



School Improvement Plan

Eastside Connections School

Niles Community Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

*The 2016-2017 school year marks the fifth year Eastside Connections School has been open. Eastside Connections School is located in Niles which is approximately 40 minutes from Lake Michigan, 20 minutes from the University of Notre Dame, and 15 minutes from Andrews University in Berrien Springs.

Eastside Connections school began as a K-5 school with two sections of kindergarten focusing on problem/project based learning. This fall, Eastside Connections School has grown to a K-8 school with 2 sections of each grade level. We are slated to have 20 teachers and 400 students set to begin the 16/17 school year.

School's Purpose

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

Vision:

Dynamic Learners * Diverse Opportunities * Driven to Succeed

Mission:

Niles Community Schools inspires and prepares all learners through diverse opportunities to challenge the present and enrich the future.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

*The 2016-2017 school year marks the fifth year Eastside Connections School has been open. Eastside Connections school began as a K-5 school. This fall, Eastside Connections School has grown to a full 2 sections of each grade K-8, projecting to have 400 students.

The focus of Eastside Connections School is problem/project based learning. In June 2014, all teaching staff, including the music and physical education teacher became PBL certified. Our teachers to the will be faced with the exciting challenge of creating implimenting project/problem-based learning while at the same time adding a focus to the implementation of our MTSS/RTI/Power Hour Model through the data team process.

Additional Information

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

*Increased levels of student achievement is our main goal. We want all students to be:
Engaged in the learning process through meaningful delivery of quality instruction.
Apply learned knowledge in various contexts and exhibit knowledge in various formats/presentation platforms.
Apply learned knowledge in m-step, nwea and other types of assessment settings.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

*Stakeholders vary from idea to planning to implementation. However, stakeholders are engaged at all times with teachers, parents, community, administrators, and students all based on the needs of the plan and planning. Individuals who are involved are notified personally, email, phone, and letter. Individuals are self-selected through a means of communication and asking everyone to be involved.

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

*The framing of all plans takes a large number of engaged and interested individuals. The framing of the school's improvement is based on good research and communication with the parents of the school and district. In a NLC (Niles learning community) there is no individual role except with relationship to the facilitation of the process. Good communication is established through a means of creating a shared pool of meaning in a setting that allows for the interchange of ideas in a safe environment. Thus all stakeholder groups participate in the development of the improvement plan.

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

The components of the improvement plan are shared with the appropriate stakeholders on a regular basis. Communication of specific elements of the SIP take place at all levels, including district, buildings, admin, teachers and parents. This is also communicated at the district level with newsletters and a variety of focused and general information. This includes but is not limited to web sites, letters, newsletters, emails and memos.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Growing our school into a full two-section (k-8) has been a focus and a challenge for our school. While 3 years ago our enrollment was around 220, we are now at 400, which is very close to max capacity. The challenge of increasing enrollment is largely due the fact that we do not offer any type of student transportation.

Student Demographic Data

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

While our school has a 90% student attendance policy that students and parents must agree to in order to become/continue enrollment at our school this still allows for students to miss nearly 17 days of school per year. I believe that this 90% attendance prerequisite has given our families the idea that students attending school more than 90% of time is an adequate attendance rate. The school will also have to begin articulating attendance expectations in a more direct manner in both a proactive and reactive manner. Developing incentive programs will become a school wide focus in the upcoming year.

Student Demographic Data

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

As our school continues to grow in the enrollment we have more issues that need investigating. With only one administrator and no behavior specialist, working with the staff to develop and implement measures to curb referrals and discipline issues has become a topic. We have added a part time behavior specialist to our staff for the 16/17 school year and look forward to developing proactive approaches to minimize negative student behaviors.

Student Demographic Data

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

As a magnet school it is important that we ensure a similar balance in demographic representation of the district ECS will check with our district schools to compare demographic make-up of the student body.

Teacher/School Leader(s) Demographic Data

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

As we review the number of years of teaching and administrative experience of our school leader we recognize that we have a relatively low average of years experience. As we grow in our experiences within the school setting, we recognize that with an effective focus and meaningful opportunities to share and grow in our practice and experience could lead to increase student achievement as we become more familiar with the curriculum, common core standards, strategies to implement content and working to strengthen positive school culture.

Teacher/School Leader(s) Demographic Data

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

As we review the number of years of teaching experience we recognize that we have a relatively low average of years experience. As we grow in our experiences within the school setting, we recognize that with an effective focus and meaningful opportunities to share and grow in our practice and experience could lead to increase student achievement as we become more familiar with the curriculum, common core standards, strategies to implement content and working to strengthen positive school culture.

Teacher/School Leader(s) Demographic Data

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

School leader absences could have an impact on student achievement if all meaningful discussion and data analysis were lead by the school leader. However, because our school works in data teams and has data team leaders to focus on data driven decision making as well as PLC's to facilitate meaningful conversations focused on growing as a professional, our school, while looking to our leader as a guide does not fully rely on his presence to be successful in student achievement.

Teacher/School Leader(s) Demographic Data

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

The more teachers are in their classrooms the more likely to maintain steady academic growth and sense of community within a classroom setting. Some areas that could be impacted include: Local Professional Development, classroom management systems, data team analysis.

Teacher/School Leader(s) Demographic Data

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

Post jobs in areas more likely to reach minority candidates.

Process Data

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

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

Strands 3 & 4 each reflect our highest areas of strength. They are both scored at 2.25.

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

Strands 1 & 4 are the 2 lowest ranked strands. Strand 1 = 2.1 and strand 2 = 2.0

12. How might these challenges impact student achievement?

Stand one reflects on the area of "Teaching for Learning" and this area impacts student achievement in many ways. Our overall NWEA data as well as M-STEP data could be impacted as well as our ongoing formative and summative assessments throughout the year.

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

The following actions could be taken:

Implementing a discussion with staff to ensure that they understand what the issue is.

Discussion/survey on what we are doing to teach for learning

Identify areas in which we could improve on teaching for learning

As a team, plan a systematic approach to ensuring teaching for learning is taking place in each classroom of the building.

Follow up meetings with staff and ongoing observations and establishing various checkpoints throughout the year.

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

1. Schedule meeting to discuss all students with current needs.

2. As a staff, we discuss and review any students who have documentation of mandated interventions.

3. Teachers utilize daily accommodations checklists and special education staff review IEP's annually.

4. Establish a SAT (student assistance team) to meet monthly, which allows us a process to discuss any students with suspected disabilities and the interventions we will implement and steps we will take to thereafter.

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

In grades 3-8 we offer after-school orchestra for all students.

In grades 5-8 we offer band for all students interested.

Science Olympiad for all students k-8.

STEM CLUB - All students k-8.

Academic Booster

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

All students are eligible for our extended learning opportunities. They must fill out forms to indicate their interest. We hold meetings as well as email and send letters to all families as well include on our web.

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

Lesson plans are a key indicator of standards being taught.

Administrator observations are a method to determine the extent of standards being taught.

Curriculum Maps serve as a guide as to standards to be ensure vertical and horizontal alignment.

Data team processes are tracked, which include what standards are being taught and how they are being taught.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

At this time we are still waiting on our M-STEP results as they relate to reading. 15/16 Spring to Spring NWEA results indicated that students meeting or exceeding projected growth in grades K through 8 equals 61.2%.

19b. Reading- Challenges

According to NWEA projected RIT growth norms grade 4 had less than 50% of students meeting projected reading goals. Overall, we recognize the need to implement a stable reading intervention program and have begun the process.

19c. Reading- Trends

2012-2013 - 40.2% of all students met or exceeded reading growth norms as set by NWEA normative data.

2013-2014 - 55.6% of all students met or exceeded reading growth norms as set by NWEA normative data.

2014-2015 - 57.1% of all students met or exceeded reading growth norms as set by NWEA normative data.

2015-2016 - 61.2% of all students met or exceeded reading growth norms as set by NWEA normative data.

19d. Reading- Summary

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

We will address our reading focus in a number of ways:

- Implimenting Fountas & Pinell benchmarking system along with "book rooms for teachers to pool resources.
- Establishing MTSS (power hour) student groupings to most efficiently meet the individual academic needs of students.
- Adding reading pullout groups in grades k-2
- Training teachers in the implementation of MASIA reading and writing
- Continuing the use of data teams to analyze student strengths and weaknesses.

20a. Writing- Strengths

N/A

20b. Writing- Challenges

N/A

20c. Writing- Trends

N/A

20d. Writing- Summary

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

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Training and implementing MAISA writing for ELA and continuing Collins writing in non-ELA areas.

21a. Math- Strengths

At this time we do not have M- STEP results available.

According to NWEA nationally normed data the following grade levels had over 50% of students meeting or exceeding their projected RIT growth: kindergarten, 3rd, 4th, 5th, 6th, 7th. As a k-8 school, 63% of all students met or exceeded spring to spring growth targets.

21b. Math- Challenges

At this time we do not have M- STEP results available.

21c. Math- Trends

2012-2013 - 55.5% of all students met or exceeded math growth norms as set by NWEA normative data.

2013-2014 - 53.4% of all students met or exceeded math growth norms as set by NWEA normative data.

2014-2015 - 59.2% of all students met or exceeded math growth norms as set by NWEA normative data.

2015-2016 - 63.0% of all students met or exceeded math growth norms as set by NWEA normative data.

21d. Math- Summary

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

Implementation of MTSS/Power hour teaching formats to focus on NWEA skills as well as the implementation of a new math curriculum (Everyday Math) as well as an steady training schedule for the teachers to develop fidelity to the model/curriculum,

22a. Science- Strengths

N/A

22b. Science- Challenges

N/A

22c. Science- Trends

N/A

22d. Science- Summary

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

N/A

23a. Social Studies- Strengths

N/A

23b. Social Studies- Challenges

N/A

23c. Social Studies- Trends

N/A

23d. Social Studies- Summary

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

N/A

Perception Data

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

24a. Student Perception Data

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

N/A

24b. Student Perception Data

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

N/A

24c. Student Perception Data

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

N/A

25a. Parent/Guardian Perception Data

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

N/A

25b. Parent/Guardian Perception Data

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

N/A

25c. Parent/Guardian Perception Data

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

N/A

26a. Teacher/Staff Perception Data

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

N/A

26b. Teacher/Staff Perception Data

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

N/A

26c. Teacher/Staff Perception Data

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

N/A

27a. Stakeholder/Community Perception Data

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

N/A

27b. Stakeholder/Community Perception Data

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

N/A

27c. Stakeholder/Community Perception Data

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

N/A

Summary

28a. Summary

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

Demographic: We are around 60% economically at-risk, 85% Caucasian, 15% Non Caucasian

Process: While data-teams and PLC's are in place and functioning we continue to fine tune the process in order to get the most out of our time together.

Achievement/outcomes: We are seeing an increase in NWEA projected growth achievement in both reading and math over the past 4 years.
perception: N/A

28b. Summary

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

The more we spend time tuning our processes and protocols the more efficient our entire staff becomes at identifying student needs and developing strategies to combat identified areas of weakness, which will help student achievement.

28c. Summary

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

They will be identified as areas of focus and plans to address these challenges will be set forth in our plan.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Students are NWEA tested in reading and math two times a year in grades K-8. Students are also assessed on the M-STEP test in reading and math in grades 3-8.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://nilesschools.schoolwires.net/site/default.aspx?PageID=1	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	May be done at the district level.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Donna Roark Director of Personnel 111 Spruce St. Niles, MI 49120 269-683-6662	

School Improvement Plan

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

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

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

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

All school personnel work in data teams to review the data on student achievement. Data teams review the needs of the students and professional development based on the goals set by the district, the school, and individual teams. A comprehensive needs assessment of the entire school was done based on information about the achievement of our children in relation to the State Standards.

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

All school personnel work in data teams to review the data on student achievement. Data teams review the needs of the students and professional development based on the goals set by the district, the school, and individual teams. Student Assistance Teams (SAT) meet to review the data of students who have been identified in the data team process to determine the appropriate setting, additional help, and interventions. This is done in all four core academic areas. NWEA, DIBELS and M-STEP data are used for identification.

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

NWEA, DIBELS and M-STEP are used to identify students in the four core academic areas.

Reading - Fountas & Pinell benchmarking, DIBELS.

Identification is also based on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing. This is also referred to as our Student Assistance Team (SAT) team process.

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

The school uses a variety of different criteria to determine the growth of each student. This includes but is not limited to: NWEA, Fountas & Pinell reading levels, Formative Assessments, Summative Assessments, Dibels.

Component 2: Services to Eligible Students

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

The school and district offer the following assistance that provides additional time outside the school day: After School Homework and Interventions, Summer School and Summer Activities, and more. During the school day there is assistance from: Instructional Assistants which work with the at-risk students, under the supervision of the classroom to teacher.

Component 3: Incorporated Into Existing School Program Planning

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

Through the data team process, we analyze student performance data and other key indicators before and after school, as well as during teacher prep periods at least one day a week.

Component 4: Instructional Strategies

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

Data Teams, Collins Writing, MTSS/Power Hour, small grouping and a focus on formative assessments that provide immediate feedback to teachers. In addition, the school and district offer the following assistance that provides additional time outside the school day: Summer School also serves as an intervention, which offers k-2 reading focus through the use of LLI program. During the school year, our teachers are utilizing their LLI training, which also incorporates assessing the reading levels of students in order to identify struggling students, which in turn triggers the strategic formation of small groups to meet needs.

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

All of our strategies are based in strong research from noted individuals such as Doug Reeves, Mike Schoker, Fountas and Pinnell, Education Trust, and others. The use of data-teams and PLC'S helps us to identify and discuss specific strategies and implementation plan.

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

We offer a summer school format for 6 weeks during the summer months that includes both an educational aspect as well as an enrichment component. All students in grades k-5 are allowed to sign up for the enrichment part of the program (up to 250) while the focus on academics (summer school) is for the students specifically identified by the school K-2 students are identified through our Fountas & Pinell bench marking system, which all teachers have been trained in, followed up by the use of LLI within the summer school classroom settings.

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

The school and district work with an inclusion model for students who meet that criteria. In addition, instructional assistants work with the classroom teacher in the classroom to support the learning in the classroom. The daily classroom schedules are created and reviewed strategically in order to determine "pulled" time, so that the time out of the classroom has the least amount of collateral damage.

Component 5: Title I and Regular Education Coordination

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

The school and district works hand-in-hand to ensure Data Teams, Collins Writing, and Culture improvements are moving us toward our goals. Teachers have also recently begun the process of identifying and offering reading intervention groups facilitated by our Intervention Specialist. These are all built into the fiber of the regular education classroom, the special education classroom, and the support from Title 1. Instructional assistants work closely with the teacher and all students. The CFG/PLC process of colleague discussion ensures that the conversations based on the use of protocols is effective toward meeting the needs of all students through the shared ideas and collaboration of teachers.

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

Our district preschool program is at only one of our elementary schools. That school, Northside Child Development Center, has the preschool and also has Kindergarten. The teachers work effectively together every day.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of our instructional paraprofessionals meet the NCLA requirements for highly qualified.	

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

Component 7: High Quality and Ongoing Professional Development/Learning

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

We have accomplished ongoing and sustained professional development for all the staff in the areas of Collins Writing, Data Teams, and Fountas & Pinnell, LLI. We also have consistently provided information, PLC'S, reading, and knowledge about the importance of school culture.

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

There is professional development for secretaries in the area of student support and technology. There was a school level workshop for instructional assistants in the area of security and parent involvement.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	At the time the diagnostic was completed, the professional development/learning plan is only available through our district office.	

Component 8: Strategies to Increase Parental Involvement

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

Parent organizations at the school are included in the planning, feedback, and idea generation during meetings when there is important school business to review.

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

Parent organizations at the school are included in the data review and implementation feedback during meeting times when there is important school business to review.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parent organizations at the school are included in the feedback and evaluation during meeting times when there is important school business to review.	

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

The school ensures effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. 1) The school provides assistance to parent to understand the State's academic standards through our curriculum maps. This also includes information on assessments. Our SIS provides progress monitoring for parents. 2) The school provides materials and training for parents to work with their children to improve achievement. 3) The school educates all the school employees on the value and contributions of parents. We have a parent volunteer coordinator in each school that helps build strong parent partnerships. 4) The school coordinates all the different parent involvement programs. 5) The school provides consistent and frequent information about programs, involvement, progress, and activities and on how to fully participate in a language that the parents can understand. F) The school provides opportunities for parents with limited English and parents of students with disabilities or migratory children the relevant and timely information and opportunities for participation that are available to all parents.

5. Describe how the parent involvement activities are evaluated.

The school parent volunteer coordinators along with the parent groups participate in the evaluation of parent involvement and provide feedback to the district PTO. That group works to coordinate the parent efforts across the district and improve the outreach and participation of parents.

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

The school-parent compact is developed with a small group of parents, teachers, and administrators and then taken to a larger group of parents in a Title 1 meeting for changes, updates, and improvements. This is done on a yearly basis.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The attachment is the ECS School-Parent Compact.	

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

The current SIS provides individual student academic assessment results in a language parents can understand.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	The expectation for parents at ECS are to volunteer 10 hours/per year in the school. Attached is the Eastside Connections School enrollment application that informs parents of the expectation.	Enrollment Enrollment

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

It is a document that is signed by the parents and then reviewed with parents at the parent/teacher conferences.

Component 9: Coordination of Title I and Other Resources

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

The district curriculum director, principals, food service, coordinators, and others meet regularly to discuss, review, and integrate all programs in order to best serve the eligible children of the school.

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

The district provides a focused approach to continuing student achievement and individual student growth through smart goals, assessment review, interventions, and program coordination. All programs are designed with a view toward providing students a clear path for success.

Component 10: Ongoing Review of Student Progress

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

Eligible student progress is reviewed in Data Teams done at the building level in an ongoing, professional development supported, focused process that looks at every individual student to assure student growth. The data team process occurs at least twice monthly. DIBELS - is evaluated quarterly, Fountas & Pinell reading levels are assessed up to 3 times yearly, NWEA is assessed two times a year.

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

Eligible students are evaluated in the Data Teams based on NWEA data, pre- and post testing, F&P, DIBELS and classroom observation to determine individual need and plans are implemented to meet needs based on that evaluation. Upon assessment results, we review student data and convene as a team to discuss patterns and trends.

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

Teachers have been trained at the district level to facilitate Fountas & Pinell reading assessments. The Data Team process has trained teachers to identify students who need additional assistance. The Data Team process also provides a framework for identifying the standards each student should achieve in the classroom and a means for evaluating that achievement.

Evaluation

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

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

Teacher Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. These Data Teams meet by grade level and/or content area. Data Team representation is used to frame a school level Data Team that evaluates the implementation of the Title 1 program. For those learners who exhibit learning or behavioral difficulties beyond the spectrum of a traditional solutions, we have a Student Assistance Team (SAT) that reviews cases with teachers in order to determine interventions and data collection methods.

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

Teacher Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. These Data Teams meet by grade level and/or content area. Data Teams review the data from the State's annual assessment and other indicators of academic achievement.

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

Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. These Data Teams meet by grade level and/or content area. The Data Team process identifies students who are furthest from achieving the standards and adjusts time and instruction to meet the needs of those students.

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

The plan is revised by teachers based on student achievement, growth. Data teams meet to continually assess student learning. Both formative and summative assessments along with smart goals and clarified strategies to ensure continuous improvement of eligible students are addressed.

16/17 Goals & Plans

Overview

Plan Name

16/17 Goals & Plans

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will increase science achievement for all students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	We will increase social studies achievement for all students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	We will increase reading achievement for all students.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$200
4	We will increase math achievement of all students.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$70000

Goal 1: We will increase science achievement for all students.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency based on science standards in Science by 06/13/2017 as measured by state assessments, NWEA, formative assessments..

Strategy 1:

Science Curriculum Team - Science curriculum teams are being developed in order to identify the science standards and also to establish a scope and sequence.

Category: Science

Tier: Tier 1

Activity - Identifying Power Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a science team we will work to identify the power standards and also establish common assessments and teaching strategies.	Direct Instruction, Curriculum Development, Teacher Collaboration, Materials	Tier 1	Monitor	09/06/2016	06/13/2017	\$0	No Funding Required	All teaching staff, with the support of the curriculum director, are responsible for the continued efforts in this area.

Goal 2: We will increase social studies achievement for all students.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency based on standards in Social Studies by 06/13/2017 as measured by NWEA, state assessments, and formative assessments.

Strategy 1:

Establish SS Teams - Social Studies curriculum teams are being developed in order to identify the social studies power standards and also to establish a scope and sequence.

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Category: Social Studies

Tier: Tier 1

Activity - Identifying Power Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Established SS team will work to identify power standards, common assessments and teaching strategies	Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/13/2017	\$0	No Funding Required	All staff are responsible

Goal 3: We will increase reading achievement for all students.**Measurable Objective 1:**

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by achieving CCSS in Reading by 06/13/2017 as measured by NWEA & M-STEP.

Strategy 1:

Data Teams - Data Teams will meet regularly to write formative assessments to measure pre and post instructional knowledge. Goals will be set for each instructional period based on the pre-assessment. Instruction will take place with a view toward reaching the goal set by the data team. Strategies are listed and followed. The post-assessment is used to determine student growth. Students who reach their goal will be provided additional opportunities to build on their current knowledge. Students who missed the expected targets will be given additional instruction to meet the goals. Students who need additional interventions will be given specifically designed interventions such as after school, before school, or other interventions to add to the student's ability.

Category:

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center

Tier:

Activity - Writing Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The work of writing common formative assessments in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy.	Academic Support Program			06/06/2016	06/13/2017	\$0	No Funding Required	All staff are responsible

Strategy 2:

Leveled Literacy - Staff will be trained on the implementation of Leveled Literacy and the use of the Continuum of Literacy Learning. This will allow teachers to better meet the needs of individual students.

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Category:

Research Cited: www.heinemann.com/fountasandpinnell/research

Tier:

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the Continuum of Literacy Learning and the implementation of leveled literacy.	Academic Support Program		Getting Ready	09/06/2016	06/13/2017	\$0	General Fund	The district curriculum department along with already trained teachers will train remaining members of the district.

Activity - Book Rooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The creation of a book room will aid in teachers having the available leveled literacy materials needed for instruction.	Curriculum Development		Getting Ready	09/06/2016	06/13/2017	\$200	Other	Building administration and staff are responsible for continuing to utilize the book room.

Strategy 3:

Small Group Instruction - Students will receive additional academic support in small groups.

Category:

Research Cited: <http://www.doe.in.gov/sites/default/files/curriculum/research-base-differentiation-and-acceleration.pdf>

Tier:

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will receive additional academic support through small group instruction by the classroom teacher and instructional assistants.	Academic Support Program		Implement	09/06/2016	06/06/2017	\$0	Section 31a	Responsible staff include the classroom teachers and instructional assistants.
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Goal 4: We will increase math achievement of all students.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math based on state assessment, NWEA, and formative assessments. in Mathematics by 06/13/2017 as measured by state assessment, NWEA, and formative assessments in data teams..

Strategy 1:

Data Teams - Data Teams will meet regularly to write formative assessments to measure pre and post instructional knowledge. Goals will be set for each instructional period based on the pre-assessment. Instruction will take place with a view toward reaching the goal set by the data team. Strategies are listed and followed. The postassessment is used to determine student growth. Students who reach their goal will be provided additional opportunities to build on their current knowledge. Students

who missed the expected targets will be given additional instruction to meet the goals. Students who need additional interventions will be given specifically designed interventions such as after school, before school, or other interventions to add to the student's ability.

Category: Mathematics

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center

Tier: Tier 1

Activity - Writing Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The work of writing common formative assessments in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy.	Academic Support Program			09/02/2014	06/05/2015	\$0	No Funding Required	All staff are responsible
Activity - Marzano Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Introduction to the implementation of our Marzano's framework	Academic Support Program	Tier 1	Getting Ready	08/30/2016	09/01/2018	\$20000	Other	Donna Roark, Angie Cramer, Joe Racht
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Strategy 2:

Small Group Instruction - Students will get additional academic support in small group instruction by their classroom teachers and instructional assistants.

Category:

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198912_good.pdf

Tier:

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will get small group instruction based on their academic level.	Academic Support Program		Implement	09/02/2014	06/05/2015	\$0	Section 31a	Responsible staff include classroom teachers and instructional assistants.

Strategy 3:

Everyday Math - Everyday math has been implemented k-5 throughout the district. The common language among grade levels, consistent commitment to a scope and sequence as well as a balance between common core related topics among grade levels will prove helpful in our attempt to raise math scores. The teachers are going through a process with our ISD to identify common assessments as well as establish power standards, all while discussing strategies for success.

Category: Mathematics

Tier: Tier 1

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers come together and are led by county math consultant to identify power standards, develop common assessments and develop strategies to deliver content effectively.	Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/30/2016	06/13/2017	\$50000	Title II Part A	Angie Cramer, Donna Roark, Joe Racht

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	The teachers come together and are led by county math consultant to identify power standards, develop common assessments and develop strategies to deliver content effectively.	Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/30/2016	06/13/2017	\$50000	Angie Cramer, Donna Roark, Joe Racht

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers will be trained in the Continuum of Literacy Learning and the implementation of leveled literacy.	Academic Support Program		Getting Ready	09/06/2016	06/13/2017	\$0	The district curriculum department along with already trained teachers will train remaining members of the district.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Marzano Framework	Introduction to the implementation of our Marzano's framework	Academic Support Program	Tier 1	Getting Ready	08/30/2016	09/01/2018	\$20000	Donna Roark, Angie Cramer, Joe Racht

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Book Rooms	The creation of a book room will aid in teachers having the available leveled literacy materials needed for instruction.	Curriculum Development		Getting Ready	09/06/2016	06/13/2017	\$200	Building administration and staff are responsible for continuing to utilize the book room.
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Students will get small group instruction based on their academic level.	Academic Support Program		Implement	09/02/2014	06/05/2015	\$0	Responsible staff include classroom teachers and instructional assistants.
Small Group Instruction	Students will receive additional academic support through small group instruction by the classroom teacher and instructional assistants.	Academic Support Program		Implement	09/06/2016	06/06/2017	\$0	Responsible staff include the classroom teachers and instructional assistants.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Identifying Power Standards	Established SS team will work to identify power standards, common assessments and teaching strategies	Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/13/2017	\$0	All staff are responsible

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Identifying Power Standards	As a science team we will work to identify the power standards and also establish common assessments and teaching strategies.	Direct Instruction, Curriculum Development, Teacher Collaboration, Materials	Tier 1	Monitor	09/06/2016	06/13/2017	\$0	All teaching staff, with the support of the curriculum director, are responsible for the continued efforts in this area.
Writing Formative Assessments	The work of writing common formative assessments in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy.	Academic Support Program			06/06/2016	06/13/2017	\$0	All staff are responsible .
Writing Formative Assessments	The work of writing common formative assessments in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy.	Academic Support Program			09/02/2014	06/05/2015	\$0	All staff are responsible .