our K-5, Special Education, and Title I teachers to allow for consistency in instruction.

EBLI provides strategies to increase literacy fluency and ability, spelling, and writing skills, and has shown an increase in proficiency and student engagement so far in its use.

Category:

Research Cited: Chabazi, N. Evidence-Based Literacy Instruction. http://eblireads.com/wp-content/uploads/2014/02/Research-Reference-List.pdf

Tier: Tier 1

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

Teachers who have received training will implement the lessons and strategies, and will progress monitor students who are receiving instruction.	Direct Instruction	Tier 1	Implement	09/21/2015	06/09/2017	$0	No Funding Required	All EBLI trained staff are responsible for implementation; administration is responsible for monitoring.

Status	Progress Notes		Created On	Created By
In Progress	During the 14-15 year, all teachers fully implemented the use of EBLI during reading instruction. In the 15-16 year, we will begin to record data in its use, and use this data to monitor implementation progress throughout the year. Trained staff will also meet to discuss implementation, and adjust use if necessary, based on assessment results.		June 29, 2015	Mrs. Rebekah E Leist

Activity - Family Literacy Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds will be used for two Title targeted family Literacy Nights. For each evening, one in the fall, and one in the spring, $225.00 will be used to purchase food and paper products, and $300.00 will be used to purchase paperback books, in partnership with Scholastic. Targeted families will be sent an invitation in their child's Friday folder and also will receive notice in the Compass. Our targeted dates will be mid October 2016, and mid April 2017.	Parent Involvement, Materials, Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	$1050	Title I Part A	Title I certified Teacher, and administration

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

| The certified, highly qualified, Title I teacher, who is being reduced to .75 FTE due to funding cuts, will work with students in the classroom setting, as well as small groups of targeted Title students after core instruction, beginning September 12, 2016. The Title I teacher will be collaborating with classroom teachers in order to be able to push in to classrooms, and will set up individual goals for each student, to target interventions specifically. | Academic Support Program | Tier 3 | Implement | 09/08/2015 | 06/10/2016 | $18000 | Title I Part A | Title I certified teacher |

Activity - Tiered Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, in collaboration with the Title I teacher, will provide Tiered Reading Instruction at the K-5 levels, specifically focusing on K-3, to ensure all students are at or above reading level at the end of 3rd grade.	Academic Support Program, Teacher Collaboration	Tier 2	Getting Ready	10/03/2016	06/09/2017	$0	No Funding Required	Title I Teacher, K-5 Teachers

Activity - Individual Fluency Practice/6 Minute Solution	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher will use the materials in The Six-Minute Solution to build reading fluency with students during individual, one-on-one time with Title I targeted students.	Academic Support Program, Direct Instruction	Tier 3	Implement	10/03/2016	06/09/2017	$0	No Funding Required	Title I certified teacher

Activity - Extended Learning Opportunity: Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

If funding allows, we would like to continue our Summer School program for targeted Title I students. School meets 4 days per week for 4 weeks, for 4 hours per day. Cost of wages and benefits for one certified Title I teacher, in addition to transportation for students, as well as needed supplies is covered in this cost.	Academic Support Program	Tier 1		06/01/2016	06/30/2016	$4000		Title I Part A	Title I certified staff, plus administrator will monitor

Goal 2: All students at Concord Academy will become proficient writers.

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency each year for the following three years in English Language Arts by 06/08/2018 as measured by NWEA assessments, conducted three times annually, local assessments, and state adopted assessments..

Strategy 1:

Writer's Workshop within Unified Curriculum - With the adoption of a unified writing curriculum, all K-12 ELA teachers will implement a writing workshop using the same model. Elementary will use a 90-minute ELA block in the morning, and writing workshop will be part of that time. K-12, writing workshop will consist of a short Free Write/Idea Generation time, a minilesson addressing certain learning targets, writing time for students (during which teachers will also conference with students), and reinforcement/closing activity. Students will all have a writer's notebook for idea generation, writing practice, and notetaking, as well as a writing folder or portfolio to be used for finished pieces. Mentor texts will be used during minilessons, in order to demonstrate examples of proficiency and introduce new targets.

Category: English/Language Arts

Research Cited: Calkins, Lucy. Teachers College Reading and Writing Project. Units of Study in Opinion, Informational, and Narrative Writing, Elementary Series Bundle.

Calkins, Lucy. Launching the Writing Workshop. Heinemann, 2006.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	After the first implementation year, concerns were discussed, such as working all elements of ELA instruction into Writer's Workshop, and balancing reading and writing time with other subject areas, and will be addressed in upcoming PD this summer and fall. We will continue to implement and monitor this strategy.	June 29, 2015	Mrs. Rebekah E Leist

N/A	Writer's workshop was implemented in grades K-12 this year, and for the most part, went well. Teachers taught different genres of writing, as described in the new curriculum, and students were able to be successful in doing so. Next year, we will continue to further develop writer's workshop, adding some components, and having teachers meet to use rubrics so that grading is consistent from room to room.	May 16, 2014	Mrs. Rebekah E Leist

Activity - PD-Writer's Workshop/Sentence Composing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All writing teachers will participate in professional development during Summer 2015 that will introduce how to use a sentence-composing approach to our existing writer's workshop strategy. One area where teachers are still not fully comfortable with is the teaching of grammar and conventions. We would like this phase to be implemented in a way that shows consistency from grade to grade.	Professional Learning	Tier 1	Monitor	08/04/2015	08/06/2015	$200	General Fund	Administration is responsible for delivering the professional development; all writing teachers are responsible for implementation.

Activity - Learning Target Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As we continue to develop our definition and use of Learning Targets to meet the model present in the 5D+, we will be looking at the next phase, which is turning Learning Targets into Rubrics to make instruction more effective. This will provided as part of district PD. As we begin to implement the 5D+ Training for Purpose and Assessment Dimensions, this PD will be needed to assist in effective implementation of the writing curriculum.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	$0	No Funding Required	Administration is responsible for administering PD for this topic.

Status	Progress Notes			Created On	Created By

In Progress	Due to the curriculum work we needed to complete as part of our OnSite Review this year, this PD was put on hold until next year. We will be conducting this PD beginning in the 2016-2017 school year.	April 25, 2016	Mrs. Rebekah E Leist

Activity - Monitor Implementation of Learning Target Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will monitor the implementation of the use of learning targets through walk through and program fidelity checks.	Walkthrough	Tier 1		10/10/2016	06/09/2017	$0	No Funding Required	Administration

Status	Progress Notes	Created On	Created By
In Progress	Again, this will occur in the 2016-17 school year, since we worked on documenting and unifying our district curriculum this year instead. Now that we will have the meat of our curriculum in place, it will make more sense to determine how to go in and create learning targets as part of using the district curriculum, and teachers will have a specific list of criteria for learning.	April 25, 2016	Mrs. Rebekah E Leist

Goal 3: All students at Concord Academy Boyne will become proficient in mathematics.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency each year for the following three years in Mathematics by 06/08/2018 as measured by NWEA assessments, conducted three times annually, and state adopted assessments..

Strategy 1:

Student Engagement - All staff, including Title I, Academic Support, and Special Education teachers, will utilize strategies to increase student engagement to more fully involve students in the curriculum, and increase their chances of being successful. Using strategies such as RAISE, Pair Share, Making Thinking Visible, the use of manipulatives, and others outlined in Marzano's work, as well as those found in Adaptive Schools training, teachers will increase the level of student engagement in the classroom to ensure students are having greater success. Teachers will choose which strategies will work best in their classrooms, and utilize them to the fullest extent to differentiate instruction and motivate students. A major component of Universal Design for Learning (UDL) includes using technology to make learning and knowledge accessible for all students using differentiation. For example, many students currently make their own video to demonstrate their knowledge. Students will work with the teacher to set their own goals for mathematics, based on the standards that they need to achieve, and keep a portfolio and interactive math journal to

keep track of progress.

Category:

Research Cited: Rose, D., & Meyer, A., (2002). Teaching Every Student in the Digital Age: Universal Design for Learning. Alexandria, VA: ASCD. Marzano, Pickering, and Pollock. (2001). Classroom Instruction That Works. Alexandria, VA: Assn for Supervision and Curriculum Development.

Tomlinson, Carol Ann. "Differentiation of Instruction in the Early Grades." ERIC Digest. August 2000. Web.

Tomlinson, Carol Ann. "Differentiation of Instruction in the Early Grades." ERIC Digest. August 2000. Web.

Tier: Tier 1

Activity - Unpacking the 8 Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12, math teachers will be taking time during staff meeting and district professional development days to continue to delve into the 8 Mathematical Practices that are presented by the CCSS. Throughout the year, teachers will examine and develop their skills in 2 practices at a time, so that by the end of the year, we have familiarized ourselves with all 8. The ISD is supposed to be providing resources in these areas also, which would be of help to us.	Teacher Collaboration	Tier 1	Getting Ready	09/12/2016	06/09/2017	$0	No Funding Required	All math teachers, in addition to administration, will participate in a study of the research and information available for these practices.

Status	Progress Notes	Created On	Created By
Not Completed	Our ISD did not offer PD in this area as we had hoped, so now we are looking for outside PD in this area.	April 25, 2016	Mrs. Rebekah E Leist

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

All staff will be adjusting our use of learning targets this year, in order to match the definitions and expectations provided in the 5 Dimensions of Teaching and Learning Framework. By clarifying expectations for our students and parents, we can increase student engagement, and provide better instruction.	Other	Tier 1	Getting Ready	10/10/2016	06/09/2017	$0	No Funding Required	All staff, administration

Activity - Monitor Implementation of Learning Target Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor implementation of learning target use through walkthrough observations and program fidelity checks.	Walkthrough	Tier 1		10/05/2015	06/10/2016	$0	No Funding Required	Administration is responsible for monitoring.

Activity - Adaptive Schools Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of 3 staff were trained in Adaptive Schools during the Summer of 2015, and will be bringing back strategies to use to increase student engagement, and provide better collaboration between staff throughout staff meetings conducted during the school year. In May 2016, another staff member team will be beginning the Adaptive Schools training through our ISD, and we will incorporate that into our existing plan to incorporate these strategies into our school.	Behavioral Support Program, Academic Support Program	Tier 1		09/02/2015	06/09/2017	$0	No Funding Required	Adaptive Schools Team: Administrator, Asst. Administrator, and HS English Teacher, New elementary staff team

Status	Progress Notes	Created On	Created By
Completed	We were successful in our first round of Adaptive Schools training, and have implemented some of the pieces from that training. In addition, we are having another staff team participate in the training this year, which will only add to this goal.	April 25, 2016	Mrs. Rebekah E Leist

Goal 4: All students at Concord Academy Boyne will become proficient in science.

Measurable Objective 1:

A 8% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency each year for the following three years in Science by 06/30/2017 as measured by NWEA assessments, conducted three times annually, and state adopted assessments..

Strategy 1:

Student Engagement - All staff, including Title I, Academic Support, and Special Education teachers, will utilize strategies to increase student engagement to more fully

involve them in the curriculum, and increase their chances of being successful. Utilizing RAISE, Pair Share, Making Thinking Visible strategies, as well as those found

in Adaptive Schools training, we will utilize them to the fullest extent to differentiate instruction and motivate students. Beginning in September 2016, we will select

specific strategies in our data teams to use with fidelity, after more of our staff has gone through Adaptive Schools training.

Category: Science

Research Cited: Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement.

Alexandria, VA: Assn for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Learning Target Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop and utilize learning targets, as meeting the definition in 5D+ Teaching and Learning Framework, for instruction in science to give students a map to the skills they are developing. Learning targets will be based on state adopted standards, and will drive assessment of achieved skills, as well as be connected to bigger unit plans. With the unification of our district curriculum, teachers will write specific learning targets for the designated curriculum that will then be identified as exit criteria, or support criteria, for the curriculum. This will provide consistency K-12.	Academic Support Program	Tier 1	Implement	09/12/2016	06/09/2017	$0	No Funding Required	All teaching staff

Activity - RAISE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th-12th grade trained teachers will utilize RAISE strategies in all content areas to increase student engagement and understanding of complex texts and ideas. By October of 2016, teachers will select specific strategies to use collectively, and will implement with fidelity.	Teacher Collaboration	Tier 1	Implement	10/03/2016	06/09/2017	$0	No Funding Required	RAISE trained staff

Activity - Activity Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will monitor the use of designated activities to increase student engagement through the use of walk through observations and program fidelity checks.	Walkthrough	Tier 1	Implement	10/24/2016	06/09/2017	$0	No Funding Required	Administration

Goal 5: All students at Concord Academy Boyne will become proficient in social studies.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency each year for the following three years in Social Studies by 06/08/2018 as measured by NWEA assessments, conducted three times annually, state adopted assessments..

Strategy 1:

Student Engagement - All staff, including Title I, Academic Support, and Special Education teachers, will utilize strategies to increase student engagement to more fully

involve students in the curriculum, and increase their chances of being successful. Utilizing RAISE, Pair Share, Making Thinking Visible, as well as those strategies

found in Adaptive Schools Training, we will utilize them to the fullest extent to differentiate instruction and motivate students. In September 2016, teachers will identify

specific strategies to implement collectively, and implement with fidelity to ensure correct usage.

Category: Social Studies

Research Cited: Marzano, Pickering, and Pollock. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria:

VA: Assn for Supervision.

Tier: Tier 1

Activity - Learning Target Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop and utilize learning targets, as meeting the definition in 5D+ Teaching and Learning Framework, for instruction in social studies to give students a map to the skills they are developing. Learning Targets will be based on state adopted standards, and will drive assessment of achieved skills, as well as be connected to bigger unit plans. In September 2016, teachers will write learning targets for district curriculum that will allow cohesion from level to level, as well as serve as exit criteria for designated curriculum.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/12/2016	06/09/2017	$0	No Funding Required	All teaching and support staff

Activity - RAISE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th-12th grade trained teachers will utilize RAISE strategies in all content areas to increase student engagement and understanding of complex texts and ideas. In September 2016, teachers will collectively decide on strategies to use with fidelity.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/12/2016	06/09/2017	$0	No Funding Required	All teaching and support staff

Goal 6: Concord Academy Boyne will increase parental involvement.

Measurable Objective 1:

collaborate to better inform parents of involvement opportunities at multiple levels in the building by 06/09/2017 as measured by Parent Involvement rates at targeted events.

Strategy 1:

Targeted Parental Involvement - By targeting certain events and parent involvement opportunities, we will communicate and inform parents about the advantages to being involved in their child's education, and set goals to increase parental involvement. We will be using Janet Epstein's research on parental involvement as a model to start with.

Category: School Culture

Research Cited: http://www.sedl.org/connections/resources/research-studies.pdf

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive training in Janet Epstein's 6 Types of Parental Involvement, in order to target activities to show growth, and set goals for parental involvement.	Parent Involvement	Tier 1	Getting Ready	08/31/2016	06/09/2017	$0	No Funding Required	Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning Opportunity: Summer School	If funding allows, we would like to continue our Summer School program for targeted Title I students. School meets 4 days per week for 4 weeks, for 4 hours per day. Cost of wages and benefits for one certified Title I teacher, in addition to transportation for students, as well as needed supplies is covered in this cost.	Academic Support Program	Tier 1		06/01/2016	06/30/2016	$4000	Title I certified staff, plus administrator will monitor
Family Literacy Nights	Funds will be used for two Title targeted family Literacy Nights. For each evening, one in the fall, and one in the spring, $225.00 will be used to purchase food and paper products, and $300.00 will be used to purchase paperback books, in partnership with Scholastic. Targeted families will be sent an invitation in their child's Friday folder and also will receive notice in the Compass. Our targeted dates will be mid October 2016, and mid April 2017.	Parent Involvement, Materials, Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	$1050	Title I certified Teacher, and administration
Small Group Instruction	The certified, highly qualified, Title I teacher, who is being reduced to .75 FTE due to funding cuts, will work with students in the classroom setting, as well as small groups of targeted Title students after core instruction, beginning September 12, 2016. The Title I teacher will be collaborating with classroom teachers in order to be able to push in to classrooms, and will set up individual goals for each student, to target interventions specifically.	Academic Support Program	Tier 3	Implement	09/08/2015	06/10/2016	$18000	Title I certified teacher

Section 31a

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

Academic Support Intervention	With At-Risk funds, an Academic Support certified teacher will be hired to work with students in grades 6-12 who struggle to meet the academic benchmarks set in each subject area. Teacher will work in the classroom, collaborating with classroom teachers, while also utilizing direct instruction methods if necessary.	Academic Support Program, Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/09/2017	$22000	Academic Support Teacher will be responsible for beginning to implement this process; administration will be responsible for monitoring this support program.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD-Writer's Workshop/Sentence Composing	All writing teachers will participate in professional development during Summer 2015 that will introduce how to use a sentence-composing approach to our existing writer's workshop strategy. One area where teachers are still not fully comfortable with is the teaching of grammar and conventions. We would like this phase to be implemented in a way that shows consistency from grade to grade.	Professional Learning	Tier 1	Monitor	08/04/2015	08/06/2015	$200	Administration is responsible for delivering the professional development; all writing teachers are responsible for implementation.

No Funding Required

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

Tiered Intervention Groups	Classroom teachers, in collaboration with the Title I teacher, will provide Tiered Reading Instruction at the K-5 levels, specifically focusing on K-3, to ensure all students are at or above reading level at the end of 3rd grade.	Academic Support Program, Teacher Collaboration	Tier 2	Getting Ready	10/03/2016	06/09/2017	$0	Title I Teacher, K-5 Teachers
EBLI Implementation	Teachers who have received training will implement the lessons and strategies, and will progress monitor students who are receiving instruction.	Direct Instruction	Tier 1	Implement	09/21/2015	06/09/2017	$0	All EBLI trained staff are responsible for implementation; administration is responsible for monitoring.
Learning Target Use	All teachers will develop and utilize learning targets, as meeting the definition in 5D+ Teaching and Learning Framework, for instruction in social studies to give students a map to the skills they are developing. Learning Targets will be based on state adopted standards, and will drive assessment of achieved skills, as well as be connected to bigger unit plans. In September 2016, teachers will write learning targets for district curriculum that will allow cohesion from level to level, as well as serve as exit criteria for designated curriculum.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/12/2016	06/09/2017	$0	All teaching and support staff
Monitor Implementation of RAISE Strategies	Monitor the implementation of RAISE reading strategies through walk through and program fidelity checks, once per quarter, per trained teacher.	Walkthrough	Tier 1	Implement	09/21/2015	06/08/2018	$0	Adminstrator, Peer Teachers
RAISE	5th-12th grade trained teachers will utilize RAISE strategies in all content areas to increase student engagement and understanding of complex texts and ideas. By October of 2016, teachers will select specific strategies to use collectively, and will implement with fidelity.	Teacher Collaboration	Tier 1	Implement	10/03/2016	06/09/2017	$0	RAISE trained staff

Adaptive Schools Training	A team of 3 staff were trained in Adaptive Schools during the Summer of 2015, and will be bringing back strategies to use to increase student engagement, and provide better collaboration between staff throughout staff meetings conducted during the school year. In May 2016, another staff member team will be beginning the Adaptive Schools training through our ISD, and we will incorporate that into our existing plan to incorporate these strategies into our school.	Behavioral Support Program, Academic Support Program	Tier 1		09/02/2015	06/09/2017	$0	Adaptive Schools Team: Administrator, Asst. Administrator, and HS English Teacher, New elementary staff team
Activity Monitoring	Administrator will monitor the use of designated activities to increase student engagement through the use of walk through observations and program fidelity checks.	Walkthrough	Tier 1	Implement	10/24/2016	06/09/2017	$0	Administration
Learning Target Use	As we continue to develop our definition and use of Learning Targets to meet the model present in the 5D+, we will be looking at the next phase, which is turning Learning Targets into Rubrics to make instruction more effective. This will provided as part of district PD. As we begin to implement the 5D+ Training for Purpose and Assessment Dimensions, this PD will be needed to assist in effective implementation of the writing curriculum.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	$0	Administration is responsible for administering PD for this topic.
Monitor Implementation of Learning Target Use	Administration will monitor implementation of learning target use through walkthrough observations and program fidelity checks.	Walkthrough	Tier 1		10/05/2015	06/10/2016	$0	Administration is responsible for monitoring.
RAISE	5th-12th grade trained teachers will utilize RAISE strategies in all content areas to increase student engagement and understanding of complex texts and ideas. In September 2016, teachers will collectively decide on strategies to use with fidelity.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/12/2016	06/09/2017	$0	All teaching and support staff
Monitor Implementation of Learning Target Use	Administrator will monitor the implementation of the use of learning targets through walk through and program fidelity checks.	Walkthrough	Tier 1		10/10/2016	06/09/2017	$0	Administration

Unpacking the 8 Mathematical Practices	K-12, math teachers will be taking time during staff meeting and district professional development days to continue to delve into the 8 Mathematical Practices that are presented by the CCSS. Throughout the year, teachers will examine and develop their skills in 2 practices at a time, so that by the end of the year, we have familiarized ourselves with all 8. The ISD is supposed to be providing resources in these areas also, which would be of help to us.	Teacher Collaboration	Tier 1	Getting Ready	09/12/2016	06/09/2017	$0	All math teachers, in addition to administration, will participate in a study of the research and information available for these practices.
Professional Development	All staff will receive training in Janet Epstein's 6 Types of Parental Involvement, in order to target activities to show growth, and set goals for parental involvement.	Parent Involvement	Tier 1	Getting Ready	08/31/2016	06/09/2017	$0	Administration
Learning Target Use	All staff will be adjusting our use of learning targets this year, in order to match the definitions and expectations provided in the 5 Dimensions of Teaching and Learning Framework. By clarifying expectations for our students and parents, we can increase student engagement, and provide better instruction.	Other	Tier 1	Getting Ready	10/10/2016	06/09/2017	$0	All staff, administration
RAISE Team Meetings	RAISE teachers will meet monthly to plan and evaluate the use of RAISE strategies during common planning time.	Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	$0	RAISE teachers will be responsible for planning and conducting meetings; administration will attend and monitor.
Learning Target Use	All teachers will develop and utilize learning targets, as meeting the definition in 5D+ Teaching and Learning Framework, for instruction in science to give students a map to the skills they are developing. Learning targets will be based on state adopted standards, and will drive assessment of achieved skills, as well as be connected to bigger unit plans. With the unification of our district curriculum, teachers will write specific learning targets for the designated curriculum that will then be identified as exit criteria, or support criteria, for the curriculum. This will provide consistency K-12.	Academic Support Program	Tier 1	Implement	09/12/2016	06/09/2017	$0	All teaching staff

Individual Fluency Practice/6 Minute Solution	The Title I teacher will use the materials in The Six-Minute Solution to build reading fluency with students during individual, one-on-one time with Title I targeted students.	Academic Support Program, Direct Instruction	Tier 3	Implement	10/03/2016	06/09/2017	$0	Title I certified teacher