



District Improvement Plan

American International Academy

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

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.

Our District Improvement Team is comprised of school leaders, teachers and members of the instructional team from both campuses, compliance, curriculum coaches, students and parents. Elections are held to assign leadership roles on the team. Our goal is to have a diverse team that will allow us to address various issues. Our individual SIT from both campuses meet monthly. The District Team meets quarterly. We make every effort to accommodate members of our team when scheduling meetings. At each meeting we review information shared during previous meetings. Information from our School Improvement Meetings is also shared with staff during staff meetings and shared with our School Board during Board Meetings. Information is also shared with our PTO and families.

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

Teachers and Curriculum Coaches dis-aggregate and share data from our state and local assessments with the team which assists us in developing strategies to improve teaching and learning. They also assist in planning with the selection of resources geared to differentiate instruction and provide academic interventions that target deficiencies in core subject areas. Our school leaders are also involved in the implementation of strategies designed to close our achievement gap. Parents and students also are given a voice in the planning process at our Academy. The school improvement process at American International Academy focuses on collaboration among all stakeholders.

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 shared with the staff, school board and is made available to our families on the website and in our main office. Progress regarding our school improvement plan is communicated throughout the school year during board, leadership, staff and curriculum meetings. A copy of the final plan is provided to each employee and shared during our summer professional development series. Leadership, administrative and instructional staff have a copy of our current school improvement plan on their desk or within their classroom/office.

American International Academy Goals and Plans 2017 2018

Overview

Plan Name

American International Academy Goals and Plans 2017 2018

Plan Description

Goals and Plans District 2017 2018

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 American International Academy will become proficient in the area of English Language Arts	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$206500
2	All students at American International Academy will become proficient in the area of Mathematics	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$562000
3	All students at American International Academy will become proficient in the area of Science	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$15000
4	All students at American International Academy will become proficient in the area of Social Studies	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$14200
5	All students at American International Academy will receive services that will meet the holistic needs of all students and promote a positive learning environment	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$90500

Goal 1: All students at American International Academy will become proficient in the area of English Language Arts

Measurable Objective 1:

A 15% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will demonstrate student proficiency (pass rate) in reading and writing in English Language Arts by 06/22/2018 as measured by State and local reading assessments.

Strategy 1:

Blended Learning /Differentiated Instruction - Teachers and paraprofessionals specializing in Blended Learning will implement differentiated instruction using technology in the learning lab. Students will utilize computer adaptive programs through the integration of I-Pads, chrome books and interactive projectors to engage students and close the achievement gap. Students will utilize individual learning paths that focus on skill mastery and meeting and exceeding academic goals. The NWEA Assessment results

will be utilized to develop individual learning paths for students. This form of differentiated instruction will allow all students to move forward and to become responsible for meeting goals. The Blended Learning Program allows intervention needs to be individualized for each student. Differentiation of instruction will also be focused during the after school and summer school programs. Teachers and paraprofessionals will utilize small group instruction using manipulatives and interactive whiteboards and document cameras to provide strategies to focus on improving skills in reading. Other differentiated instruction practices include guided reading, and reading centers. Teachers and specialized paraprofessional will differentiate instruction using computer adaptive programs such Compass Learning, Raz Kids, and Reading A-Z to improve reading proficiency for students. The classroom curriculum resource used for reading is "Journeys".

Category: English/Language Arts

Research Cited: -Tomlinson, C.A., Imbeau, M.B. (2010). *Leading and Managing: A Differentiated Classroom*. Alexandria, VA: ASCD Statement: The researchers report findings on differentiated instruction from the National Association for the Education of Young Children, 2001). It was reported that the largest proportion of individuals with disabilities is found in the preschool population. Thus, tomorrow's early childhood teachers must be prepared to serve and to value a far more diverse group... "Continuous, authentic, and appropriate assessment measures, including both formative and summative ones, provide evidence about every student's learning experience."

Category: English/Language Arts

Research Cited: -Pinnel, Gay, Fountas, Irene. (2010). *Research Base for Guided Reading as an Instructional Approach*. (Article) Jefferson City, MO: Scholastic. <http://teacher.scholastic.com/products/guidedreading/research.htm>. Statement: This article discusses the research found by various studies on guided reading. One such research of the relationship between growth in reading and the ways in which children spend their time outside of school, showed the more a student reads, the more likely they will become a proficient reader. The research supports guided reading in that it provides a great deal of opportunity to read continuous text. The

reading that students do in guided reading groups is strongly supported by instruction to move them further, and it is accompanied by independent rereading of texts or of novel texts at an independent level(Cullinan, 2000; Newkirk, 2009).

-Silva, Elena. (2007). On The Clock: Rethinking the Way Schools Use Time. Washington, D.C.: Education Sector Reports. January. <http://www.educationsector.org>.

Statement: This article reports results from research on the impact of extended day programs. The research has shown that low-income and minority parents were more likely than other parents to favor extended time programs. Also, "Research shows that extending the right kind of time to the students who need it most can improve student learning and effectively close achievement gaps between poor and minority students and their more affluent peers. It can also enhance the rigor and relevance of a school's curriculum by providing more time for core academic subjects without sacrificing other subjects."

-McTighe, J., Tomlinson, C.A. (2006). Integrating Differentiated Instruction & Understanding by Design. Alexandria, VA: ASCD.

Statement: The authors provide teachers with best practices in the integration of differentiated instructional practices.

-Brady, P., Doane, R., Miller, W., Roper, K., and Wicks, P. (Date submitted: May 23, 2007). What impact does Evidence Based Literacy Instruction have on reading achievement and spelling outcomes. Flushing, MI: E.B.L.I., LLC.

Statement: This article reports the studies that were conducted to support EBLI, Evidenced Based Literacy Instruction. One such study reported students to increase one to 4 grade levels in less than one year in the areas of word identification, comprehension, and word attack. EBLI was designed around the research conducted by the National Research Council panel on the Prevention of Reading Difficulties in Young Children and the Learning First Alliance which has found that teachers need more extensive training in how the English Language is structured in spoken and written form(Learning First Alliance (Spring/Summer) 1998).

Retrieved from http://www.ebli.org/educators_references.html

Tier: Tier 2

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Lab Instructors will utilize various methods of differentiated instruction that includes small group instruction that focuses on identified skill deficiencies geared to close the achievement gap in grades K - 10. Schools: All Schools	Supplemental Materials, Academic Support Program	Tier 2	Evaluate	09/11/2017	06/22/2018	\$40000	Section 31a	Teachers, Lab Instructors, Curriculum Coach, Administration

Activity - Summer School Flexible Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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AIA will implement a Summer School Program targeting students in grades K-9 who are not performing at grade level in the area of reading according to state and local assessments based on entrance and exit criteria for the program. Teachers will use various methods of differentiated instruction including:blended learning, flexible grouping, reading centers, and guided reading. The program is offered four weeks during the summer. Highly qualified instructional staff will be used to provide support to reinforce skills for students that are not performing at grade level. Schools: All Schools	Academic Support Program	Tier 3	Getting Ready	06/23/2017	07/28/2017	\$8000	Title I Part A	Teachers, Paraprofessionals, Administration
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Activity - MTSS/RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students through state and local assessments, classroom performance or Child Study Team referral will receive academic support in reading through the MTSS/RTI. Students will receive small group or individualized instruction that target identified academic skill gaps. Students will receive a prescriptive learning plan that is monitored continuously. Students will be evaluated after 8-10 weeks to determine whether they can exit, continue or may require evaluation for special services. Consistent parental communication will be ongoing throughout the MTSS/RTI process. Schools: All Schools	Academic Support Program	Tier 3	Monitor	09/11/2017	06/22/2018	\$3000	Section 31a	Teachers, Paraprofessionals. Administration and Curriculum Coaches

Activity - Computer Adaptive Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Academy continues to focus on the "Big Idea" of differentiated instruction which is addressing the learning gaps through the use of technology through computer adaptive programs. Extended learning opportunities for our students that are below grade level and learning that is challenging for advanced students are both addressed by use of Blended Learning through use of computer adaptive programs. Students who require additional support are provided an individualized learning path that addresses the student's learning gaps. Students that are advanced are able to continue to move forward academically with their individualized learning path. Learning paths are individualized based on the results of the student's NWEA Fall assessment. The NWEA is administered 3 time yearly for students in grades K - 8 to determine academic growth. The Academy commits to "meeting the student where they are." The American International Academy is fully immersed in the 21st Century as a blended learning community that utilizes technology to assist in closing the achievement gap. Blended Learning is a research-based approach that integrates technology and other forms of differentiated instruction to increase student engagement and learning. The school is moving towards a one-to-one ratio of student and technology devices that include: • All-in-One Computers • Student Laptops • Chromebooks • iPads Interactive Projectors and White Boards These devices are used in resource computer labs, and computer cart push-ins for center based learning and station rotation blended learning modules. Technology is used with every student at the Academy for differentiated intervention, remediation, enhancement and standard-based instruction. A variety of Computer Adaptive programs are used ensure that differentiation is vertically and horizontally aligned to instruction: • Vertical alignment: instructing students at their appropriate level • Horizontal alignment: instructing students different ways to maximize engaging lessons The computer adaptive programs that the school utilizes are: • Raz-Kids / Head Sprouts: A-Z Learning Reading program • Compass Learning Odyssey: Reading, ELA, Math, Science and Social Studies program • Front Row: Standards based math program that begins each lesson with Pre / Post Tests Schools: American International Academy - Elementary	Technology , Academic Support Program	Tier 2	Monitor	09/12/2016	06/22/2018	\$150000	Title I Part A	Administration, Teachers, Curriculum Coaches, Paraprofessionals
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Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General and Special Education teachers will receive professional development in order to implement the Co-teaching model by collaborating and communicating to meet the needs of all students in all core subject areas. The team will analyze and teach lessons during ELA that prepare students for specific skills while using the 5 types of co-teaching continuum model: Lead and Support; Station Teaching; Parallel Teaching; Alternative Teaching; and Team Teaching. The team will analyze data to provide reading interventions on tier 2 of the Response to Intervention Model and provide differentiated instruction to all students including small group instruction, flexible grouping, direct instruction, and guided instruction. The training will take place in the Fall and will be implemented during the school year. In order to ensure ongoing and sustainable professional development, throughout the year the Instructional Coach will provide ongoing support to general and special teachers. School Leadership will monitor effectiveness through classroom walk thrus and observations. Feedback will be provided by leadership individually and during meetings with both co-teachers. Professional development that focuses on strategies to improve the outcomes of co-teaching will be provided throughout the school year. Schools: All Schools	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/11/2017	06/22/2018	\$0	Title II Part A	General and Special Education Teachers

Measurable Objective 2:

A 15% increase of Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade students will demonstrate a proficiency in writing in English Language Arts in Writing by 06/22/2018 as measured by state and local writing assessments.

Strategy 1:

Increase writing proficiency - Teachers will assess writing assignments and will score students on: ideas, word choice, sentence fluency, voice, and conventions. The Academy will focus on writing in all core content areas using the writing process. A writing lab will be introduced in the elementary, middle and high schools during the school year for grades 3-10. Students will have weekly school-wide writing prompts that are scored using a writing rubric. Teachers will provide timely feedback so that corrections can be made and reassessed. Students will write in their journals daily.

Category: English/Language Arts

Research Cited: Research Cited: -Kozlow, Michael, Bellamy, Peter. (2004). Experimental study on the Impact of the 6+1 Trait Writing Model on Student Achievement in Writing.

Portland, OR: Northwest Regional Educational Library.

Statement: In this research paper of the 6+1 Writing traits, research conducted is reported from several resources. One study conducted at an elementary school, reported a positive growth in average scores in all traits

Zemelman, S., Daniels, H., Hyde, A., (2005). Best Practices: Today's Standards for Teaching and Learning in America's Schools, Portsmouth, NH: Heinemann.

Excerpt statement: "Effective writing programs involve the complete writing process. Many children never see skillful writers at work and are unaware that writing is a staged, craftlike process that competent authors typically break into manageable steps. Teachers must help children enact and internalize such steps..."

-Marzano, Robert, Debra J. Pickering, Jane E. Pollock. (2001). Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development. 28-33.

Statement: In this book, the authors have completed research that shows summarizing and note taking can have a positive effect on student achievement. Students must edit and process information on a deep meaningful level when summarizing. When note taking, students must find the most important information and put it in terms they understand.

Tier: Tier 1

Activity - 6+1 Writing Traits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development of the 6+1 Writing Traits. The model will guide teachers on how to effectively teach and assess student writing samples to improve writing proficiency. Teachers will meet in weekly grade level meetings and Professional Learning Community meetings to discuss the progress of implementing the process.. Teachers will guide students in practicing the writing process, summarizing and note taking, and various writing topics for writing prompts. Teachers will receive professional development of the 6+1 writing traits. In order to ensure ongoing and sustainable professional development, throughout the year. AIA will provide additional training for 6+1 writing traits to enable us to utilize the "trainer to trainer model". Instructional coach and leadership will have classroom visitations and observations to ensure that we continue to improve writing proficiency in grades 2-8. Schools: American International Academy - Elementary	Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/11/2017	06/22/2018	\$4000	Title II Part A	Teachers, Support Staff and Administration

Activity - Writing Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Students, grades K-8, will use a writing journal throughout the school year. Students will be given a block of time, daily, to practice and develop their writing skills using the 6+1 Writing Traits. Teachers will guide students in practicing these traits in assignments that include the writing process, summarizing and note taking, and various writing topics for writing prompts. Teachers will meet in weekly grade level meetings to discuss student progress using this method and strategies to improve any deficits. Staff will monitor student progress and report out data monthly at staff meetings. Schools: All Schools	Academic Support Program	Tier 1	Implement	09/11/2017	06/22/2018	\$1500	Title I Part A	Teachers, Paraprofessionals, Curriculum Coaches and Administration

Goal 2: All students at American International Academy will become proficient in the area of Mathematics

Measurable Objective 1:

A 15% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will demonstrate a proficiency in number and operations in Mathematics by 06/22/2018 as measured by state and local assessments.

Strategy 1:

Technology Intergration - Technology Integration - Technology Integration - Instructional staff will utilize technology to aid in differentiated instruction and to close the gap between all students, in the areas of mathematics in order to increase number operations strategies. Specialized paraprofessionals will utilize the Go Math Online component for students in grades K - 8 that provides prescriptive interventions for all students to improve proficiency in numbers and operations. It also has a built in assessment component and monitors student progress. Specialized paraprofessionals will utilize Blended Learning, computer adaptive programs such as Compass Learning Odyssey, and Front Row to target skill gaps through individual learning paths; based on assessment results from the NWEA. Flocabulary will be used in grades K-5 with the interactive projector to engage students in the learning process.

Category: Mathematics

Research Cited: Research Cited: - Pflaum, W. (2004). *The Technology Fix: The Promise and Reality of Computers in Our Schools*. Alexandria, Virginia: ASCD.

Statement: William Pflaum recounts his yearlong journey of visiting schools to research how technology impacts the classroom. In this book he cites research and provides insight into the key roles that computers play in the classroom and clarifies what we must do to ensure that the promise of technology is fulfilled. One recommendation is that computer use focuses on assessment. - Tomlinson, C.A., Imbeau, M.B. (2010). Leading and Managing: A Differentiated Classroom. Alexandria, VA: ASCD Statement: In this book, the researcher reports findings on differentiated instruction from the National Association for the Education of Young Children, 2001).

"Teachers must be prepared to serve and to value a far more diverse group... Continuous, authentic, and appropriate assessment measures, including both formative and summative ones, provide evidence about every student's learning experience." - (2007) Wayne County RTI/LD Committee. Field Guides to RTI.

http://www.resa.net/downloads/response_to_intervention/overview.pdf Statement This committee provides teachers and support staff with a guide for best practices and implementation of a successful RTI model

Tier: Tier 1

Activity - Paraprofessional/Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIA will utilize the services of specialized paraprofessionals as interventionists in technology, differentiated instruction to provide prescriptive interventions and supplemental services to students in order for them to be successful master math skills which include numbers and operations. Throughout the school day the paraprofessionals will work collaboratively with the classroom and math teachers to provide individualized instruction the student and small groups. Data will be utilized to determine prescriptive interventions to improve the success of each student based on the results of the NWEA, which is administered 3 times per year. Paraprofessionals will utilize technology to aid in differentiating instruction in order to increase students' skills in mathematics problem solving and number and operations. The instructional coach will monitor the process and provide support throughout the school year Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/09/2016	06/22/2018	\$300000	Title I Part A	Specialized paraprofessionals, teachers, curriculum coaches and school leaders

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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American International Academy will utilize the services of Instructional Coaches; in Math/Science and ELA/Social Studies to provide on-going classroom support, modeling, and coaching for classroom teachers to increase teacher pedagogy. The instructional coach will also train and monitor specialized paraprofessional staff to ensure effectiveness. Specific duties and responsibilities include: Uses the data collected to implement Tier 2 and Tier 3 interventions into a school-wide RtI model. Coordinates and administers intervention services. Demonstrates whole class modeling and/or team teaching. Coaches and collaborates with teachers and principal. Analyzes and reviews data with teachers and principal to create differentiated lesson plans. Monitors all academic programs to ensure that student achievement is increased the the Academy's academic goals are being met Schools: All Schools	Technology , Supplemental Materials, Academic Support Program, Curriculum Development	Tier 2		09/09/2016	06/22/2018	\$100000	Title I Part A	School leaders and Instructional Coaches
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Activity - Blended Learning /Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Academy continues to focus on the "Big Idea" of differentiated instruction by using data driven instruction strategies to ensure academic gains in student achievement. Based on NWEA and M-STEP results, students are provided individualized learning paths that focus on improving their academic proficiency and making and exceeding academic goals in Math using computer adaptive programs. The use of I-Pads, chrome books, desk top computers, interactive projectors and white boards provide students with extended learning opportunities and more challenging work for students that have met and exceeded their grade level standards. The use of technology will assist in addressing learning gaps. To close learninggaps, instruction focuses on accommodating differences in learning styles and modalities.. The Academy commits to "meeting the student where they are." The American International Academy is fully immersed in the 21st century as a blended learning community that utilizes technology to assist in closing the achievement gap through data derived from the NWEA. The data from the NWEA is integrated through the computer adaptive tools within Compass Learning Odyssey. This research-based approach comprises the blended learning portion of the educational program. The school has a one-to-one ratio of student to technology devices. These devices are utilized in resource computer labs and classrooms. The Academy utilizes computer carts to push-ins for center based learning and station rotation blended learning modules. Technology is used with every student at the Academy for differentiated intervention,remediation, enhancement and standard-based instruction. A variety of computer adaptive programs are used ensure that differentiation is vertically and horizontally aligned to instruction: <ul style="list-style-type: none">• Vertical alignment: instructing students at their appropriate level• The computer adaptive programs that the Academy utilizes for Math include:<ul style="list-style-type: none">• Raz-Kids / Head Sprouts: A-Z Compass Learning Odyssey• Front Row: Standards based math program that begins each lesson with Pre / Post Tests• Dreambox: Math Program• The Academy also uses: Brain Pop• access prior knowledge before unit. Post-test to assess mastery of words.and Khan Academy. Small group instruction works well with differentiated technology. The Small Group instructional model that the Academy uses is to enhance and individualize instruction. The instructor/student ratio in small groups is 1:10 which allows the instructor to focus on continuous progress mastery with students. Schools: All Schools	Technology , Academic Support Program	Tier 2	Monitor	09/09/2016	06/22/2018	\$150000	Title I Part A	School Leadership, Paraprofessionals, Teachers and Instructional Coaches
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Measurable Objective 2:

A 15% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will demonstrate a proficiency in problem solving skills in Mathematics by 06/22/2018 as measured by state and local assessments.

Strategy 1:

Problem Solving Skills - Problem Solving Skills - Teachers research and apply effective problem solving steps to model for students. Steps will be posted in classrooms, and provided to

parents to assist in extended learning and homework help. The four steps of problem solving by Reardon (2001) influenced by Polya (1945), include:

1. Understand the problem
2. Devise a plan
3. Carry out the plan
4. Look back (reflect)

-In understanding the problem teachers guide students with the following questions in mind: What are you asked to find out or show?

Can you draw a picture or diagram to help you understand the problem?

Can you restate the problem in your own words?

Can you work out some numerical examples that would help make the problem more clear?

-When devising a plan, suggestions to students are:

Guess and check

Make an organized list

Draw a picture or diagram

Look for a pattern

Make a table

Use a variable

Solve a simpler problem

Experiment Act it out

Work backwards Use deduction

Change your point of view

-When carrying out the plan, teachers direct students with the following: Carrying out the plan is usually easier than devising the plan

Be patient - most problems are not solved quickly nor on the first attempt If a plan does not work immediately, be persistent Do not let yourself get discouraged

If one strategy isn't working, try a different one

-When looking back (reflect), teachers instruct students to ask the following: Does your answer make sense? Did you answer all of the questions?

What did you learn by doing this?

Could you have done this problem another way - maybe even an easier way?

Instructional staff and Instructional

Coach will receive ongoing professional development on how to receive positive outcomes teaching problem solving techniques for Math.

Category: Mathematics

Research Cited: Category: Mathematics

Research Cited: -Fuchs, L.S., & Fuchs, D. (2008). Best practices in progress monitoring reading and mathematics at the elementary grade levels. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.

Excerpt Statement: The authors explain how to use progress monitoring effectively to improve student success in mathematics and reading. "First, in lower elementary grades, use concrete objects more extensively in the initial stages of learning to reinforce the understanding of basic concepts and operations. Second, in the upper grades, use concrete objects when visual representations do not seem sufficient in helping students understand, mathematics at the more abstract level."

-Pashler, H., Bain, P., Bottge, B., Graeesser, A., Koedinger, K., McDaniel, M., Metcalfe, J., (2007). Organizing Instruction and Study to Improve Student Learning. (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences Practice Guide, U.S. Department of Education.

Retrieved from <http://ncer.ed.gov>.

Excerpt Statement: Authors explain how to improve instruction in all subject areas from the research. "When teaching mathematical or science problem solving, we recommend that teachers interleave worked example solutions and problem-solving exercises-literally alternating between worked examples demonstrating one possible solution path and problems that the student is asked to solve for himself or herself-because research has shown that this interleaving markedly enhances student learning."

-Wahlstrom, Deborah. (2005). No Data - No Answers. Know Data - Know Answers: Teachers can use data from instructional rubrics to help students learn. Suffolk, VA: Successline Inc.

Excerpt Statement: The author guides teachers on how to analyze data to improve student achievement. "Determine if there are changes or adaptations that need to be made to the rubric in order to get the most out of it-both in using data-and in providing feedback and guidance to students. I recommend taking each trait and further breaking down the criteria in each column or level of achievement. This revision will allow you to get more detailed data-and let you link specific interventions to different parts of the rubric."

-Reardon, Tom. (2001). Teaching Problem Solving Strategies in the 5-12 Curriculum: Thank you George Polya. Austintown, Ohio: Reardon Problem Solving Gifts, Inc. <http://www.tomreardon.com>

Statement: Tom Reardon provides evidence based and research based strategies to problem solving and credits mathematician and researcher, George Polya, (1945) "How to Solve It", Princeton University Press.

Tier: Tier 2

Tier: Tier 2

Activity - Problem Solving Steps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers research and apply problem solving steps to model for students. Steps will be posted in classrooms, and provided to parents to assist in homework help. The four steps of problem solving by Reardon (2001) influenced by Polya (1945), include:</p> <ul style="list-style-type: none"> 1. Understand the problem 2. Devise a plan 3. Carry out the plan 4. Look back (reflect) <p>-In understanding the problem teachers guide students with the following questions in mind: What are you asked to find out or show? Can you draw a picture or diagram to help you understand the problem? Can you restate the problem in your own words? Can you work out some numerical examples that would help make the problem more clear? -When devising a plan, suggestions to students are: Guess and check Make an organized list Draw a picture or diagram Look for a pattern Make a table Use a variable Solve a simpler problem Experiment Act it out Work backwards Use deduction Change your point of view -When carrying out the plan, teachers direct students with the following: Carrying out the plan is usually easier than devising the plan Be patient - most problems are not solved quickly nor on the first attempt If a plan does not work immediately, be persistent Do not let yourself get discouraged If one strategy isn't working, try a different one -When looking back (reflect), teachers instruct students to ask the following: Does your answer make sense? Did you answer all of the questions? What did you learn by doing this? Could you have done this problem another way - maybe even an easier way?</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/11/2017</p>	<p>06/22/2018</p>	<p>\$2000</p>	<p>Section 31a</p>	<p>Teachers, Support Staff, School Leaders and Instructional Coaches</p>
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Activity - Graph Interpretation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will demonstrate how to solve real world problems by interpreting data from graphs. Students will receive instruction on how to create a variety of graphs using real world data. Teachers will guide students in composing questions that show a relationship exists in the real world. When interpreting graphs, students will analyze data displayed on the graphs to form conclusions, which will help to make predictions and answer comprehension questions. When creating graphs, students will form questions based on data or statistical information. Other steps used to create graphs include collecting data, displaying data on graphs, and analyzing the data collected. Teachers will demonstrate how to name and label the x and y axis of graphs as well as acquire necessary vocabulary: sample, population, survey, observations, statistics, gaps, clusters, mode, median, mean, range, and quartiles. Examples of graphs include: circle graphs, bar graphs, line graphs, pie graphs, pictographs, histograms, scatter plots, stem and leaf plots, and box plots.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$0	General Fund	Teachers, Paraprofessionals, Leadership and Instructional Coaches
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Activity - MTSS/RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Academy has implemented a school-wide MTSS/Response to Intervention model which will allow students with grade level skill deficits individualized support through Blended Learning which includes technology, center and project based and small group interventions. Students will receive high level support from highly specialized paraprofessionals using blended learning and differentiated instruction. Students will be identified to participate in this high level of support based on results of state and local assessments and academic and social classroom performance. The academic component will be provided through various forms of blended learning with students utilizing a prescriptive learning path. The MTSS/RTI behavior component will be provided by the school social worker and behavior interventionist who will focus on prescriptive strategies that will allow the student to achieve success in the classroom learning environment. MTSS/RTI for behavior interventions may be based on suspensions, referrals and other disciplinary actions.</p> <p>Schools: All Schools</p>	Technology , Academic Support Program, Other - Small Group, Center and Project Based	Tier 2	Implement	09/09/2016	06/22/2018	\$10000	Section 31a	Teachers, Instructional Coaches, Behavior Interventionist, Social Worker, Leadership and Paraprofessionals

Goal 3: All students at American International Academy will become proficient in the area of Science

Measurable Objective 1:

15% of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will demonstrate a proficiency in reading informational text in Science by 06/22/2018 as measured by state and local assessments.

Strategy 1:

Reading Comprehension Proiciency - Reading Comprehension Proficiency - Teachers will receive professional development in Vocabulary and Fluency Instruction to assist in increasing science vocabulary and fluency that will ensure the improvement reading comprehension for all students. Students will utilize Science Fusion as their curriculum resource and Science A-Z as a computer adaptive tool to use as a supplement to improve reading comprehension. In addition computer adaptive programs such as Compass Learning Odyssey,

RAZ-Kids and Learning A-Z will be utilized to improve reading comprehension and overall science proficiency in all grade levels.

Category: Science

Research Cited: Research Cited: -Marzano, Robert, Debra J. Pickering, Jane E. Pollock. (2001). Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development. 28-33.

Tier: Tier 2

Activity - Vocabulary and Fluency Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will engage in ongoing professional development to improve best practices to increase vocabulary skills for students. Professional development will include strategies to improve direct vocabulary instruction, how to use graphic representations and methods to define and explain science vocabulary in their own words. In addition, the teachers will administer a weekly fluency assessment to ensure that the vocabulary strategy is having a positive impact on reading science informational text and writing. To ensure ongoing and sustainable professional development, throughout the year the Instructional coach and leadership will provide ongoing support and monitoring through grade and content area meetings, classroom walk thrus and observations. Schools: All Schools	Professional Learning	Tier 2	Getting Ready	09/11/2017	06/22/2018	\$8000	Title II Part A	Teachers, Paraprofessionals, Instructional Coaches, Leadership
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Activity - MTSS/RTI Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will adapt a school-wide Response to Intervention /MTSS which will allow students with grade level skill deficits individualized support through technology and small group interventions in Science. Students will receive high level support from highly specialized paraprofessionals using multiple forms of blended learning/differentiated instruction. Students will be identified to participate in this high level of support based on results of state and local assessments and academic and social classroom performance. The academic component will be provided through various forms of blended learning with students utilizing a prescriptive learning path that will enhance proficiency in Science Schools: All Schools	Academic Support Program	Tier 2	Implement	09/11/2017	06/22/2018	\$4000	Section 31a	Teachers, Instructional Coaches, Paraprofessionals, Leadership

Measurable Objective 2:

A 15% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will demonstrate a proficiency in the area in Science by 06/22/2018 as measured by state and local assessments.

Strategy 1:

Inquiry and Project Based Learning - Inquiry and Project Based Learning - Inquiry and Project Based Learning - Teachers will focus on improving scientific critical

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thinking skills by emphasizing scientific inquiry and project based learning through the implementation of a school-wide science day and science fair. Other activities that promote critical thinking skills and problem solving that include interactive lectures, science fair projects, and the implementation of technology in completing projects.

In addition inquiry based learning, students work individually to complete investigations which can be completed during science centers or other individual instructional practices. In project based learning, students are normally assigned in groups, but teachers also utilize individual instruction practices to close the achievement gap.

Category: Science

Research Cited: Category: Science

Research Cited: Schmoker, Mike. (2011). Focus: Elevating the Essentials To Radically Improve Student Learning. Alexandria, VA: ASCD.

Statement: In this book, the author states how "science is best learned through an emphasis on content presented through intellectually engaging, age-old literacy practices. The simple, essential ingredients for the majority of effective science curriculum are: close reading of selected portions of science textbooks; regular reading and discussion of current science articles; interactive lecture; writing; a reasonable number of carefully designed science labs and experiments that reinforce the content being learned."

-Zemelman, S., Daniels, H., Hyde, A. (1998). Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann. 110.

Statement: In this book, the authors use research from The American Association for the Advancement of Science (AAAS) and various other resources, to stress the importance of "teaching related to scientific literacy needs to be consistent with the spirit and character of scientific inquiry and with scientific values," i.e. using the scientific method

Tier: Tier 2

Activity - Science Fair Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in applying the scientific method to solve real world problems for completion of science fair projects. Teachers will provide examples for students and demonstrate how to select an experiment that includes collecting data and analyzing measurements in order to test a hypothesis. Students will complete a research paper and science display board to use during a presentation of their findings. Science Fair Projects will be judged by using a rubric on a 100 point scale. Students in the Middle/High School will participate in the local Science Fair.	Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$1000	Title I Part A	Teachers, Instructional Coaches and Leadership

Schools: All Schools

Activity - Science Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a school-wide science day. Using the inquiry-based learning approach, staff members will have science stations set up throughout the school. The students will rotate to these stations and participate in an activity that will peek interest in science subject matter and cause them question and experiment. There will be a discussion station in each area that reviews, analyzes and make predictions and conclusions. Schools: All Schools	Academic Support Program	Tier 1	Implement	09/11/2017	06/22/2018	\$2000	Title I Part A	Teachers, Science Instructional Coach, School Leadership

Goal 4: All students at American International Academy will become proficient in the area of Social Studies

Measurable Objective 1:

A 15% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will demonstrate a proficiency in the area of real world connections in Social Studies by 06/22/2018 as measured by state and local assessments.

Strategy 1:

Social Studies Proficiency - Social Studies Proficiency - General and Special Education teachers will collaborate to increase the academic success of all students by co-teaching, using small group instruction, implementing various differentiated instructional practices and analyzing data of state and local assessments to guide instruction in the content area of Social Studies. This collaboration will benefit all special needs and subgroups by providing students with knowledge of best practices from both the General Education teacher and the Special Education teacher with the purpose of increasing the number of students who are proficient on the social studies state and local assessments. In addition, teachers will schedule field trips that connect to the topics being taught and align grade level CCSS to assist in aiding the real world experience.

Category: Social Studies

Research Cited: Research Cited: -Willis, J., (M.D.). (2007). Brain-Friendly Strategies for the Inclusion Classroom. Alexandria, VA: ASCD.

Statement: In this book, Willis, M.D., shares researched brain based strategies to improve academic achievement for all learners. Willis explains that we can best help

students by putting in place strategies, accommodations, and interventions that provide developmentally and academically appropriate challenges to suit the needs, gifts, and goals of each student.

-Tomlinson. C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD

Statement: In this book, Tomlinson provides teachers with resources, sample lessons and activities on differentiated instruction by providing research based strategies, including small group instruction to aid teachers in the effort to instruct a diverse population.

-Marzano, Robert J. (2003). *What works in schools: Translating Research Into Action*. Alexandria, VA: ASCD

Statement: In Chapter 4: Challenging Goals and Effective Feedback, the research conducted showed the act of setting academic goals has an effect size of .55 which means that achievement scores in classes where clear goals were exhibited were .55 standard deviations higher than the achievement scores for classes where learning goals were not established

Tier: Tier 2

Activity - Co Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General and Special Education teachers will receive professional development in order to implement the Co-teaching model by collaborating and communicating to meet the needs of all students in all core subject areas. The team will develop and teach lessons and units that prepare students for specific skills while using the 5 types of co-teaching continuum model: Lead and Support; Station Teaching; Parallel Teaching; Alternative Teaching; and Team Teaching. The team will analyze data to provide reading interventions on tier 2 of the Response to Intervention Model and provide differentiated instruction to all students including small group instruction, flexible grouping, direct instruction, and guided instruction. The training will take place in the Fall and will be implemented during the school year. In order to ensure ongoing and sustainable professional development, throughout the year the Instructional Coach will provide ongoing support to general and special teachers. School Leadership will monitor effectiveness through classroom walk thrus and observations. Feedback will be provided by leadership individually and during meetings with both co-teachers. Professional development that focuses on strategies to improve the outcomes of co-teaching will be provided throughout the school year. Schools: All Schools	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 2	Implement	09/11/2017	06/22/2018	\$5000	Title II Part A	General and Special Education Teachers, Social Studies Instructional Coach, Leadership

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Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and schedule field trips that connect to the topics being taught and align to CCSS in the areas of: Government; History; Geography; and Civics and Economics. Field trips include visiting the Henry Ford Museum and Greenfield Village; The Detroit Historical Museum; and virtual field trips. Teachers will instruct students in completing various assignments that correspond to the objectives of the field trip including, gathering information from the field trip experience to answer comprehension questions. Students may be required to do a term paper that focuses on information learned during the field trip Schools: All Schools	Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$3500	Title I Part A	Teachers and School Leadership

Activity - Classroom Magazines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 1 - 10 will be provided subscriptions of Junior Scholastic and Scholastic for Social Studies to provide additional access to informational text beyond the textbook. Teachers will use best practices in reading comprehension to promote student success of comprehension of informational text. Students will have access to information on current events, geography, American History, and world civilizations. Magazines will be used for classroom assignments and homework assignments to further support reading comprehension of informational text and to provide real world news and real world problems. Students will have various assignments to complete which include: answering comprehension questions, interpreting graphs, timelines and political cartoons, answering Who, What, When, Where, Why questions; vocabulary hunts, small group reading comprehension activities, reading centers, summarizing and note-taking, and debates for middle school students to develop critical thinking and analysis skills. Schools: All Schools	Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$5000	Title I Part A	Teachers, Social Studies Instructional Coach and Leadership

Measurable Objective 2:

A 15% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade students will demonstrate a proficiency in the area of critical thinking and cooperative problem solving skills in Social Studies by 06/22/2018 as measured by state and local assessments.

Strategy 1:

Active Participation - Active Participation - Teachers will assign activities that extend learning beyond the textbook and classroom by leading students in completing writing assignments regarding community issues solve, and guide students in participating in community projects to promote critical thinking and assisting with real-world challenges. Each grade level will choose a community project or charitable organization to become actively involved with during the school year

Category: Social Studies

Research Cited: Research Cited: -Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools.

Portsmouth, NH:

Heinemann.

Statement: The authors share researched best practices in teaching to aid teachers in improving pedagogy in all subject areas. "To make concepts real, social studies must involve active participation in the classroom and the wider community.

-Zemelman, S., Daniels, H., Hyde, A. (1998). Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann. Statement: The authors first wrote about the importance of extending social studies learning outside the classroom before writing a book with a similar name in 2005 (see above title). The authors stated that "active involvement in social studies should include information gathering, representatives of many social and governmental organizations are happy to visit classrooms... Genuine responses from community leaders to students' letters, proposals on community projects, and real advocacy are usually long remembered by students as rich and exciting learning experiences." -Schmoker, M. (2011). Focus: Elevating the Essentials To Radically Improve Student Learning. Alexandria, VA: ASCD.

Statement: In this book, the author has studied research by (Wineburg & Martin, 2004. Reading and rewriting history. Educational Leadership, 62(1), 42-45.) who stated the importance of placing reading and writing at the core of social studies if we want students to care about what they are learning. -Resource for Constitution Day. This information is reported from the Michigan Department of Education from the Office of School Improvement: Michigan educators can utilize a new opportunity to make teaching and learning of the U.S. Constitution a school-wide event in which all professional and support staff can contribute. As a result of an amendment by Senator Robert C. Byrd (D-West Virginia) to the consolidated Appropriations Act of 2005, which was signed into law as Public Law 108-447 by President George W. Bush on December 8, 2004, all education institutions receiving Federal funds must hold an educational program on the United States Constitution on September 17th, for the students served by the educational institution. If September 17th falls on a Saturday, Sunday or holiday, the law allows the celebration to take place during the preceding or following week. Michigan Governor Jennifer M. Granholm has proclaimed Monday, September 18, 2006 as Constitution Day in Michigan for schools and the public to reflect on the importance of the U. S. Constitution.

Tier: Tier 1

Activity - Constitution Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead the discussion of the importance of Constitution Day. Teachers will create innovative lessons to demonstrate the importance of Constitution Day. Assignments can include :essays on the meaning of Constitution Day, a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility Schools: All Schools	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$200	General Fund	Teachers, Instructional Coaches and Leadership

Activity - Service Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a service learning project.. Each project will include investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration Schools: All Schools	Community Engagement	Tier 1	Implement	09/11/2017	06/22/2018	\$500	General Fund	Teachers and Leadership

Goal 5: All students at American International Academy will receive services that will meet the holistic needs of all students and promote a positive learning environment

Measurable Objective 1:

A 25% increase of All Students will demonstrate a behavior that promotes a safe environment and improves the school's climate and culture in Practical Living by 06/22/2018 as measured by a decrease in the number of suspensions and expulsions.

Strategy 1:

Positive and Safe Behavior - Positive and Safe Behavior - American International Academy will employ a full-time social worker and a behavior interventionist in order to improve student behavior and promote a safe and secure teaching and learning environment. The school social worker and behavior interventionist will utilize the Positive Behavior Support program to implement strategies and provide behavior interventions for at-risk students.

Category: School Culture

Research Cited: Research Cited: Dunlap, G. & Fox, L. (December 2011). Function-Based Interventions for Children with Challenging Behavior. *Journal of Early Intervention*, 33, 333-343.

-Frey, A., Park, K.L., Browne-Ferrigno, T. & Korfhage, T. (2010). The Social Validity of Program-Wide Positive Behavior Support. *Journal of Positive Behavior Interventions*, 12, 222-236.

Tier: Tier 1

Activity - Bullying Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIA will engage in professional development on anti-bullying. Teachers will receive training to support a safe and secure learning environment for all stakeholders. The Behavioral interventionist will receive ongoing training to enable the Academy to support our PBIS Initiative. Students will participate monthly assemblies that will focus on implementation of PBIS and Anti-Bullying. Students learn how to recognize the bullying and what actions to take to prevent and diffuse it.. The professional development will take place in September or October. The professional development will be presented by members of our local police department or a professional ant-bullying organization. Professional development on anti-bullying will be presented throughout the school year for staff and by the behavioral interventionist for students during monthly assemblies. Schools: All Schools	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/11/2017	06/22/2018	\$2500	Title II Part A	Teachers, Behavior Interventionist, Social Worker, Paraprofessionals

Activity - Behavioral Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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American International Academy will employ a Behavioral Interventionist to improve social skills, student behavior and promote a safe teaching and learning environment. The Behavior interventionist will utilize a tiered positive behavior support system that identifies at-risk students needing intense support to ensure school success. The Behavior Interventionist will work in collaboration with the Principal, Assistant Principal and Behavioral Interventionist to ensure all stakeholders have access to a safe and conducive learning environment. The Behavioral Interventionist is responsible for full implementation of the PBIS Program at AIA. Schools: All Schools	Behavioral Support Program	Tier 3	Implement	09/11/2017	06/22/2018	\$35000	Section 31a	Behavior Interventionist and School Leadership
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Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIA will continue to employ a School Social Worker to assist students with interventions to cope with school issues and to make positive connections with staff and fellow students. The School Social Worker will assist staff in utilizing the Multi-tiered Positive Behavior Support System. The School Social Worker will also address all request that include IEP's, Child Study Team, School Administrator staff and students. Schools: All Schools	Behavioral Support Program	Tier 2	Implement	09/09/2016	06/22/2018	\$45000	Section 31a	School Social Worker and School Leadership

Activity - Positive Behavior Intervention Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will participate in professional development to fully implement PBIS at AIA to improve school culture and student behavior. AIA will implement PBIS with fidelity. Students will participate in monthly assemblies that recognize students for adhering to all aspects of the program. Signage will be throughout the school that clearly state school expectations for the program. All staff, students and parents will be provided a full explanation of the PBIS expectations for AIA. The Dean and Behavioral Interventionist will oversee the full implementation of the program. Parents will receive written correspondence regarding PBIS and the reward system. PBIS expectations must be followed by all students consistently in all classrooms, cafeteria, hallway, bathroom, etc. to enable us to benefit from the program. Expectations for each area of the building will be posted in a visible location. Schools: All Schools	Behavioral Support Program	Tier 2	Implement	09/11/2017	06/22/2018	\$3000	Title II Part A	Entire AIA Staff, Leadership
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Strategy 2:

McKinney-Vento Homeless Act - The McKinney - Vento Act provides needed assistance to prevent and improve the lives of the homeless, The McKinney - Vento Homeless Survey included in the school enrollment packet is completed for each student upon enrollment. Surveys that indicate a "homeless status" will be reviewed by the Homeless Liaison, who contacts the parent to assess the family's need for services.

Identification Process for the Homeless

- The McKinney – Vento Identification Form is included in our enrollment and re-enrollment packet
- Parents must complete an identification form for each student
- Per the results on the form, the Homeless Liaison will contact the identified family. A referral to the appropriate service is made or school allocation funds are used to purchase school uniforms, clothing, school supplies, transportation vouchers, food and personal needs.

The McKinney - Vento Act is fully implemented at the Academy to eliminate socio-economic barriers that prevent students from obtaining an appropriate education

Category: Other - Elimination of Socioeconomic Barriers

Research Cited: The McKinney - Vento Homeless Assistance Act

Title I, Part A, of the Elementary and Secondary Education Act, 20 U.S.C.

The Individuals with Disabilities Education, 20 U.S.C.

Child Nutrition and WIC Re-authorization ACT of 2004, 42 U.S.C.

June 5, 1992 Policy of the Administration for the Children and Families of the U.S. Department of Health and Human Services

Tier: Tier 1

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Activity - Homeless Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation, supporting and monitoring the McKinney-Vento Homeless Program. The Homeless Liaison is a member of the District Improvement Team and will coordinate referrals for community-based services and provide additional assistance for services that the school is unable to directly provide for its homeless students. Schools: All Schools	Other	Tier 1	Monitor	08/22/2016	06/21/2019	\$0	Title I Part A	Homeless Liaison, Administration

Activity - Services for Homeless Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students that are identified as being homeless by our Homeless Liaison will receive services provided by the school through an allocation of funds set aside for homeless services. The categories of allocation for the homeless population include:</p> <ul style="list-style-type: none">• Transportation – voucher for school transportation• Food Allowance - gift cards for food/groceries• School Supplies – backpack, etc.• Clothing/Personal Items – school uniforms, shoes, coat, personal care kits, etc <p>Our school has a Homeless Policy that ensures that:</p> <ul style="list-style-type: none">• Services are comparable to those offered to other students in the district• Transportation, special education, academic interventions, before and after school programs, food services, etc.• Consistent uninterrupted teaching. Learning will not be denied due to lack of necessary enrollment documents.• The Homeless Liaison is a member of the District Improvement Team. <p>The Homeless Liaison will coordinate referrals for community based services and provide additional assistance for services that the school is unable to directly provide for its homeless students</p> <p>Schools: All Schools</p>	Other - Student Support Services	Tier 1	Implement	09/05/2017	06/21/2019	\$5000	Title I Part A	Homeless Liaison and School Administration
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS/RTI Implementation	The Academy will adapt a school-wide Response to Intervention /MTSS which will allow students with grade level skill deficits individualized support through technology and small group interventions in Science. Students will receive high level support from highly specialized paraprofessionals using multiple forms of blended learning/differentiated instruction. Students will be identified to participate in this high level of support based on results of state and local assessments and academic and social classroom performance. The academic component will be provided through various forms of blended learning with students utilizing a prescriptive learning path that will enhance proficiency in Science	Academic Support Program	Tier 2	Implement	09/11/2017	06/22/2018	\$4000	Teachers, Instructional Coaches, Paraprofessionals, Leadership
MTSS/RTI	Identified students through state and local assessments, classroom performance or Child Study Team referral will receive academic support in reading through the MTSS/RTI. Students will receive small group or individualized instruction that target identified academic skill gaps. Students will receive a prescriptive learning plan that is monitored continuously. Students will be evaluated after 8-10 weeks to determine whether they can exit, continue or may require evaluation for special services. Consistent parental communication will be ongoing throughout the MTSS/RTI process.	Academic Support Program	Tier 3	Monitor	09/11/2017	06/22/2018	\$3000	Teachers, Paraprofessionals. Administration and Curriculum Coaches
Small Group Instruction	Teachers and Lab Instructors will utilize various methods of differentiated instruction that includes small group instruction that focuses on identified skill deficiencies geared to close the achievement gap in grades K - 10.	Supplemental Materials, Academic Support Program	Tier 2	Evaluate	09/11/2017	06/22/2018	\$40000	Teachers, Lab Instructors, Curriculum Coach, Administration

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Problem Solving Steps	<p>Teachers research and apply problem solving steps to model for students. Steps will be posted in classrooms, and provided to parents to assist in homework help. The four steps of problem solving by Reardon (2001) influenced by Polya (1945), include:</p> <ul style="list-style-type: none"> 1. Understand the problem 2. Devise a plan 3. Carry out the plan 4. Look back (reflect) <p>-In understanding the problem teachers guide students with the following questions in mind: What are you asked to find out or show?</p> <p>Can you draw a picture or diagram to help you understand the problem?</p> <p>Can you restate the problem in your own words? Can you work out some numerical examples that would help make the problem more clear?</p> <p>-When devising a plan, suggestions to students are: Guess and check Make an organized list Draw a picture or diagram Look for a pattern Make a table Use a variable Solve a simpler problem Experiment Act it out Work backwards Use deduction Change your point of view</p> <p>-When carrying out the plan, teachers direct students with the following: Carrying out the plan is usually easier than devising the plan</p> <p>Be patient - most problems are not solved quickly nor on the first attempt If a plan does not work immediately, be persistent</p> <p>Do not let yourself get discouraged If one strategy isn't working, try a different one</p> <p>-When looking back (reflect), teachers instruct students to ask the following: Does your answer make sense? Did you answer all of the questions?</p> <p>What did you learn by doing this?</p>	Academic Support Program	Tier 2	Implement	09/11/2017	06/22/2018	\$2000	Teachers, Support Staff, School Leaders and Instructional Coaches
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	What did you learn by doing this? Could you have done this problem another way - maybe even an easier way?							
Behavioral Interventionist	American International Academy will employ a Behavioral Interventionist to improve social skills, student behavior and promote a safe teaching and learning environment. The Behavior interventionist will utilize a tiered positive behavior support system that identifies at-risk students needing intense support to ensure school success. The Behavior Interventionist will work in collaboration with the Principal, Assistant Principal and Behavioral Interventionist to ensure all stakeholders have access to a safe and conducive learning environment. The Behavioral Interventionist is responsible for full implementation of the PBIS Program at AIA.	Behavioral Support Program	Tier 3	Implement	09/11/2017	06/22/2018	\$35000	Behavior Interventionist and School Leadership
MTSS/RTI	The Academy has implemented a school-wide MTSS/Response to Intervention model which will allow students with grade level skill deficits individualized support through Blended Learning which includes technology, center and project based and small group interventions. Students will receive high level support from highly specialized paraprofessionals using blended learning and differentiated instruction. Students will be identified to participate in this high level of support based on results of state and local assessments and academic and social classroom performance. The academic component will be provided through various forms of blended learning with students utilizing a prescriptive learning path. The MTSS/RTI behavior component will be provided by the school social worker and behavior interventionist who will focus on prescriptive strategies that will allow the student to achieve success in the classroom learning environment. MTSS/RTI for behavior interventions may be based on suspensions, referrals and other disciplinary actions.	Technology , Academic Support Program, Other - Small Group, Center and Project Based	Tier 2	Implement	09/09/2016	06/22/2018	\$10000	Teachers, Instructional Coaches, Behavior Interventionist, Social Worker, Leadership and Paraprofessionals

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School Social Worker	AIA will continue to employ a School Social Worker to assist students with interventions to cope with school issues and to make positive connections with staff and fellow students. The School Social Worker will assist staff in utilizing the Multi-tiered Positive Behavior Support System. The School Social Worker will also address all request that include IEP's, Child Study Team, School Administrator staff and students.	Behavioral Support Program	Tier 2	Implement	09/09/2016	06/22/2018	\$45000	School Social Worker and School Leadership
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessional/Interventionists	AIA will utilize the services of specialized paraprofessionals as interventionists in technology, differentiated instruction to provide prescriptive interventions and supplemental services to students in order for them to be successful master math skills which include numbers and operations. Throughout the school day the paraprofessionals will work collaboratively with the classroom and math teachers to provide individualized instruction the student and small groups. Data will be utilized to determine prescriptive interventions to improve the success of each student based on the results of the NWEA, which is administered 3 times per year. Paraprofessionals will utilize technology to aid in differentiating instruction in order to increase students' skills in mathematics problem solving and number and operations. The instructional coach will monitor the process and provide support throughout the school year	Academic Support Program	Tier 2	Monitor	09/09/2016	06/22/2018	\$300000	Specialized paraprofessionals, teachers, curriculum coaches and school leaders

District Improvement Plan
American International Academy

Summer School Flexible Grouping	AIA will implement a Summer School Program targeting students in grades K-9 who are not performing at grade level in the area of reading according to state and local assessments based on entrance and exit criteria for the program. Teachers will use various methods of differentiated instruction including:blended learning, flexible grouping, reading centers, and guided reading. The program is offered four weeks during the summer. Highly qualified instructional staff will be used to provide support to reinforce skills for students that are not performing at grade level.	Academic Support Program	Tier 3	Getting Ready	06/23/2017	07/28/2017	\$8000	Teachers, Paraprofessionals, Administration
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District Improvement Plan

American International Academy

Blended Learning /Differentiated Instruction	The Academy continues to focus on the "Big Idea" of differentiated instruction by using data driven instruction strategies to ensure academic gains in student achievement. Based on NWEA and M-STEP results, students are provided individualized learning paths that focus on improving their academic proficiency and making and exceeding academic goals in Math using computer adaptive programs. The use of I-Pads, chrome books, desk top computers, interactive projectors and white boards provide students with extended learning opportunities and more challenging work for students that have met and exceeded their grade level standards. The use of technology will assist in addressing learning gaps. To close learning gaps, instruction focuses on accommodating differences in learning styles and modalities.. The Academy commits to "meeting the student where they are." The American International Academy is fully immersed in the 21st century as a blended learning community that utilizes technology to assist in closing the achievement gap through data derived from the NWEA. The data from the NWEA is integrated through the computer adaptive tools within Compass Learning Odyssey. This research-based approach comprises the blended learning portion of the educational program. The school has a one-to-one ratio of student to technology devices. These devices are utilized in resource computer labs and classrooms. The Academy utilizes computer carts to push-ins for center based learning and station rotation blended learning modules. Technology is used with every student at the Academy for differentiated intervention, remediation, enhancement and standard-based instruction. A variety of computer adaptive programs are used to ensure that differentiation is vertically and horizontally aligned to instruction: • Vertical alignment: instructing students at their appropriate level • The computer adaptive programs that the Academy utilizes for Math include: • Raz-Kids / Head Sprouts: A-Z Compass Learning Odyssey • Front Row: Standards based math program that begins each lesson with Pre / Post Tests • Dreambox: Math Program The Academy also uses: Brain Pop •	Technology , Academic Support Program	Tier 2	Monitor	09/09/2016	06/22/2018	\$150000	School Leadership, Paraprofessionals, Teachers and Instructional Coaches
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District Improvement Plan

American International Academy

	Academy also uses: Brain Pop • access prior knowledge before unit. Post-test to assess mastery of words. and Khan Academy. Small group instruction works well with differentiated technology. The Small Group instructional model that the Academy uses is to enhance and individualize instruction. The instructor/student ratio in small groups is 1:10 which allows the instructor to focus on continuous progress mastery with students.							
Classroom Magazines	Teachers in grades 1 - 10 will be provided subscriptions of Junior Scholastic and Scholastic for Social Studies to provide additional access to informational text beyond the textbook. Teachers will use best practices in reading comprehension to promote student success of comprehension of informational text. Students will have access to information on current events, geography, American History, and world civilizations. Magazines will be used for classroom assignments and homework assignments to further support reading comprehension of informational text and to provide real world news and real world problems. Students will have various assignments to complete which include: answering comprehension questions, interpreting graphs, timelines and political cartoons, answering Who, What, When, Where, Why questions; vocabulary hunts, small group reading comprehension activities, reading centers, summarizing and note-taking, and debates for middle school students to develop critical thinking and analysis skills.	Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$5000	Teachers, Social Studies Instructional Coach and Leadership
Science Fair Projects	Teachers will instruct students in applying the scientific method to solve real world problems for completion of science fair projects. Teachers will provide examples for students and demonstrate how to select an experiment that includes collecting data and analyzing measurements in order to test a hypothesis. Students will complete a research paper and science display board to use during a presentation of their findings. Science Fair Projects will be judged by using a rubric on a 100 point scale. Students in the Middle/High School will participate in the local Science Fair.	Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$1000	Teachers, Instructional Coaches and Leadership

District Improvement Plan

American International Academy

Computer Adaptive Programs	<p>The Academy continues to focus on the "Big Idea" of differentiated instruction which is addressing the learning gaps through the use of technology through computer adaptive programs. Extended learning opportunities for our students that are below grade level and learning that is challenging for advanced students are both addressed by use of Blended Learning through use of computer adaptive programs. Students who require additional support are provided an individualized learning path that addresses the student's learning gaps. Students that are advanced are able to continue to move forward academically with their individualized learning path. Learning paths are individualized based on the results of the student's NWEA Fall assessment. The NWEA is administered 3 time yearly for students in grades K - 8 to determine academic growth. The Academy commits to "meeting the student where they are." The American International Academy is fully immersed in the 21st Century as a blended learning community that utilizes technology to assist in closing the achievement gap. Blended Learning is a research-based approach that integrates technology and other forms of differentiated instruction to increase student engagement and learning. The school is moving towards a one-to-one ratio of student and technology devices that include:</p> <ul style="list-style-type: none">• All-in-One Computers• Student Laptops• Chromebooks• iPads• Interactive Projectors and White Boards <p>These devices are used in resource computer labs, and computer cart push-ins for center based learning and station rotation blended learning modules. Technology is used with every student at the Academy for differentiated intervention, remediation, enhancement and standard-based instruction. A variety of Computer Adaptive programs are used to ensure that differentiation is vertically and horizontally aligned to instruction:</p> <ul style="list-style-type: none">• Vertical alignment: instructing students at their appropriate level• Horizontal alignment: instructing students different ways to maximize engaging lessons <p>The computer adaptive programs that the school utilizes are:</p> <ul style="list-style-type: none">• Raz-Kids / Head Sprouts: A-Z Learning Reading	Technology , Academic Support Program	Tier 2	Monitor	09/12/2016	06/22/2018	\$150000	Administration, Teachers, Curriculum Coaches, Paraprofessionals
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District Improvement Plan

American International Academy

	<ul style="list-style-type: none">• Raz-Kids / Head Sprouts: A-Z Learning Reading program• Compass Learning Odyssey: Reading, ELA, Math, Science and Social Studies program• Front Row: Standards based math program that begins each lesson with Pre / Post Tests							
Homeless Liaison	Implementation, supporting and monitoring the McKinney-Vento Homeless Program. The Homeless Liaison is a member of the District Improvement Team and will coordinate referrals for community-based services and provide additional assistance for services that the school is unable to directly provide for its homeless students.	Other	Tier 1	Monitor	08/22/2016	06/21/2019	\$0	Homeless Liaison, Administration
Science Day	Students will participate in a school-wide science day. Using the inquiry-based learning approach, staff members will have science stations set up throughout the school. The students will rotate to these stations and participate in an activity that will peek interest in science subject matter and cause them question and experiment. There will be a discussion station in each area that reviews, analyzes and make predictions and conclusions.	Academic Support Program	Tier 1	Implement	09/11/2017	06/22/2018	\$2000	Teachers, Science Instructional Coach, School Leadership

District Improvement Plan

American International Academy

Services for Homeless Students	<p>Students that are identified as being homeless by our Homeless Liaison will receive services provided by the school through an allocation of funds set aside for homeless services. The categories of allocation for the homeless population include:</p> <ul style="list-style-type: none"> • Transportation – voucher for school transportation • Food Allowance - gift cards for food/groceries • School Supplies – backpack, etc. • Clothing/Personal Items – school uniforms, shoes, coat, personal care kits, etc <p>Our school has a Homeless Policy that ensures that:</p> <ul style="list-style-type: none"> • Services are comparable to those offered to other students in the district • Transportation, special education, academic interventions, before and after school programs, food services, etc. • Consistent uninterrupted teaching. Learning will not be denied due to lack of necessary enrollment documents. • The Homeless Liaison is a member of the District Improvement Team. <p>The Homeless Liaison will coordinate referrals for community based services and provide additional assistance for services that the school is unable to directly provide for its homeless students</p>	Other - Student Support Services	Tier 1	Implement	09/05/2017	06/21/2019	\$5000	Homeless Liaison and School Administration
Field Trips	<p>Teachers will plan and schedule field trips that connect to the topics being taught and align to CCSS in the areas of: Government; History; Geography; and Civics and Economics. Field trips include visiting the Henry Ford Museum and Greenfield Village; The Detroit Historical Museum; and virtual field trips. Teachers will instruct students in completing various assignments that correspond to the objectives of the field trip including, gathering information from the field trip experience to answer comprehension questions. Students may be required to do a term paper that focuses on information learned during the field trip</p>	Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$3500	Teachers and School Leadership

District Improvement Plan

American International Academy

Writing Journals	All Students, grades K-8, will use a writing journal throughout the school year. Students will be given a block of time, daily, to practice and develop their writing skills using the 6+1 Writing Traits. Teachers will guide students in practicing these traits in assignments that include the writing process, summarizing and note taking, and various writing topics for writing prompts. Teachers will meet in weekly grade level meetings to discuss student progress using this method and strategies to improve any deficits. Staff will monitor student progress and report out data monthly at staff meetings.	Academic Support Program	Tier 1	Implement	09/11/2017	06/22/2018	\$1500	Teachers, Paraprofessionals, Curriculum Coaches and Administration
Instructional Coach	American International Academy will utilize the services of Instructional Coaches; in Math/Science and ELA/Social Studies to provide on-going classroom support, modeling, and coaching for classroom teachers to increase teacher pedagogy. The instructional coach will also train and monitor specialized paraprofessional staff to ensure effectiveness. Specific duties and responsibilities include: Uses the data collected to implement Tier 2 and Tier 3 interventions into a school-wide RtI model. Coordinates and administers intervention services. Demonstrates whole class modeling and/or team teaching. Coaches and collaborates with teachers and principal. Analyzes and reviews data with teachers and principal to create differentiated lesson plans. Monitors all academic programs to ensure that student achievement is increased the the Academy's academic goals are being met	Technology , Supplemental Materials, Academic Support Program, Curriculum Development	Tier 2		09/09/2016	06/22/2018	\$100000	School leaders and Instructional Coaches

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Service Learning Opportunities	All students will participate in a service learning project.. Each project will include investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration	Community Engagement	Tier 1	Implement	09/11/2017	06/22/2018	\$500	Teachers and Leadership

District Improvement Plan

American International Academy

Graph Interpretation	Teachers will demonstrate how to solve real world problems by interpreting data from graphs. Students will receive instruction on how to create a variety of graphs using real world data. Teachers will guide students in composing questions that show a relationship exists in the real world. When interpreting graphs, students will analyze data displayed on the graphs to form conclusions, which will help to make predictions and answer comprehension questions. When creating graphs, students will form questions based on data or statistical information. Other steps used to create graphs include collecting data, displaying data on graphs, and analyzing the data collected. Teachers will demonstrate how to name and label the x and y axis of graphs as well as acquire necessary vocabulary: sample, population, survey, observations, statistics, gaps, clusters, mode, median, mean, range, and quartiles. Examples of graphs include: circle graphs, bar graphs, line graphs, pie graphs, pictographs, histograms, scatter plots, stem and leaf plots, and box plots.	Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$0	Teachers, Paraprofessionals, Leadership and Instructional Coaches
Constitution Day	Teachers will lead the discussion of the importance of Constitution Day. Teachers will create innovative lessons to demonstrate the importance of Constitution Day. Assignments can include :essays on the meaning of Constitution Day, a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$200	Teachers, Instructional Coaches and Leadership

Title II Part A

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

District Improvement Plan
American International Academy

Bullying Professional Development	AIA will engage in professional development on anti-bullying. Teachers will receive training to support a safe and secure learning environment for all stakeholders. The Behavioral interventionist will receive ongoing training to enable the Academy to support our PBIS Initiative. Students will participate monthly assemblies that will focus on implementation of PBIS and Anti-Bullying. Students learn how to recognize the bullying and what actions to take to prevent and diffuse it.. The professional development will take place in September or October. The professional development will be presented by members of our local police department or a professional anti-bullying organization. Professional development on anti-bullying will be presented throughout the school year for staff and by the behavioral interventionist for students during monthly assemblies.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/11/2017	06/22/2018	\$2500	Teachers, Behavior Interventionist, Social Worker, Paraprofessionals
Vocabulary and Fluency Practice	Teachers will engage in ongoing professional development to improve best practices to increase vocabulary skills for students. Professional development will include strategies to improve direct vocabulary instruction, how to use graphic representations and methods to define and explain science vocabulary in their own words. In addition, the teachers will administer a weekly fluency assessment to ensure that the vocabulary strategy is having a positive impact on reading science informational text and writing. To ensure ongoing and sustainable professional development, throughout the year the Instructional coach and leadership will provide ongoing support and monitoring through grade and content area meetings, classroom walk thrus and observations.	Professional Learning	Tier 2	Getting Ready	09/11/2017	06/22/2018	\$8000	Teachers, Paraprofessionals, Instructional Coaches, Leadership

Co-Teaching	General and Special Education teachers will receive professional development in order to implement the Co-teaching model by collaborating and communicating to meet the needs of all students in all core subject areas. The team will analyze and teach lessons during ELA that prepare students for specific skills while using the 5 types of co-teaching continuum model: Lead and Support; Station Teaching; Parallel Teaching; Alternative Teaching; and Team Teaching. The team will analyze data to provide reading interventions on tier 2 of the Response to Intervention Model and provide differentiated instruction to all students including small group instruction, flexible grouping, direct instruction, and guided instruction. The training will take place in the Fall and will be implemented during the school year. In order to ensure ongoing and sustainable professional development, throughout the year the Instructional Coach will provide ongoing support to general and special teachers. School Leadership will monitor effectiveness through classroom walk thrus and observations. Feedback will be provided by leadership individually and during meetings with both co-teachers. Professional development that focuses on strategies to improve the outcomes of co-teaching will be provided throughout the school year.	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/11/2017	06/22/2018	\$0	General and Special Education Teachers
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District Improvement Plan

American International Academy

6+1 Writing Traits	Teachers will participate in professional development of the 6+1 Writing Traits. The model will guide teachers on how to effectively teach and assess student writing samples to improve writing proficiency. Teachers will meet in weekly grade level meetings and Professional Learning Community meetings to discuss the progress of implementing the process.. Teachers will guide students in practicing the writing process, summarizing and note taking, and various writing topics for writing prompts. Teachers will receive professional development of the 6+1 writing traits. In order to ensure ongoing and sustainable professional development, throughout the year. AIA will provide additional training for 6+1 writing traits to enable us to utilize the "trainer to trainer model". Instructional coach and leadership will have classroom visitations and observations to ensure that we continue to improve writing proficiency in grades 2-8.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/11/2017	06/22/2018	\$4000	Teachers, Support Staff and Administration
Positive Behavior Intervention Supports	Staff will participate in professional development to fully implement PBIS at AIA to improve school culture and student behavior. AIA will implement PBIS with fidelity. Students will participate in monthly assemblies that recognize students for adhering to all aspects of the program. Signage will be throughout the school that clearly state school expectations for the program. All staff, students and parents will be provided a full explanation of the PBIS expectations for AIA. The Dean and Behavioral Interventionist will oversee the full implementation of the program. Parents will receive written correspondence regarding PBIS and the reward system. PBIS expectations must be followed by all students consistently in all classrooms, cafeteria, hallway, bathroom, etc. to enable us to benefit from the program. Expectations for each area of the building will be posted in a visible location.	Behavioral Support Program	Tier 2	Implement	09/11/2017	06/22/2018	\$3000	Entire AIA Staff, Leadership

District Improvement Plan
American International Academy

Co Teaching	General and Special Education teachers will receive professional development in order to implement the Co-teaching model by collaborating and communicating to meet the needs of all students in all core subject areas. The team will develop and teach lessons and units that prepare students for specific skills while using the 5 types of co-teaching continuum model: Lead and Support; Station Teaching; Parallel Teaching; Alternative Teaching; and Team Teaching. The team will analyze data to provide reading interventions on tier 2 of the Response to Intervention Model and provide differentiated instruction to all students including small group instruction, flexible grouping, direct instruction, and guided instruction. The training will take place in the Fall and will be implemented during the school year. In order to ensure ongoing and sustainable professional development, throughout the year the Instructional Coach will provide ongoing support to general and special teachers. School Leadership will monitor effectiveness through classroom walk thrus and observations. Feedback will be provided by leadership individually and during meetings with both co-teachers. Professional development that focuses on strategies to improve the outcomes of co-teaching will be provided throughout the school year.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 2	Implement	09/11/2017	06/22/2018	\$5000	General and Special Education Teachers, Social Studies Instructional Coach, Leadership
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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Teachers and Lab Instructors will utilize various methods of differentiated instruction that includes small group instruction that focuses on identified skill deficiencies geared to close the achievement gap in grades K - 10.	Supplemental Materials, Academic Support Program	Tier 2	Evaluate	09/11/2017	06/22/2018	\$40000	Teachers, Lab Instructors, Curriculum Coach, Administration
Summer School Flexible Grouping	AIA will implement a Summer School Program targeting students in grades K-9 who are not performing at grade level in the area of reading according to state and local assessments based on entrance and exit criteria for the program. Teachers will use various methods of differentiated instruction including:blended learning, flexible grouping, reading centers, and guided reading. The program is offered four weeks during the summer. Highly qualified instructional staff will be used to provide support to reinforce skills for students that are not performing at grade level.	Academic Support Program	Tier 3	Getting Ready	06/23/2017	07/28/2017	\$8000	Teachers, Paraprofessionals, Administration
MTSS/RTI	Identified students through state and local assessments, classroom performance or Child Study Team referral will receive academic support in reading through the MTSS/RTI. Students will receive small group or individualized instruction that target identified academic skill gaps. Students will receive a prescriptive learning plan that is monitored continuously. Students will be evaluated after 8-10 weeks to determine whether they can exit, continue or may require evaluation for special services. Consistent parental communication will be ongoing throughout the MTSS/RTI process.	Academic Support Program	Tier 3	Monitor	09/11/2017	06/22/2018	\$3000	Teachers, Paraprofessionals. Administration and Curriculum Coaches

District Improvement Plan

American International Academy

Writing Journals	All Students, grades K-8, will use a writing journal throughout the school year. Students will be given a block of time, daily, to practice and develop their writing skills using the 6+1 Writing Traits. Teachers will guide students in practicing these traits in assignments that include the writing process, summarizing and note taking, and various writing topics for writing prompts. Teachers will meet in weekly grade level meetings to discuss student progress using this method and strategies to improve any deficits. Staff will monitor student progress and report out data monthly at staff meetings.	Academic Support Program	Tier 1	Implement	09/11/2017	06/22/2018	\$1500	Teachers, Paraprofessionals, Curriculum Coaches and Administration
Co-Teaching	General and Special Education teachers will receive professional development in order to implement the Co-teaching model by collaborating and communicating to meet the needs of all students in all core subject areas. The team will analyze and teach lessons during ELA that prepare students for specific skills while using the 5 types of co-teaching continuum model: Lead and Support; Station Teaching; Parallel Teaching; Alternative Teaching; and Team Teaching. The team will analyze data to provide reading interventions on tier 2 of the Response to Intervention Model and provide differentiated instruction to all students including small group instruction, flexible grouping, direct instruction, and guided instruction. The training will take place in the Fall and will be implemented during the school year. In order to ensure ongoing and sustainable professional development, throughout the year the Instructional Coach will provide ongoing support to general and special teachers. School Leadership will monitor effectiveness through classroom walk thrus and observations. Feedback will be provided by leadership individually and during meetings with both co-teachers. Professional development that focuses on strategies to improve the outcomes of co-teaching will be provided throughout the school year.	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/11/2017	06/22/2018	\$0	General and Special Education Teachers

District Improvement Plan

American International Academy

Paraprofessional/Interventionists	AIA will utilize the services of specialized paraprofessionals as interventionists in technology, differentiated instruction to provide prescriptive interventions and supplemental services to students in order for them to be successful master math skills which include numbers and operations. Throughout the school day the paraprofessionals will work collaboratively with the classroom and math teachers to provide individualized instruction the student and small groups. Data will be utilized to determine prescriptive interventions to improve the success of each student based on the results of the NWEA, which is administered 3 times per year. Paraprofessionals will utilize technology to aid in differentiating instruction in order to increase students' skills in mathematics problem solving and number and operations. The instructional coach will monitor the process and provide support throughout the school year	Academic Support Program	Tier 2	Monitor	09/09/2016	06/22/2018	\$300000	Specialized paraprofessionals, teachers, curriculum coaches and school leaders
Instructional Coach	American International Academy will utilize the services of Instructional Coaches; in Math/Science and ELA/Social Studies to provide on-going classroom support, modeling, and coaching for classroom teachers to increase teacher pedagogy. The instructional coach will also train and monitor specialized paraprofessional staff to ensure effectiveness. Specific duties and responsibilities include: Uses the data collected to implement Tier 2 and Tier 3 interventions into a school-wide RtI model. Coordinates and administers intervention services. Demonstrates whole class modeling and/or team teaching. Coaches and collaborates with teachers and principal. Analyzes and reviews data with teachers and principal to create differentiated lesson plans. Monitors all academic programs to ensure that student achievement is increased the the Academy's academic goals are being met	Technology , Supplemental Materials, Academic Support Program, Curriculum Development	Tier 2		09/09/2016	06/22/2018	\$100000	School leaders and Instructional Coaches

District Improvement Plan

American International Academy

Blended Learning /Differentiated Instruction	The Academy continues to focus on the "Big Idea" of differentiated instruction by using data driven instruction strategies to ensure academic gains in student achievement. Based on NWEA and M-STEP results, students are provided individualized learning paths that focus on improving their academic proficiency and making and exceeding academic goals in Math using computer adaptive programs. The use of I-Pads, chrome books, desk top computers, interactive projectors and white boards provide students with extended learning opportunities and more challenging work for students that have met and exceeded their grade level standards. The use of technology will assist in addressing learning gaps. To close learning gaps, instruction focuses on accommodating differences in learning styles and modalities.. The Academy commits to "meeting the student where they are." The American International Academy is fully immersed in the 21st century as a blended learning community that utilizes technology to assist in closing the achievement gap through data derived from the NWEA. The data from the NWEA is integrated through the computer adaptive tools within Compass Learning Odyssey. This research-based approach comprises the blended learning portion of the educational program. The school has a one-to-one ratio of student to technology devices. These devices are utilized in resource computer labs and classrooms. The Academy utilizes computer carts to push-ins for center based learning and station rotation blended learning modules. Technology is used with every student at the Academy for differentiated intervention, remediation, enhancement and standard-based instruction. A variety of computer adaptive programs are used to ensure that differentiation is vertically and horizontally aligned to instruction: • Vertical alignment: instructing students at their appropriate level • The computer adaptive programs that the Academy utilizes for Math include: • Raz-Kids / Head Sprouts: A-Z Compass Learning Odyssey • Front Row: Standards based math program that begins each lesson with Pre / Post Tests • Dreambox: Math Program The Academy also uses: Brain Pop •	Technology , Academic Support Program	Tier 2	Monitor	09/09/2016	06/22/2018	\$150000	School Leadership, Paraprofessionals, Teachers and Instructional Coaches
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District Improvement Plan

American International Academy

	Academy also uses: Brain Pop • access prior knowledge before unit. Post-test to assess mastery of words. and Khan Academy. Small group instruction works well with differentiated technology. The Small Group instructional model that the Academy uses is to enhance and individualize instruction. The instructor/student ratio in small groups is 1:10 which allows the instructor to focus on continuous progress mastery with students.								
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District Improvement Plan

American International Academy

Problem Solving Steps	<p>Teachers research and apply problem solving steps to model for students. Steps will be posted in classrooms, and provided to parents to assist in homework help. The four steps of problem solving by Reardon (2001) influenced by Polya (1945), include:</p> <ul style="list-style-type: none">1. Understand the problem2. Devise a plan3. Carry out the plan4. Look back (reflect) <p>-In understanding the problem teachers guide students with the following questions in mind: What are you asked to find out or show?</p> <p>Can you draw a picture or diagram to help you understand the problem?</p> <p>Can you restate the problem in your own words?</p> <p>Can you work out some numerical examples that would help make the problem more clear?</p> <p>-When devising a plan, suggestions to students are: Guess and check Make an organized list Draw a picture or diagram Look for a pattern Make a table Use a variable Solve a simpler problem Experiment Act it out Work backwards Use deduction Change your point of view</p> <p>-When carrying out the plan, teachers direct students with the following: Carrying out the plan is usually easier than devising the plan</p> <p>Be patient - most problems are not solved quickly nor on the first attempt If a plan does not work immediately, be persistent</p> <p>Do not let yourself get discouraged</p> <p>If one strategy isn't working, try a different one</p> <p>-When looking back (reflect), teachers instruct students to ask the following: Does your answer make sense? Did you answer all of the questions?</p> <p>What did you learn by doing this?</p>	Academic Support Program	Tier 2	Implement	09/11/2017	06/22/2018	\$2000	Teachers, Support Staff, School Leaders and Instructional Coaches
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District Improvement Plan

American International Academy

	What did you learn by doing this? Could you have done this problem another way - maybe even an easier way?							
Graph Interpretation	Teachers will demonstrate how to solve real world problems by interpreting data from graphs. Students will receive instruction on how to create a variety of graphs using real world data. Teachers will guide students in composing questions that show a relationship exists in the real world. When interpreting graphs, students will analyze data displayed on the graphs to form conclusions, which will help to make predictions and answer comprehension questions. When creating graphs, students will form questions based on data or statistical information. Other steps used to create graphs include collecting data, displaying data on graphs, and analyzing the data collected. Teachers will demonstrate how to name and label the x and y axis of graphs as well as acquire necessary vocabulary: sample, population, survey, observations, statistics, gaps, clusters, mode, median, mean, range, and quartiles. Examples of graphs include: circle graphs, bar graphs, line graphs, pie graphs, pictographs, histograms, scatter plots, stem and leaf plots, and box plots.	Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$0	Teachers, Paraprofessionals, Leadership and Instructional Coaches

District Improvement Plan

American International Academy

MTSS/RTI	The Academy has implemented a school-wide MTSS/Response to Intervention model which will allow students with grade level skill deficits individualized support through Blended Learning which includes technology, center and project based and small group interventions. Students will receive high level support from highly specialized paraprofessionals using blended learning and differentiated instruction. Students will be identified to participate in this high level of support based on results of state and local assessments and academic and social classroom performance. The academic component will be provided through various forms of blended learning with students utilizing a prescriptive learning path. The MTSS/RTI behavior component will be provided by the school social worker and behavior interventionist who will focus on prescriptive strategies that will allow the student to achieve success in the classroom learning environment. MTSS/RTI for behavior interventions may be based on suspensions, referrals and other disciplinary actions.	Technology , Academic Support Program, Other	Tier 2	Implement	09/09/2016	06/22/2018	\$10000	Teachers, Instructional Coaches, Behavior Interventionist, Social Worker, Leadership and Paraprofessionals
Vocabulary and Fluency Practice	Teachers will engage in ongoing professional development to improve best practices to increase vocabulary skills for students. Professional development will include strategies to improve direct vocabulary instruction, how to use graphic representations and methods to define and explain science vocabulary in their own words. In addition, the teachers will administer a weekly fluency assessment to ensure that the vocabulary strategy is having a positive impact on reading science informational text and writing. To ensure ongoing and sustainable professional development, throughout the year the Instructional coach and leadership will provide ongoing support and monitoring through grade and content area meetings, classroom walk thrus and observations.	Professional Learning	Tier 2	Getting Ready	09/11/2017	06/22/2018	\$8000	Teachers, Paraprofessionals, Instructional Coaches, Leadership

District Improvement Plan

American International Academy

MTSS/RTI Implementation	The Academy will adapt a school-wide Response to Intervention /MTSS which will allow students with grade level skill deficits individualized support through technology and small group interventions in Science. Students will receive high level support from highly specialized paraprofessionals using multiple forms of blended learning/differentiated instruction. Students will be identified to participate in this high level of support based on results of state and local assessments and academic and social classroom performance, The academic component will be provided through various forms of blended learning with students utilizing a prescriptive learning path that will enhance proficiency in Science	Academic Support Program	Tier 2	Implement	09/11/2017	06/22/2018	\$4000	Teachers, Instructional Coaches, Paraprofessionals, Leadership
Science Fair Projects	Teachers will instruct students in applying the scientific method to solve real world problems for completion of science fair projects. Teachers will provide examples for students and demonstrate how to select an experiment that includes collecting data and analyzing measurements in order to test a hypothesis. Students will complete a research paper and science display board to use during a presentation of their findings. Science Fair Projects will be judged by using a rubric on a 100 point scale. Students in the Middle/High School will participate in the local Science Fair.	Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$1000	Teachers, Instructional Coaches and Leadership
Science Day	Students will participate in a school-wide science day. Using the inquiry-based learning approach, staff members will have science stations set up throughout the school. The students will rotate to these stations and participate in an activity that will peek interest in science subject matter and cause them question and experiment. There will be a discussion station in each area that reviews, analyzes and make predictions and conclusions.	Academic Support Program	Tier 1	Implement	09/11/2017	06/22/2018	\$2000	Teachers, Science Instructional Coach, School Leadership

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Co Teaching	General and Special Education teachers will receive professional development in order to implement the Co-teaching model by collaborating and communicating to meet the needs of all students in all core subject areas. The team will develop and teach lessons and units that prepare students for specific skills while using the 5 types of co-teaching continuum model: Lead and Support; Station Teaching; Parallel Teaching; Alternative Teaching; and Team Teaching. The team will analyze data to provide reading interventions on tier 2 of the Response to Intervention Model and provide differentiated instruction to all students including small group instruction, flexible grouping, direct instruction, and guided instruction. The training will take place in the Fall and will be implemented during the school year. In order to ensure ongoing and sustainable professional development, throughout the year the Instructional Coach will provide ongoing support to general and special teachers. School Leadership will monitor effectiveness through classroom walk thrus and observations. Feedback will be provided by leadership individually and during meetings with both co-teachers. Professional development that focuses on strategies to improve the outcomes of co-teaching will be provided throughout the school year.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 2	Implement	09/11/2017	06/22/2018	\$5000	General and Special Education Teachers, Social Studies Instructional Coach, Leadership
Field Trips	Teachers will plan and schedule field trips that connect to the topics being taught and align to CCSS in the areas of: Government; History; Geography; and Civics and Economics. Field trips include visiting the Henry Ford Museum and Greenfield Village; The Detroit Historical Museum; and virtual field trips. Teachers will instruct students in completing various assignments that correspond to the objectives of the field trip including, gathering information from the field trip experience to answer comprehension questions. Students may be required to do a term paper that focuses on information learned during the field trip	Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$3500	Teachers and School Leadership

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Classroom Magazines	Teachers in grades 1 - 10 will be provided subscriptions of Junior Scholastic and Scholastic for Social Studies to provide additional access to informational text beyond the textbook. Teachers will use best practices in reading comprehension to promote student success of comprehension of informational text. Students will have access to information on current events, geography, American History, and world civilizations. Magazines will be used for classroom assignments and homework assignments to further support reading comprehension of informational text and to provide real world news and real world problems. Students will have various assignments to complete which include: answering comprehension questions, interpreting graphs, timelines and political cartoons, answering Who, What, When, Where, Why questions; vocabulary hunts, small group reading comprehension activities, reading centers, summarizing and note-taking, and debates for middle school students to develop critical thinking and analysis skills.	Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$5000	Teachers, Social Studies Instructional Coach and Leadership
Constitution Day	Teachers will lead the discussion of the importance of Constitution Day. Teachers will create innovative lessons to demonstrate the importance of Constitution Day. Assignments can include :essays on the meaning of Constitution Day, a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/09/2016	06/22/2018	\$200	Teachers, Instructional Coaches and Leadership
Service Learning Opportunities	All students will participate in a service learning project.. Each project will include investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration	Community Engagement	Tier 1	Implement	09/11/2017	06/22/2018	\$500	Teachers and Leadership

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Bullying Professional Development	AIA will engage in professional development on anti-bullying. Teachers will receive training to support a safe and secure learning environment for all stakeholders. The Behavioral interventionist will receive ongoing training to enable the Academy to support our PBIS Initiative. Students will participate monthly assemblies that will focus on implementation of PBIS and Anti-Bullying. Students learn how to recognize the bullying and what actions to take to prevent and diffuse it.. The professional development will take place in September or October. The professional development will be presented by members of our local police department or a professional anti-bullying organization. Professional development on anti-bullying will be presented throughout the school year for staff and by the behavioral interventionist for students during monthly assemblies.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/11/2017	06/22/2018	\$2500	Teachers, Behavior Interventionist, Social Worker, Paraprofessionals
Behavioral Interventionist	American International Academy will employ a Behavioral Interventionist to improve social skills, student behavior and promote a safe teaching and learning environment. The Behavior interventionist will utilize a tiered positive behavior support system that identifies at-risk students needing intense support to ensure school success. The Behavior Interventionist will work in collaboration with the Principal, Assistant Principal and Behavioral Interventionist to ensure all stakeholders have access to a safe and conducive learning environment. The Behavioral Interventionist is responsible for full implementation of the PBIS Program at AIA.	Behavioral Support Program	Tier 3	Implement	09/11/2017	06/22/2018	\$35000	Behavior Interventionist and School Leadership
School Social Worker	AIA will continue to employ a School Social Worker to assist students with interventions to cope with school issues and to make positive connections with staff and fellow students. The School Social Worker will assist staff in utilizing the Multi-tiered Positive Behavior Support System. The School Social Worker will also address all request that include IEP's, Child Study Team, School Administrator staff and students.	Behavioral Support Program	Tier 2	Implement	09/09/2016	06/22/2018	\$45000	School Social Worker and School Leadership

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Positive Behavior Intervention Supports	Staff will participate in professional development to fully implement PBIS at AIA to improve school culture and student behavior. AIA will implement PBIS with fidelity. Students will participate in monthly assemblies that recognize students for adhering to all aspects of the program. Signage will be throughout the school that clearly state school expectations for the program. All staff, students and parents will be provided a full explanation of the PBIS expectations for AIA. The Dean and Behavioral Interventionist will oversee the full implementation of the program. Parents will receive written correspondence regarding PBIS and the reward system. PBIS expectations must be followed by all students consistently in all classrooms, cafeteria, hallway, bathroom, etc. to enable us to benefit from the program. Expectations for each area of the building will be posted in a visible location.	Behavioral Support Program	Tier 2	Implement	09/11/2017	06/22/2018	\$3000	Entire AIA Staff, Leadership
Homeless Liaison	Implementation, supporting and monitoring the McKinney-Vento Homeless Program. The Homeless Liaison is a member of the District Improvement Team and will coordinate referrals for community-based services and provide additional assistance for services that the school is unable to directly provide for its homeless students.	Other	Tier 1	Monitor	08/22/2016	06/21/2019	\$0	Homeless Liaison, Administration

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Services for Homeless Students	<p>Students that are identified as being homeless by our Homeless Liaison will receive services provided by the school through an allocation of funds set aside for homeless services. The categories of allocation for the homeless population include:</p> <ul style="list-style-type: none">• Transportation – voucher for school transportation• Food Allowance - gift cards for food/groceries• School Supplies – backpack, etc.• Clothing/Personal Items – school uniforms, shoes, coat, personal care kits, etc <p>Our school has a Homeless Policy that ensures that:</p> <ul style="list-style-type: none">• Services are comparable to those offered to other students in the district• Transportation, special education, academic interventions, before and after school programs, food services, etc.• Consistent uninterrupted teaching. Learning will not be denied due to lack of necessary enrollment documents.• The Homeless Liaison is a member of the District Improvement Team. <p>The Homeless Liaison will coordinate referrals for community based services and provide additional assistance for services that the school is unable to directly provide for its homeless students</p>	Other	Tier 1	Implement	09/05/2017	06/21/2019	\$5000	Homeless Liaison and School Administration
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American International Academy - Elementary

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Computer Adaptive Programs	<p>The Academy continues to focus on the "Big Idea" of differentiated instruction which is addressing the learning gaps through the use of technology through computer adaptive programs. Extended learning opportunities for our students that are below grade level and learning that is challenging for advanced students are both addressed by use of Blended Learning through use of computer adaptive programs. Students who require additional support are provided an individualized learning path that addresses the student's learning gaps. Students that are advanced are able to continue to move forward academically with their individualized learning path. Learning paths are individualized based on the results of the student's NWEA Fall assessment. The NWEA is administered 3 time yearly for students in grades K - 8 to determine academic growth. The Academy commits to "meeting the student where they are." The American International Academy is fully immersed in the 21st Century as a blended learning community that utilizes technology to assist in closing the achievement gap. Blended Learning is a research-based approach that integrates technology and other forms of differentiated instruction to increase student engagement and learning. The school is moving towards a one-to-one ratio of student and technology devices that include:</p> <ul style="list-style-type: none">• All-in-One Computers• Student Laptops• Chromebooks• iPads• Interactive Projectors and White Boards <p>These devices are used in resource computer labs, and computer cart push-ins for center based learning and station rotation blended learning modules. Technology is used with every student at the Academy for differentiated intervention, remediation, enhancement and standard-based instruction. A variety of Computer Adaptive programs are used to ensure that differentiation is vertically and horizontally aligned to instruction:</p> <ul style="list-style-type: none">• Vertical alignment: instructing students at their appropriate level• Horizontal alignment: instructing students different ways to maximize engaging lessons <p>The computer adaptive programs that the school utilizes are:</p> <ul style="list-style-type: none">• Raz-Kids / Head Sprouts: A-Z Learning Reading	Technology , Academic Support Program	Tier 2	Monitor	09/12/2016	06/22/2018	\$150000	Administration, Teachers, Curriculum Coaches, Paraprofessionals
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	<ul style="list-style-type: none">• Raz-Kids / Head Sprouts: A-Z Learning Reading program• Compass Learning Odyssey: Reading, ELA, Math, Science and Social Studies program• Front Row: Standards based math program that begins each lesson with Pre / Post Tests							
6+1 Writing Traits	<p>Teachers will participate in professional development of the 6+1 Writing Traits. The model will guide teachers on how to effectively teach and assess student writing samples to improve writing proficiency.</p> <p>Teachers will meet in weekly grade level meetings and Professional Learning Community meetings to discuss the progress of implementing the process.. Teachers will guide students in practicing the writing process, summarizing and note taking, and various writing topics for writing prompts. Teachers will receive professional development of the 6+1 writing traits. In order to ensure ongoing and sustainable professional development, throughout the year. AIA will provide additional training for 6+1 writing traits to enable us to utilize the "trainer to trainer model". Instructional coach and leadership will have classroom visitations and observations to ensure that we continue to improve writing proficiency in grades 2-8.</p>	Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/11/2017	06/22/2018	\$4000	Teachers, Support Staff and Administration