



Single Building District Improvement Plan

Multicultural Academy

Multicultural Academy

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Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|---------------------------|---------------------------|-------------------|
| 1. | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | Goals and Plans in ASSIST | |

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.

During open house registration or open enrollment we provide stakeholders the opportunity to be part of the school improvement plan team. All teaching staff are part of this team and monthly SIP meetings are held to review and update the SIP. Board members are updated on the SIP during monthly board meetings. Stakeholders are recruited during family nights, the newsletter, and in PAC meetings. Committees are configured according to staff wants. Meetings are emailed and mailed out to stakeholders and are posted on our school website.

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

Our stakeholders are a combination of elementary, middle and high school staff as well as administration and parents. There is representation in all subject areas that make up small committees. After small committees meet, they bring concerns and successes to larger school-wide meetings where they analyze data and come up with solutions to potential concerns.

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

Grade-level teams meet weekly to discuss progress and areas of concerns with regards to student data and students' needs. They then bring this information to monthly SIP meetings on a school-wide scale to discuss this further. The initial school improvement plan was communicated to stakeholder and the board on the first school meeting and any changes from then were also presented during to board members and stakeholders during the monthly meetings.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

During SIP team meetings and staff meetings the CNA was completed.

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

Student achievement has been inconsistent with high and low scores over the last 5 years. In general our scores have increased in reading and math over the last 5 years. Our areas of need include: reading and math for our economically disadvantaged students. Students showed little to no growth in Science and Social Studies. We will be addressing these needs by offering a 5 week summer school program where students will delve deeper into informational text in ELA and math. We have also implemented the RTI program in reading and math and have added additional supplemental resources to enrich our Science and Social Studies classes. We are also committed to aligning all of our curriculum to the new and more rigorous Common Core State Standards by using only aligned resources and materials and hiring professional Eastern Michigan University curriculum writers to help develop our curriculum. Teachers have been and will continue to be sent to professional development in areas of concern. Writing is also being required throughout the curriculum in all content areas. After school tutoring is also available for students. In reviewing our demographic data, we have identified our areas of need as 2nd grade reading and math and 8th grade reading and math, particularly among economically disadvantaged students. Across the board, students did not meet proficiency in Science and Social Studies.

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

The goals for our school are aligned with our priority needs detailed in our needs assessment. We have implemented different strategies to meet these goals such as having a title I teacher in every elementary classroom, offering after school tutoring, providing healthy balanced meals, and parent education community events and workshops.

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

We aim to accomplish school-wide proficiency and we have implemented multiple strategies to address students who are disadvantaged so that they may achieve proficiency as well.

Component 2: Schoolwide Reform Strategies

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

Several of our strategies have indicated differentiated instruction as a strategy that would help all students reach the State's standards.

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

Strategies that are being utilized to increase the quality and quantity of instruction are Marzano's writers workshop, differentiated instruction, and project-based learning.

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

The findings in our needs assessment indicate that there is a need for differentiated instruction due to our varying needs and abilities schoolwide.

This strategy is particularly beneficial for our economically disadvantaged student population.

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

Teachers differentiate instruction to provide a level of intervention for students who need the most instructional support. Some examples are title 1 teachers providing small group instruction and students who need additional help are sent to the RTI team for evaluation and support.

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

In addition to the classroom assessments, students are assessed in the fall, winter, and spring.

Component 3: Instruction by Highly Qualified Staff

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

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| | 2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes | All staff are highly qualified in the position that they teach. | |

Component 4: Strategies to Attract Highly Qualified Teachers

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

the school had 16% turnover during this school year.

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

63% of our teaching staff are considered experience (3 years or more).

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

Teachers are offered merit pay and as part of the qualifications, highly qualified teachers must return the following year. We are also offering college credit through Eastern Michigan University for teachers to obtain during the school year through our Curriculum writers.

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

Teachers are offered merit pay and as part of the qualifications, highly qualified teachers must return the following year. We are also offering college credit through Eastern Michigan University for teachers to obtain during the school year through our Curriculum writers.

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

We offer merit pay incentives as well as options for college credit through Eastern Michigan University.

Component 5: High Quality and Ongoing Professional Development

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

Teachers have received professional development in differentiated instruction, data analysis, PBIS and have had the ability to chose online professional development based on their individual needs.

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

We will provide teachers with ongoing PD through the curriculum writers from Eastern Michigan University. These curriculum writers will offer professional development, as well as mentoring and development of teachers throughout the school year.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents were provided with the opportunity to join various committees to provide input and suggestions on the development of the schoolwide plan.

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

Parents were provided with the opportunity to join various committees to help with implementation of the school-wide plan.

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

Parents were given the opportunity to voice their opinions during board meetings, PAC meetings, and through parent surveys of the schoolwide plan.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|--|
| | 4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? | Yes | | MA parent involvement policy 2013_2014 |

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

Parents are always encouraged to attend PAC meetings, after school parent/student events, and any classroom functions/field trips teachers plan. We plan on working closely with Eastern Michigan University to help gain additional services and support for parents such as hosting information nights or providing families with basic needs. Moreover, we will be ordering a book series called 'Read with Me' and starting a checkout system where parents and students read together to help build literacy in students and increase the student/parent/school connection.

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

Parent Involvement component of the school-wide plan will be evaluated through parent sign-in sheets and through parent surveys where parents are given the opportunity to provide feedback on the success of the program.

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

We will take into account the suggestions provided through the survey to make school-wide improvements.

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

The school-parent compact was developed through a collaboration of teachers, parents and administration.

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

Parents, students, staff, and administration go over the compact at the beginning of the school year. We revisit the terms in the student parent compact during the elementary level parent teacher conferences to discuss the child's progress.

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

Parents, students, staff, and administration go over the compact at the beginning of the school year. We revisit the terms in the student parent compact during parent teacher conferences to discuss the child's progress.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|--------------------------|
| | The School's School-Parent Compact is attached. | Yes | | 2013-14_Compact 7.7.2013 |

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

Parents are provided with a summary of the child's assessments in a way that is easy for all parents to interpret. The Academy also will meet with any parent that needs additional help in interpreting the child's results.

Component 7: Preschool Transition Strategies

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

At the end of the year preschoolers transition to the kindergarten classroom to be exposed to the kindergarten environment and what will be expected of them for next year. In addition, The Academy provides an evening event for students and parents with kindergarten teachers attending and discussing kindergarten transition strategies.

PRE-K staff made summer packets for students to work on during the summer.

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

Parents are encouraged to begin reading with their preschooler through partner activity books to prepare their child for the transition. Teachers are provided professional development in early childhood development to help students be prepared when transitioning to kindergarten. To prepare students for Kindergarten, parents and students meet weekly over the summer with kindergarten staff to maintain learning, structure, and build relationships.

GSRP created a manual for parents which included websites and community organizations. Pre-k staff were offered PD through Early Childhood Investigations and LearnPort.

Preschool Staff were trained on transitioning students into kindergarten through social worker program "Transforming Teachers".

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers meet weekly with administration and they are provided the opportunity to give feedback on school-based academic assessments. Teachers also meet with their mentor teacher regularly to discuss individual concerns and these concerns are then brought to administration to resolve or look into further.

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

Teachers are required to look at their student data and share the results with students and parents and create student academic goals. Teachers also share their findings with appropriate grade level teachers to address any student gaps and ensure that these gaps are filled with additional support.

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

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

Students who are not proficient on the MEAP are identified through data analysis and given additional supports to help strengthen them in those particular areas.

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

Students needs are identified and students are ability grouped to target specific academic needs. Students that are not performing at an advanced or proficient level are provided additional support with the Title I teachers and/or are evaluated for further supports in RTI.

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

Teachers ability group students through center-based instruction in the elementary level. In the secondary level, teachers differentiate instruction to meet all students' needs. There is also a strong emphasis on project based learning in the secondary level.

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

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

Research based programs, such as Read 180, Compass Odyssey, My Math, Wonders, were specifically chosen to decrease the achievement gap and are aligned to the school-wide goals and Common Core State Standards.

The programs coordinated in the school-wide programs are Title I, 31a, Title III immigrant and ESL program, Special Education, and Education Projects program. These programs work towards decreasing the achievement gaps by targeting specific groups/needs and working towards closing these gaps.

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

We use Title I and other sources to provide students with research based resources, up to date technologies, paraprofessionals for small group learning, professional development, parent involvement initiatives such as monthly parent nights, and merit pay for teacher retention.

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

There are multiple ways in which we evaluate and provide our families with support and services. Students are assessed and their academic data is analyzed. Teachers can recommend students and/or parents can complete a questioniar of the services they are in need of such as free or reduced lunches, basic needs, social and emotional counseling, and nutritional advice. Some of the programs we have implemented this year are PE-NUT nutritional information program, Education Project, GSRP, Jumpstart, Pittsfield Township anti-bullying program, and Parent/student events.

Evaluation:

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

School-wide programs are evaluated almost monthly during our SIP meetings.

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

We use multiple indicators of student growth such as NWEA, MEAP, and benchmark assessments, throughout the year to determine student progress and decrease the achievement gap. Students that have been identified as Title I, Special Ed, At Risk, or meet the requirements for any other school-wide programs are evaluated weekly during teacher/administration meetings.

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

We determine whether the school-wide program is effective after looking at student data and analyzing the results.

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

Each year, programs are evaluated to determine their success and committees meet regularly to determine the programs success and/or make improvements as needed.

Revised 2019 SPDIP

Overview

Plan Name

Revised 2019 SPDIP

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|--|----------------|---------------|
| 1 | All students will be engaged in active learning. | Objectives: 1 Strategies: 5 Activities: 21 | Organizational | \$6050 |
| 2 | All Students will be proficient in Reading | Objectives: 1 Strategies: 6 Activities: 28 | Academic | \$515400 |
| 3 | All students will be proficient in Mathematics | Objectives: 1 Strategies: 6 Activities: 25 | Academic | \$299500 |
| 4 | All students will be proficient in Science | Objectives: 1 Strategies: 6 Activities: 20 | Academic | \$47456 |
| 5 | All students will be proficient in Social Studies | Objectives: 1 Strategies: 6 Activities: 20 | Academic | \$201405 |

Goal 1: All students will be engaged in active learning.

Measurable Objective 1:

demonstrate a behavior through good citizenship by 06/16/2023 as measured by teacher referrals and citizenship grades..

Strategy 1:

Character Education - Character education will be used as a deliberate effort to help people understand, care about, and act upon core ethical values. Research supports students illustrating good character and social-emotional competence, reduces negative behaviors, and ultimately improve students' academic performance. A new character trait will be implemented monthly, with all staff and students reviewing these traits.

Category: School Culture

Research Cited: <https://ies.ed.gov/ncer/pubs/20112001/pdf/20112001.pdf>

Tier: Tier 1

| Activity - Monthly Writing Contest | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|---|
| A new character trait will be introduced monthly. After discussions, listening to stories, and looking at examples of each trait, students complete an essay. One student per class will have their work displayed on a bulletin board. | Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Teachers, Behavior Interventionist |
| Activity - Student Presentations | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Starting with the highest grade level, classes will prepare a presentation about the given character trait during a monthly celebration. | Community Engagement, Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Students and Teachers |
| Activity - Student of the Month | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will select a student of the month that demonstrates the given character trait for that month. The chosen student will have their picture taken and it will be displayed on our Student of the Month Bulletin Board | Behavioral Support Program | Tier 1 | | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Teachers and Students, Behavior Interventionist |

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| Activity - Character Education Books and Supplies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|---------------------|
| Character education books will be provided for teachers based upon the character trait of the month. Supplies will be provided for a school wide activity. | Community Engagement, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$1000 | General Fund | Principal, Teachers |

Strategy 2:

Class Dojo - Create a positive classroom culture by helping students build important skills, like teamwork and persistence.

Category: School Culture

Research Cited: <http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=2110&context=doctoral>

Tier: Tier 1

| Activity - Recognition Board | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|-----------------------|
| Teacher will keep a bulletin board with students names who have shown positive behavior in the classroom, based on Dojo points | Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Students and Teachers |

| Activity - Student of the Month | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|------------------------------------|
| Each class will choose a student of the month to be featured on a bulletin board in the main hallway. | Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Teachers, behavior Interventionist |

Strategy 3:

Parental Involvement - Parents will be invited to various school events, including but not limited to Parent-Teacher conferences. Research demonstrates that parent involvement in children's learning is positively related to achievement. Parents will be asked to sign in at each event, thus providing the school data as to the amount of parental involvement. This involvement with the school will help student achievement.

Category: School Culture

Research Cited: National Education Association - Research Spotlight on Parental Involvement in Education www.nea.org

Tier: Tier 1

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| Activity - Goodies with Grandparents | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|---------------------|--|
| Grandparents will be invited to the school to participate in the Goodies with Grandparents. Student work will be displayed and parents/grandparents will have the opportunity to interact with their child/grandchild, other students, teachers, and administrators. | Parent Involvement, Materials, Behavioral Support Program | Tier 1 | Monitor | 08/19/2019 | 07/17/2020 | \$200 | Title I Part A | Students, Teachers, and Administrators |
| Activity - Parent-Teacher Conferences | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents will be invited to the school to conference with their student's teacher on academic progress/NWEA scores. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Students, Teachers, and Administrators |
| Activity - Spelling Bee | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents will be invited to the school to watch the school Spelling Bee. Parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$50 | Title I Part A | Students, Teachers, and Administrators |
| Activity - Awards Ceremony | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents will be invited to the school to watch their students receive awards for academic progress. Parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Materials | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$1000 | Title I Part A | Students, Teachers, and Administrators |
| Activity - Literacy Fair | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| | | | | | | | | |
|---|--|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Parents will be invited to the school to participate in the school's Literacy Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Materials, Community Engagement, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Students, Teachers, and Administrators |
| Activity - Curriculum Night/Fall Festival/Meet the Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents will be invited to the school to learn about their child's curriculum, meet their student's teacher, and have some Fall fun. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement, Behavioral Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Students, Teachers, and Administrators |
| Activity - Family Game Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents will be invited to the school to participate in the school's Mathematics Family Game Night. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Students, Teachers, and Administrators |
| Activity - Science Fair | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|--|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Parents will be invited to the school to participate in the school's Science Fair. Student's Science Fair projects will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$300 | Title I Part A | Students, Teachers, and Administrators |
| Activity - Muffins with Moms | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Moms and Grandmothers will be invited to the school to participate in the school's Muffins with Moms program. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators, while enjoying muffins. | Parent Involvement, Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Students, Teachers, and Administrators |
| Activity - Multicultural Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents will be invited to the school to participate in Multicultural Night. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. There will also be cuisine from the countries represented in the program. | Parent Involvement, Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Students, Teachers, and Administrators |
| Activity - Donuts with Dads | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Dads and Grandfathers will be invited to the school to participate in the school's Donuts with Dads Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Behavioral Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Students, Teachers, and Administrators |
| Activity - School Messenger | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| | | | | | | | | |
|---|--|--------|-----------|------------|------------|-------|----------------|--|
| School Messenger is a software system used for parent and community involvement. It can be translated into several different languages which in turn will help break the language barrier that exist. | Parent Involvement, Community Engagement | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$600 | Title I Part A | Principal, Administrative Assistant, Translators |
|---|--|--------|-----------|------------|------------|-------|----------------|--|

Strategy 4:

Restorative Practices - Restorative Practices will be introduced during Professional Development week. Together the staff and administration will read through the three chapters of the book and discuss how this will help our community

Category: School Culture

Research Cited: https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf

Tier: Tier 1

| Activity - Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will be provided with a book, and will read a chapter each night for three days. The staff will discuss different aspects of the book and how this will help our students become better citizens. Restorative circles will be planned in classes to | Behavioral Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$500 | Title I Part A | All staff |

| Activity - Restorative Circles | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|---------------|------------|------------|-------------------|---------------------|--------------------|
| Students and staff will sit in restorative circles to discuss any conflict that may be happening in the classroom. A Restorative Circle is a community process for supporting those in conflict. The purpose of the circle is to discuss how actions of each member of the community effect each other. | Behavioral Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Staff and Students |

Strategy 5:

School Behavior Incentive - Students will be earning money as a positive reinforcement for when they show good school spirit, great behavior on the bus, show responsibility in class, as well as many other ways that reinforce our school culture.

Category: School Culture

Research Cited: "Motivation only enables us to do what we are already capable of doing." Robert Sylwester

Creating a school store enables administration to be able to maintain motivation and interest in showing good behaviors. We want a specific school culture, and by providing positive reinforcement school wide, we are able to reinforce the good behaviors.

Bain, K. (2007). Key Element 6: Positive Reinforcement. http://www.learnalberta.ca/content/inspb1/html/6_positivereinforcement.html

Single Building District Improvement Plan

Multicultural Academy

Tier: Tier 1

| Activity - Classroom Store Supplies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| The classroom store supplies are beneficial to the school culture. They are enforcing positive behaviors throughout the school and transportation. Items will be available to students to purchase with the money they have accumulated. | Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 08/31/2023 | \$1000 | Section 31a | Principal, Teachers, Secretary, Title I and Title III staff, bus drivers |

Goal 2: All Students will be proficient in Reading

Measurable Objective 1:

20% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth proficiency in Reading by 06/22/2020 as measured by NWEA scores and M-STEP.

Strategy 1:

Daily 5 - The Daily 5 is a structured literacy block that teaches independence. All students K-8 will be trained in this block, including Title I, Title III, MTSS, Special Education, and homeless students, to learn the 5 key elements to be a successful independent learner. Teachers will block out at least 90 minutes of each day to provide time for this structure in all classes. Students will read to self, read to someone else, listen to books, work with words, and write daily. Students in special populations will also receive this support in addition to other direct instruction as deemed necessary. The implementation of this structure will begin with professional development in August.

Category: English/Language Arts

Research Cited: <https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3>

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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Single Building District Improvement Plan

Multicultural Academy

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|---|---|--------|---------|------------|------------|--------|-----------------|--|
| Teachers will receive a book and training on how to implement Daily 5/Daily 5 Cafe instruction. | Direct Instruction, Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$1000 | Title II Part A | Principal will be responsible for staff getting trained before the beginning of the school year. Principal will be responsible for the program being used with fidelity. |
|---|---|--------|---------|------------|------------|--------|-----------------|--|

| Activity - Walk-through and support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| Principal will conduct walk-through observations and provide feedback to improve instruction. | Walkthrough, Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Principal |

| Activity - Peer sharing and support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers will observe other teachers provide instruction in Daily 5. | Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support. |

| Activity - Technology Tools | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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Single Building District Improvement Plan

Multicultural Academy

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|---|---|--------|---------|------------|------------|---------|--|---|
| Teachers will be provided with technology for student use during classroom instructional times. | Direct Instruction, Technology, Materials, Behavioral Support Program, Curriculum Development, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$41000 | Title III, Section 31a, Title I Part A, Section 41 | Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order. Teachers and students will be responsible for the use and care of equipment. |
|---|---|--------|---------|------------|------------|---------|--|---|

| Activity - Lexia Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------|
| Lexia Learning is used for intervention within the classroom to close the gap in reading levels among all students. | Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$9900 | Section 31a | Teachers, Principal |

| Activity - Aims Web | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|------------------------------|--|
| Aims Web will provide teachers a pre and post assessment that will enable them to identify student needs. | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$20000 | Title IV Part A, Section 31a | Teachers, Title I, Title III, Special Education, Principal |

| Activity - Supplies and Materials | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Supplies and materials to supplement the K-8 Math, Science, Social Studies, and/or reading program. (Ex. Leveled readers, work books, Math manipulatives, online teacher resources, ect.) | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$20000 | Title I Part A | Principal, Teachers, Title I, Title III |

Single Building District Improvement Plan

Multicultural Academy

Strategy 2:

Differentiated Instruction - Teachers will provide different groups of students different levels of work. This will be implemented by using centers in their classroom with different activities at each center.

Category: English/Language Arts

Research Cited: <http://files.eric.ed.gov/fulltext/EJ854351.pdf>

Tier: Tier 1

| Activity - Professional Development on Fountas & Pinnell | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will be trained in Fountas & Pinnell Leveled Literacy Intervention to improve student achievement. LLI is a supplementary intervention proven to bring struggling readers to grade-level competency with engaging leveled books and fast-paced, systematically designed lessons. | Academic Support Program, Professional Learning | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$3000 | Title II Part A | Principal, Title 1 Coordinator, Teachers |
| Activity - Title III Support and Supplies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Title III Interventionist will provide direct student instruction to attain English Language proficiency and succeed in Reading. Rosetta Stone will be provided to assist Title III staff. ELA teacher will assist in building literary foundation concepts and help in developing advanced levels of listening, speaking, reading and writing skills. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$35000 | General Fund | Title III Interventionist, Principal |
| Activity - Training on Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Professional Development will be provided for teachers during PLC/staff meeting on differentiated instruction. | Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$800 | Title II Part A | Teachers, Academic coach, Intervention coordinator, Principal |
| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

Single Building District Improvement Plan

Multicultural Academy

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|--|--|-------------|---------------|-------------------|-----------------|--------------------------|---|--|
| Students will be provided with small group differentiated intervention instruction in Reading. | Direct Instruction, Technology, Class Size Reduction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$3100 | Title III, Title I Part A | Teachers, Intervention Tutor, Title III Interventionist, Principal |
| Activity - Extended Day Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| English Language Learners will receive academic support after school to help close the achievement gap. Computer Science will also be taught to enhance computational skills. | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$5000 | Title III | Title III Interventionist, Computer Teacher. |
| Activity - Reading A-Z | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Leveled readers will be used to provide students with developmentally appropriate materials during Daily 5 rotations | Direct Instruction, Materials, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Title 1 Teacher, Teacher |
| Activity - Title I Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Title I services will be provided for disadvantaged students who are at-risk of not meeting the Common Core State Standards. (Paraprofessionals, Coordinators, Reading Specialist, Math Interventionist) Kindergarten teacher will help in the foundation skills of basic literacy . ELA teacher will work with all level of students to enhance listening, speaking, reading and writing skills. | Direct Instruction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$205000 | Title I Part A, Title III, Title I Part A | Title 1 Tutors, Title 1 Coordinator, Principal, Kindergarten Teacher, ELA Teacher. |
| Activity - NewsELA | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| NewsELA is an instructional platform that engages students with non-fiction stories. | Direct Instruction, Materials | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Title I Part A | Teachers |

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| Activity - Summer School Supplies and Materials | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Supplies and materials to be used during the summer school program to reinforce skills learned during the school year. | Academic Support Program | Tier 2 | Getting Ready | 08/19/2019 | 06/16/2023 | \$3000 | Title I Part A | Teachers, Paraprofessionals, Principal |

Strategy 3:

Data Driven Instruction - Teachers will use all data available to guide instruction, transform the classroom, and improve student achievement.

Category: English/Language Arts

Research Cited: Data for Decisions West End. <http://datafordecisions.wested.org/>

Tier: Tier 1

| Activity - Data Drops | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| Teachers will meet with Academic Coach and Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement. | Curriculum Development, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/20/2018 | 06/16/2023 | \$100 | Title I Part A | Principal, and Teachers |

| Activity - Title III Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------------|
| To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Reading. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$35000 | Title III | Title III Interventionist |

| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Students will be provided with small group intervention instruction in Reading. | Direct Instruction, Class Size Reduction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$10000 | Title I Part A | Teachers, Paraprofessional, Title III Interventionist, and Principal |

Single Building District Improvement Plan

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Strategy 4:

Multi-tier Systems of Support - MTSS will meet the needs of all students by using a leveled (or tiered) approach to ensure high quality instruction. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

An Academic Coach will be available to assist classroom teachers provide focused and targeted instruction to class, as well as small groups of students.

An Intervention Coordinator will be available to assist with data and to identify students that would best be serviced in a small group or one-on-one intervention with an Intervention Tutor.

The Academic Coach, Intervention Specialist, and Principal will be monitoring the program to ensure it is being implemented with fidelity.

Category: English/Language Arts

Research Cited: <http://www.resa.net/specialeducation/rti/>

Tier: Tier 2

| Activity - Support for Tier 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------|
| All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Principal will work with the teachers to help identify which students need services for Tier 1 intervention. | Direct Instruction, Supplemental Materials, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Teacher and Principal |
| Activity - Support for Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an intervention tutor and instruction will be more focused and deliberate. Students will be in small groups working on specific skills. | Direct Instruction, Supplemental Materials, Academic Support Program, Teacher Collaboration | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$75000 | Section 31a | Intervention Tutor, Teacher |
| Activity - Support for Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

Single Building District Improvement Plan

Multicultural Academy

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|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Tier 3 instruction will be delivered to students by an intervention coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student. | Direct Instruction, Supplemental Materials, Academic Support Program | Tier 3 | Implement | 08/19/2019 | 06/16/2023 | \$35000 | Title I Part A | Intervention Teacher, Classroom Teacher |
| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will be provided with small group data driven, intervention instruction in Reading. | Direct Instruction, Technology, Class Size Reduction, Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$10000 | Title I Part A | Teachers, Intervention Tutor, Title III Interventionist, Principal |

Strategy 5:

Morning Meeting - Teachers and students gather in a circle for a twenty or thirty minute meeting with four components: greeting, sharing, group activity, and morning message.

Greeting: Students and teachers greet one another by name and practice offering hospitality.

Sharing: Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).

Morning Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Teachers will be involved in a professional book study on how to implement Morning Meeting into their classrooms. Experienced staff will model Morning Meetings during staff or PCL meetings to show the desired behaviors from students. The Principal and Academic Coach will be conducting informal walkthroughs to ensure the program is being implemented with fidelity.

Category: English/Language Arts

Research Cited: <https://www.responsiveclassroom.org/what-is-morning-meeting>

Tier: Tier 1

| | | | | | | | | |
|-----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| Activity - Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

Single Building District Improvement Plan

Multicultural Academy

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|---|--|---------------|------------------|-------------------|-------------------|--------------|--|---|
| <p>Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting. Book Name : The Morning Meeting Book by Roxann Kriete ISBN-13: 978-1892989604 ISBN-10: 1892989603</p> | <p>Materials, Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/19/2019</p> | <p>06/16/2023</p> | <p>\$600</p> | <p>Title I Part A, Title II Part A</p> | <p>Teachers and Administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity.</p> |
|---|--|---------------|------------------|-------------------|-------------------|--------------|--|---|

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---------------|------------------|-------------------|-------------------|-------------------|------------------------|------------------------------------|
| <p>Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms.</p> | <p>Behavioral Support Program, Academic Support Program, Teacher Collaboration, Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/19/2019</p> | <p>06/16/2023</p> | <p>\$1500</p> | <p>Title II Part A</p> | <p>Teachers and Administrators</p> |

| Activity - Development of self awareness | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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Single Building District Improvement Plan

Multicultural Academy

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|---|---|--------|-----------|------------|------------|-----|---------------------|------------------------------------|
| Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies. | Community Engagement, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Teachers, Administrators, Students |
|---|---|--------|-----------|------------|------------|-----|---------------------|------------------------------------|

Strategy 6:

Parental Involvement - Parents will be invited to various school events, including but not limited to Parent-Teacher conferences. Research demonstrates that parent involvement in children's learning is positively related to achievement. Parents will be asked to sign in at each event, thus providing the school data as to the amount of parental involvement. This involvement with the school will help student achievement.

Category: English/Language Arts

Research Cited: National Education Association - Research Spotlight on Parental Involvement in Education www.nea.org

Tier: Tier 1

| Activity - Literacy Fair | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Parents will be invited to the school to participate in the school's Literacy Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Students, Teachers, and Administrators |

| Activity - Field Trip | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Parents will be invited to participate in school field trips that will expand our knowledge in Literature and raise student achievement. | Parent Involvement, Community Engagement, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1000 | Title I Part A | Parents, Student, Teachers, Administrators |

Goal 3: All students will be proficient in Mathematics

Measurable Objective 1:

20% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) on the State of Michigan Standardized Test and the NWEA MAP assessment in Mathematics by 06/29/2020 as measured by Proficiency rate set by the state of Michigan and NWEA MAP .

Strategy 1:

Daily 3 - Math Daily 3 is a framework for structuring math time so students develop deep conceptual understanding and mathematical proficiency. All students K-8 will be trained in this block, including Title 1, Title III, MTSS, Special Education, and homeless students to learn the 3 key elements to be a successful independent learner. Students select from three choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.

Category: Mathematics

Research Cited: <https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3>

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teacher will receive a book and training on how to implement Daily 3 instruction. | Direct Instruction, Technology, Curriculum Development, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1500 | Title II Part A | Principal will be responsible for staff getting trained before the beginning of the school year. Principal and Academic Coach will be responsible for the program being used with fidelity. |

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| Activity - Walkthrough and Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|--|
| Principal will conduct walk through observations and provide feedback to improve instruction. | Walkthrough, Behavioral Support Program, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Principal will conduct the walk-through and provide feedback to improve instruction and student achievement. |
| Activity - Peer Sharing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will observe other teachers provide instruction in Daily 3 | Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support |
| Activity - Technology Based Centers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will be provided technology for student use during Daily 3 instruction. | Technology, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$30000 | General Fund | Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order. |

Single Building District Improvement Plan

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| Activity - My Math Text Books | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------------------------|
| Students will complete work in books to gain knowledge and attain mathematical proficiency. | Materials, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$10000 | Title I Part A | Teachers, Academic Coach, Principal |

| Activity - Pearson Math Book - 6-8 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|-------------------|-------------------------------------|
| Students will use Pearson Math books to attain the knowledge necessary to master state standards. | Direct Instruction, Materials, Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$5000 | Title I Part A | Teachers, Principals, Title I staff |

| Activity - Aims Web | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|-----------------------------|--|
| Aims Web will provide teachers a pre and post assessment that will enable them to identify student needs. | Academic Support Program | Tier 1 | Getting Ready | 09/16/2019 | 06/16/2023 | \$600 | Section 31a, Title I Part A | Teachers, Title I, Title III, Special Education, Principal |

| Activity - Supplies and Materials | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Supplies and materials to supplement the K-8 Math, Science, Social Studies, and/or reading program. (Ex. Leveled readers, work books, Math manipulatives, online teacher resources, ect.) | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$20000 | Title I Part A | Principal, Teachers, Title I, Title III |

Strategy 2:

Differentiated Instruction - Teachers will provide different groups of students different levels of work. This will be implemented by using centers in their classroom with different activities at each center.

Category: Mathematics

Research Cited: <http://files.eric.ed.gov/fulltext/EJ854351.pdf>

Tier: Tier 1

| Activity - Title 1 Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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Single Building District Improvement Plan

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|--|--|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Title 1 services will be provided for disadvantaged students who are at-risk of not meeting the Common Core State Standards. Kindergarten teacher will assist in building the Math foundation skills for young learners. | Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$28000 | Title I Part A | Title 1 staff, Title 1 coordinator, Principal, Kindergarten teacher. |
| Activity - Title III Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Mathematics. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Title III Interventionist and Principal |
| Activity - Training on Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction. | Curriculum Development, Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/19/2023 | \$1500 | Title II Part A | Teachers, Principal |
| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will be provided with small group differentiated intervention instruction in Mathematics. | Direct Instruction, Technology, Class Size Reduction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$1550 | Title I Part A | Teachers, Title III Interventionist, Principal |
| Activity - Extended Day Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| English Language Learners will receive academic support after school to help close the achievement gap. Computer Science will also be taught to enhance computational skills. | Direct Instruction, Class Size Reduction, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$5000 | Title III | Title III Interventionist, Computer Teacher. |

Single Building District Improvement Plan

Multicultural Academy

Strategy 3:

Data Driven Instruction - Teachers will use all data available to guide instruction, transform the classroom, and improve student achievement.

Category: Mathematics

Research Cited: Data for Decisions West End. <http://datafordecisions.wested.org/>

Tier: Tier 1

| Activity - Data Drop | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement. | Materials, Curriculum Development, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$100 | Title I Part A | Intervention Coordinator, Academic Coach, Principal, and Teachers |

| Activity - Title III services | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|---------------------------|
| To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Math. | Direct Instruction, Academic Support Program, Teacher Collaboration | Tier 2 | Implement | 08/20/2018 | 06/16/2023 | \$0 | Title III | Title III Interventionist |

| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Students will be provided with small group intervention instruction in Mathematics. | Direct Instruction, Class Size Reduction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$10000 | Title I Part A | Teachers, Paraprofessional, Title III Interventionist, and Principal |

Strategy 4:

Multi-Tier Systems of Support - MTSS will meet the needs of all students by using a leveled (or tiered) approach to ensure high quality instruction. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and

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Stakeholder/Family Involvement.

An Academic Internationalist will be available to assist classroom teachers, provide focused and targeted instruction to class, as well as small groups of students.

An Intervention Coordinator will be available to assist with data and to identify students that would best be serviced in a small group or one-on-one intervention with an Intervention Tutor.

The Intervention Specialist, and Principal will be monitoring the program to ensure it is being implemented with fidelity.

Category: Mathematics

Research Cited: <http://www.resa.net/specialeducation/rti/>

Tier: Tier 2

| Activity - Support for Tier 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------|
| All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Academic Coach will work with the teacher to help identify which students would be serviced in Tier 1 intervention. | Direct Instruction, Technology, Supplemental Materials, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Teacher, Principal |
| Activity - Support for Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills. | Supplemental Materials, Class Size Reduction, Academic Support Program, Teacher Collaboration | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$75000 | Section 31a | Intervention Tutor, Teacher |
| Activity - Support for Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|---|--------|---------|------------|------------|---------|----------------|---|
| Tier 3 instruction will be delivered to students by an Intervention Coach in a small group or one-on-one setting. The instruction will be targeted and intentional to meet the needs of the student. | Direct Instruction, Class Size Reduction, Academic Support Program, Teacher Collaboration | Tier 3 | Monitor | 08/19/2019 | 06/16/2023 | \$35000 | Title I Part A | Intervention Teacher, Classroom Teacher |
|--|---|--------|---------|------------|------------|---------|----------------|---|

| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| Students will be provided with small group, data driven, intervention instruction in Mathematics. | Direct Instruction, Technology, Class Size Reduction, Academic Support Program, Teacher Collaboration | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$75000 | Title I Part A | Teachers, Intervention Tutor, Title III Interventionist, Principal |

Strategy 5:

Morning Meeting - Teachers and students gather in a circle for a twenty to thirty minute meeting with four components: greeting, sharing, group activity, and morning message.

Greeting: Students and teachers greet one another by name and practice offering hospitality.

Sharing: Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).

Morning Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Teachers will be involved in a professional book study on how to implement Morning Meeting into their classrooms. Experienced staff will model Morning Meetings during staff or PCL meetings to show the desired behaviors from students. The Principal and Academic Coach will be conducting informal walkthroughs to ensure the program is being implemented with fidelity.

Category: Mathematics

Research Cited: <https://www.responsiveclassroom.org/what-is-morning-meeting>

Tier: Tier 1

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| Activity - Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting. ISBN-13: 978-1892989604 ISBN-10: 1892989603 | Materials, Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$300 | Title II Part A | Teachers and Administrators will be responsible for reading the materials and coming prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity. |
| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms. | Behavioral Support Program, Academic Support Program, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$250 | Title II Part A | Teachers and Administrators |
| Activity - Development of Self Awareness | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|---|--------|-----------|------------|------------|-----|---------------------|------------------------------------|
| Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies. | Community Engagement, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Teachers, Administrators, Students |
|---|---|--------|-----------|------------|------------|-----|---------------------|------------------------------------|

Strategy 6:

Parental Involvement - Parents will be invited to various school events, including but not limited to Parent-Teacher conferences. Research demonstrates that parent involvement in children's learning is positively related to achievement. Parents will be asked to sign in at each event, thus providing the school data as to the amount of parental involvement. This involvement with the school will help student achievement.

Category: Mathematics

Research Cited: National Education Association - Research Spotlight on Parental Involvement in Education www.nea.org

Tier: Tier 1

| Activity - Curriculum/Game Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Parents will be invited to the school to participate in the school's Mathematics Curriculum and Game Night . Student work will be displayed, games and/or activities will be available, and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Students, Teachers, and Administrators |

| Activity - Field Trips | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|---|
| Parents will be invited to participate in school field trips that will expand our knowledge in Literature and raise student achievement. | Field Trip, Parent Involvement, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$500 | General Fund | Parents, Students, Teachers, Administrators |

Goal 4: All students will be proficient in Science

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Measurable Objective 1:

A 20% increase of Fourth and Seventh grade students will increase student growth proficiency in Science by 06/15/2020 as measured by State of Michigan summative assessment.

Strategy 1:

Daily 5 - The Daily 5 is a structured literacy block that teaches independence. All students k-8 will be trained in this block, including Title I, Title III, MTSS, Special Education, and homeless students, to learn the 5 key elements to be a successful independent learner. Teachers will block out at least 90 minutes of each day to provide time for this structure in all classes. Students will read to self, read to someone else, listen to books, work with words, and write daily. Students in special populations will also receive this support in addition to other direct instruction as deemed necessary. The implementation of this structure will begin with professional development in August.

Most of the centers and activities will be based on STEM model. Teachers will be trained accordingly.

Category: Science

Research Cited: <https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3>

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will receive a book and training on how to implement Daily 5/Daily 5 Cafe instruction into the Science classroom | Direct Instruction, Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1500 | Title II Part A | Teachers will receive training on how to implement Daily 5/Daily 5 Cafe instruction in the Science classroom. |

| Activity - Walk through and support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|-------------------|------------------------------|
| Principal will conduct walk-through observations and provide feedback to improve instruction. | Direct Instruction, Walkthrough, Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Title II Part A | Principal and Academic Coach |

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| Activity - Peer Sharing and Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|---------------------|---|
| Teachers will observe other teachers provide instruction in Daily 5. | Direct Instruction, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support. |
| Activity - Technology Based Centers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will be provided with Technology and ear phones for students use During Daily 5 instruction. | Technology , Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$1400 | Title I Part A | Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order |
| Activity - Supplies and Materials | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Supplies and materials to supplement the K-8 Math, Science, Social Studies, and/or reading program. (Ex. Leveled readers, work books, Math manipulatives, online teacher resources, ect.) | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$20000 | Title I Part A | Principal, Teachers, Title I, Title III |

Strategy 2:

Differentiated Instruction - Teachers will provide different groups of students different levels of work. This will be implemented by using centers in their classroom with different activities at each center. Most of the centers and activities will be based on STEM model. Teachers will be trained accordingly.

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Category: Science

Research Cited: <http://files.eric.ed.gov/fulltext/EJ854351.pdf>

Tier: Tier 1

| Activity - Title III Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Science. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$20000 | Title III | Title III Interventionist, Principal |
| Activity - Training on Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction. | Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1500 | Title II Part A | Teachers and Principal |
| Activity - Reading A-Z | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Leveled readers will be used to provide students with developmentally appropriate materials for one-on-one or two-on-one instruction | Direct Instruction, Materials, Academic Support Program | Tier 1 | | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Teacher, Title 1 Teacher |
| Activity - Extended Day Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| English Language Learners will receive academic support after school to help close the achievement gap. Computer Science will also be taught to enhance computational skills. | Direct Instruction, Class Size Reduction, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1500 | Title III | Title III Interventionist, Computer Teacher. |
| Activity - Mystery Science | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|--------------------------|--------|-----------|------------|------------|-----|-------------|---|
| Mystery Science will be used to add audio , visual hooks and activities to the lessons. | Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Section 31a | Class teacher, Science teacher, MTSS and Title III staff. |
|---|--------------------------|--------|-----------|------------|------------|-----|-------------|---|

Strategy 3:

Data Driven Instruction - Teachers will use all data available to guide instruction, transform the classroom, and improve student achievement.

Category: Science

Research Cited: Data for Decisions West End. <http://datafordecisions.wested.org/>

Tier: Tier 1

| Activity - Data Drops | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|-------------------|------------------------|
| Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement. | Direct Instruction, Curriculum Development, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$100 | Title I Part A | Principal and Teachers |

| Activity - Title III Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------------|
| To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Science. | Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | General Fund | Title III Interventionist |

Strategy 4:

Multi-tier Systems of Support - MTSS will meet the needs of all students by using a leveled (or tiered) approach to ensure high quality instruction. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

An Academic Coach will be available to assist classroom teachers provide focused and targeted instruction to class, as well as small groups of students.

An Intervention Coordinator will be available to assist with data and to identify students that would best be serviced in a small group or one-on-one intervention with an Intervention Tutor.

The Academic Coach, Intervention Specialist, and Principal will be monitoring the program to ensure it is being implemented with fidelity.

Most of the centers and activities will be based on STEM model. Teachers will be trained accordingly.

Category: Science

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Research Cited: <http://www.resa.net/specialeducation/rti/>

Tier: Tier 1

| Activity - Tier 1 Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|-----------------------|
| All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Academic Coach will work with the teacher to help identify which students would be serviced in Tier 1 intervention. | Direct Instruction, Supplemental Materials, Academic Support Program | Tier 1 | Monitor | 08/20/2018 | 06/16/2023 | \$0 | General Fund | Teacher and Principal |

| Activity - Tier 2 Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|-------------------|--------------------------------|
| Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills. | Direct Instruction, Technology, Academic Support Program, Teacher Collaboration | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Title I Part A | Intervention Coach and Teacher |

| Activity - Tier 3 Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------|------------|------------|-------------------|-------------------|---|
| Tier 3 instruction will be delivered to students by an Intervention Coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student. | Direct Instruction, Technology, Academic Support Program, Teacher Collaboration | Tier 3 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Title I Part A | Intervention Teacher, Classroom Teacher |

Strategy 5:

Morning Meeting. - Teachers and students gather in a circle for a twenty or thirty minute meeting with four components: greeting, sharing, group activity, and morning message.

Greeting: Students and teachers greet one another by name and practice offering hospitality.

Sharing: Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

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Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).

Morning Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Teachers will be involved in a professional book study on how to implement Morning Meeting into their classrooms. Experienced staff will model Morning Meetings during staff or PCL meetings to show the desired behaviors from students. The Principal and Academic Coach will be conducting informal walkthroughs to ensure the program is being implemented with fidelity.

Category: Science

Research Cited: <https://www.responsiveclassroom.org/what-is-morning-meeting>

Tier: Tier 1

| Activity - Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting. | Materials, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$456 | Title II Part A | Teachers and administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity. |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--|--------|---------|------------|------------|-----|-----------------|--------------------------|
| Teachers and administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms. | Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Title II Part A | Teachers, Administrators |
|--|--|--------|---------|------------|------------|-----|-----------------|--------------------------|

| Activity - Development of Self Awareness | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------|------------|------------|-------------------|---------------------|------------------------------------|
| Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies. | Direct Instruction, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Teachers, Administrators, Students |

Strategy 6:

Parental Involvement - Parents will be invited to various school events, including but not limited to Parent-Teacher conferences. Research demonstrates that parent involvement in children's learning is positively related to achievement. Parents will be asked to sign in at each event, thus providing the school data as to the amount of parental involvement. This involvement with the school will help student achievement.

Category: Science

Research Cited: National Education Association - Research Spotlight on Parental Involvement in Education www.nea.org

Tier: Tier 1

| Activity - Science Fair | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Parents will be invited to the school to participate in the school's Science Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$300 | Title I Part A | Students, Teachers, and Administrators |

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| Activity - Field Trips | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Parents will be invited to participate in school field trips that will expand our knowledge in Science and raise student achievement. | Parent Involvement, Community Engagement, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$500 | General Fund | Parents, Student, Teachers, Administrators |

Goal 5: All students will be proficient in Social Studies

Measurable Objective 1:

A 20% increase of Fifth and Eighth grade students will demonstrate student proficiency (pass rate) as measured by the State of Michigan in Social Studies by 06/15/2020 as measured by The State of Michigan's Summative Assessment.

Strategy 1:

Daily 5 - The Daily 5 is a structured literacy block that teaches independence. All students k-8 will be trained in this block, including Title I, Title III, MTSS, Special Education, and homeless students, to learn the 5 key elements to be a successful independent learner. Teachers will block out at least 90 minutes of each day to provide time for this structure in all classes. Students will read to self, read to someone else, listen to books, work with words, and write daily. Students in special populations will also receive this support in addition to other direct instruction as deemed necessary. The implementation of this structure will begin with professional development in August.

Category: Social Studies

Research Cited: <https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3>

Tier: Tier 1

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

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|--|---|--------|-----------|------------|------------|--------|---------------------------------|--|
| Teacher will receive a book and training on how to implement Daily 5, Daily 5 Cafe instruction into their Social Studies curriculum. | Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1455 | Title I Part A, Title II Part A | Principal will be responsible for staff getting trained before the beginning of the school year. Principal will be responsible for the program being used with fidelity. |
|--|---|--------|-----------|------------|------------|--------|---------------------------------|--|

| Activity - Walk through and support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| Principal will conduct walk-through observations and provide feedback to improve instruction. | Walkthrough, Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/20/2018 | 06/16/2023 | \$0 | No Funding Required | Principal |

| Activity - Peer Sharing and Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers will observe other teachers provide instruction in Daily 5. | Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support. |

| Activity - Technology Based Centers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|---|--------|---------|------------|------------|--------|----------------|---|
| Teachers will be provided technology for student use During Daily 5 Social Studies instruction. | Direct Instruction, Technology, Materials, Behavioral Support Program, Curriculum Development, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$1400 | Title I Part A | Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order |
|---|---|--------|---------|------------|------------|--------|----------------|---|

| Activity - Studies Weekly - Social Studies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Social Studies Weekly will be incorporated into the Daily 5 rotation | Direct Instruction, Materials, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1750 | General Fund | Teachers |

| Activity - Supplies and Materials | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Supplies and materials to supplement the K-8 Math, Science, Social Studies, and/or reading program. (Ex. Leveled readers, work books, Math manipulatives, online teacher resources, ect.) | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$20000 | Title I Part A | Principal, Teachers, Title I, Title III |

Strategy 2:

Differentiated Instruction - Teachers will provide different groups of students different levels of work. This will be implemented by using centers or Daily 5 rotations in their classroom providing different activities at each center.

Category: Social Studies

Research Cited: <http://files.eric.ed.gov/fulltext/EJ854351.pdf>

Tier: Tier 1

| Activity - Title III Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|--|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Social Studies. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$35000 | General Fund | Title III Interventionist, Principal |
| Activity - Training on Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction in Social Studies | Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1000 | Title II Part A | Teachers, Principal |
| Activity - Reading A-Z | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Leveled readers will be used to provide students with developmentally appropriate materials for one-on-one or two-on-one instruction | Direct Instruction, Materials, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$400 | Title I Part A | Title 1 Teacher, MTSS Coordinator |
| Activity - Extended Day Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| English Language Learners will receive academic support after school to help close the achievement gap. Computer Science will also be taught to enhance computational skills. | Direct Instruction, Class Size Reduction, Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$5000 | Title III | Title III Interventionist, Computer Teacher. |

Strategy 3:

Multi-tier Systems of Support - MTSS will meet the needs of all students by using a leveled (or tiered) approach to ensure high quality instruction. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

An Intervention Coordinator will be available to assist with data and to identify students that would best be serviced in a small group or one-on-one intervention with an Intervention Tutor.

The Intervention Specialist, and Principal will be monitoring the program to ensure it is being implemented with fidelity.

Category: Social Studies

Research Cited: <http://www.resa.net/specialeducation/rti/>

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Tier: Tier 2

| Activity - Support for Tier 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Principal will work with the teacher to help identify which students would be serviced in Tier 1 intervention. | Direct Instruction, Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$10000 | Title I Part A | Teachers and Principal |
| Activity - Support for Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$50000 | Title I Part A | Principal, Intervention Tutor, Teacher |
| Activity - Support for Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Tier 3 instruction will be delivered to students by an Intervention Coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student. | Direct Instruction, Technology, Materials, Academic Support Program | Tier 3 | Monitor | 08/19/2019 | 06/16/2023 | \$35000 | Title I Part A | Intervention Teacher, Classroom Teacher |

Strategy 4:

Morning Meeting - Teachers and students gather in a circle for a twenty or thirty minute meeting with four components: greeting, sharing, group activity, and morning message.

Greeting: Students and teachers greet one another by name and practice offering hospitality.

Sharing: Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).

Morning Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Teachers will be involved in a professional book study on how to implement Morning Meeting into their classrooms. Experienced staff will model Morning Meetings during staff or PCL meetings to show the desired behaviors from students. The Principal and Academic Coach will be conducting informal walkthroughs to ensure the

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program is being implemented with fidelity.

Category: Social Studies

Research Cited: <https://www.responsiveclassroom.org/what-is-morning-meeting>

Tier: Tier 1

| Activity - Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting. ISBN-13: 978-1892989604 ISBN-10: 1892989603 | Materials, Behavioral Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Title II Part A | Teachers and Administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity. |

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

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|--|--|--------|-----------|------------|------------|-----|-----------------|--------------------------|
| Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms. | Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Title II Part A | Teachers, Administrators |
|--|--|--------|-----------|------------|------------|-----|-----------------|--------------------------|

| Activity - Development of Self Awareness | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|------------------------------------|
| Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies. | Direct Instruction, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | No Funding Required | Teachers, Administrators, Students |

Strategy 5:

Parental Involvement - Parents will be invited to various school events, including but not limited to Parent-Teacher conferences, Curriculum Nights, and Multicultural Night. Research demonstrates that parent involvement in children's learning is positively related to achievement. Parents will be asked to sign in at each event, thus providing the school data as to the amount of parental involvement. This involvement with the school will help student achievement.

Category: Social Studies

Research Cited: National Education Association - Research Spotlight on Parental Involvement in Education www.nea.org

Tier: Tier 1

| Activity - Multicultural Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Parents will be invited to the school to participate in the school's Multicultural Night. Students study different countries and cultures, and create presentations and arts and crafts about what they learned. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Title I Part A | Students, Teachers, and Administrators |

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| Activity - Field Trips | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Parents will be invited to participate in school field trips that will expand our knowledge in Social Studies and raise student achievement. | Parent Involvement, Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1000 | Title I Part A | Parents, Student, Teachers, Administrators |

Strategy 6:

Data Driven Instruction - Teachers will use all data available to guide instruction, transform the classroom, and improve student achievement.

Category: Social Studies

Research Cited: Data for Decisions West End. <http://datafordecisions.wested.org/>

Tier: Tier 1

| Activity - Data Drops | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement. | Materials, Curriculum Development, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$7000 | Title I Part A | Principal, and Teachers |

| Activity - Title III services | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|---------------------------|
| To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Social Studies. | Direct Instruction, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$32000 | General Fund | Title III Interventionist |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|---|---|--------|-----------|------------|------------|-------------------|---|
| Title III Support | Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Mathematics. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Title III Interventionist and Principal |
| Development of Self Awareness | Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies. | Direct Instruction, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Teachers, Administrators, Students |
| Parent-Teacher Conferences | Parents will be invited to the school to conference with their student's teacher on academic progress/NWEA scores. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Students, Teachers, and Administrators |
| Peer Sharing and Support | Teachers will observe other teachers provide instruction in Daily 5. | Direct Instruction, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support. |

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|-------------------------------|---|--|--------|-----------|------------|------------|-----|---|
| Student of the Month | Each class will choose a student of the month to be featured on a bulletin board in the main hallway. | Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Teachers, behavior Interventionist |
| Development of Self Awareness | Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies. | Community Engagemen t, Behavioral Support Program, Academic Support Program, Teacher Collaborati on | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Teachers, Administrat ors, Students |
| Peer Sharing and Support | Teachers will observe other teachers provide instruction in Daily 5. | Behavioral Support Program, Academic Support Program, Professiona l Learning, Teacher Collaborati on | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support. |
| Peer sharing and support | Teachers will observe other teachers provide instruction in Daily 5. | Behavioral Support Program, Academic Support Program, Professiona l Learning, Teacher Collaborati on | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support. |

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|-------------------------------|---|---|--------|-----------|------------|------------|-----|--|
| Peer Sharing | Teachers will observe other teachers provide instruction in Daily 3 | Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Principal will ensure that staff members who need support and to watch others providing instruction, will receive this support |
| Support for Tier 1 | All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Principal will work with the teachers to help identify which students need services for Tier 1 intervention. | Direct Instruction, Supplemental Materials, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Teacher and Principal |
| Student of the Month | Teachers will select a student of the month that demonstrates the given character trait for that month. The chosen student will have their picture taken and it will be displayed on our Student of the Month Bulletin Board | Behavioral Support Program | Tier 1 | | 08/19/2019 | 06/16/2023 | \$0 | Teachers and Students, Behavior Interventionist |
| Development of self awareness | Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies. | Community Engagement, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Teachers, Administrators, Students |
| Walkthrough and Support | Principal will conduct walk through observations and provide feedback to improve instruction. | Walkthrough, Behavioral Support Program, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Principal will conduct the walk-through and provide feedback to improve instruction and student achievement. |

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|-------------------------------|---|---|--------|---------------|------------|------------|-----|------------------------------------|
| Monthly Writing Contest | A new character trait will be introduced monthly. After discussions, listening to stories, and looking at examples of each trait, students complete an essay. One student per class will have their work displayed on a bulletin board. | Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Teachers, Behavior Interventionist |
| Walk through and support | Principal will conduct walk-through observations and provide feedback to improve instruction. | Walkthrough, Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/20/2018 | 06/16/2023 | \$0 | Principal |
| Development of Self Awareness | Teacher and students will sit in a circle sharing aspects of their lives and/or learning. They will be learning to be attentive listeners, speak in an appropriate manner, build important social and emotional competencies. | Direct Instruction, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Teachers, Administrators, Students |
| Walk-through and support | Principal will conduct walk-through observations and provide feedback to improve instruction. | Walkthrough, Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Principal |
| Recognition Board | Teacher will keep a bulletin board with students names who have shown positive behavior in the classroom, based on Dojo points | Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Students and Teachers |
| Support for Tier 1 | All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Academic Coach will work with the teacher to help identify which students would be serviced in Tier 1 intervention. | Direct Instruction, Technology, Supplemental Materials, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Teacher, Principal |
| Restorative Circles | Students and staff will sit in restorative circles to discuss any conflict that may be happening in the classroom. A Restorative Circle is a community process for supporting those in conflict. The purpose of the circle is to discuss how actions of each member of the community effect each other. | Behavioral Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$0 | Staff and Students |

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Title III

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------|---|--|--------|-----------|------------|------------|-------------------|--|
| Extended Day Learning | English Language Learners will receive academic support after school to help close the achievement gap. Computer Science will also be taught to enhance computational skills. | Direct Instruction, Class Size Reduction, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$5000 | Title III Interventionist, Computer Teacher. |
| Summer School | Students will be provided with small group differentiated intervention instruction in Reading. | Direct Instruction, Technology, Class Size Reduction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$1550 | Teachers, Intervention Tutor, Title III Interventionist, Principal |
| Title III services | To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Math. | Direct Instruction, Academic Support Program, Teacher Collaboration | Tier 2 | Implement | 08/20/2018 | 06/16/2023 | \$0 | Title III Interventionist |
| Title III Support | Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Science. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$20000 | Title III Interventionist, Principal |
| Extended Day Learning | English Language Learners will receive academic support after school to help close the achievement gap. Computer Science will also be taught to enhance computational skills. | Direct Instruction, Class Size Reduction, Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$5000 | Title III Interventionist, Computer Teacher. |

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|-----------------------|--|---|--------|---------------|------------|------------|---------|---|
| Technology Tools | Teachers will be provided with technology for student use during classroom instructional times. | Direct Instruction, Technology, Materials, Behavioral Support Program, Curriculum Development, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$7000 | Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order. Teachers and students will be responsible for the use and care of equipment. |
| Title I Support | Title I services will be provided for disadvantaged students who are at-risk of not meeting the Common Core State Standards. (Paraprofessionals, Coordinators, Reading Specialist, Math Interventionist) Kindergarten teacher will help in the foundation skills of basic literacy . ELA teacher will work with all level of students to enhance listening, speaking, reading and writing skills. | Direct Instruction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$15000 | Title 1 Tutors, Title 1 Coordinator , Principal, Kindergarten Teacher, ELA Teacher. |
| Title III Support | To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Reading. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$35000 | Title III Interventionist |
| Extended Day Learning | English Language Learners will receive academic support after school to help close the achievement gap. Computer Science will also be taught to enhance computational skills. | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$5000 | Title III Interventionist, Computer Teacher. |
| Extended Day Learning | English Language Learners will receive academic support after school to help close the achievement gap. Computer Science will also be taught to enhance computational skills. | Direct Instruction, Class Size Reduction, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1500 | Title III Interventionist, Computer Teacher. |

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Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|---|---|--------|-----------|------------|------------|-------------------|--|
| Data Drop | Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement. | Materials, Curriculum Development, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$100 | Intervention Coordinator, Academic Coach, Principal, and Teachers |
| Multicultural Night | Parents will be invited to the school to participate in the school's Multicultural Night. Students study different countries and cultures, and create presentations and arts and crafts about what they learned. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Students, Teachers, and Administrators |
| Summer School | Students will be provided with small group intervention instruction in Mathematics. | Direct Instruction, Class Size Reduction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$10000 | Teachers, Paraprofessional, Title III Interventionist, and Principal |
| Summer School | Students will be provided with small group intervention instruction in Reading. | Direct Instruction, Class Size Reduction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$10000 | Teachers, Paraprofessional, Title III Interventionist, and Principal |
| Summer School | Students will be provided with small group, data driven, intervention instruction in Mathematics. | Direct Instruction, Technology, Class Size Reduction, Academic Support Program, Teacher Collaboration | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$75000 | Teachers, Intervention Tutor, Title III Interventionist, Principal |

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|---|--|--|--------|-----------|------------|------------|----------|---|
| Reading A-Z | Leveled readers will be used to provide students with developmentally appropriate materials for one-on-one or two-on-one instruction | Direct Instruction, Materials, Academic Support Program | Tier 1 | | 08/19/2019 | 06/16/2023 | \$200 | Teacher, Title 1 Teacher |
| Title I Support | Title I services will be provided for disadvantaged students who are at-risk of not meeting the Common Core State Standards. (Paraprofessionals, Coordinators, Reading Specialist, Math Interventionist) Kindergarten teacher will help in the foundation skills of basic literacy . ELA teacher will work with all level of students to enhance listening, speaking, reading and writing skills. | Direct Instruction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$150000 | Title 1 Tutors, Title 1 Coordinator , Principal, Kindergarten Teacher, ELA Teacher. |
| Curriculum Night/Fall Festival/Meet the Teacher | Parents will be invited to the school to learn about their child's curriculum, meet their student's teacher, and have some Fall fun. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement, Behavioral Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$200 | Students, Teachers, and Administrators |
| Multicultural Night | Parents will be invited to the school to participate in Multicultural Night. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. There will also be cuisine from the countries represented in the program. | Parent Involvement, Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Students, Teachers, and Administrators |
| Support for Tier 1 | All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Principal will work with the teacher to help identify which students would be serviced in Tier 1 intervention. | Direct Instruction, Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$10000 | Teachers and Principal |
| Title I Support | Title I services will be provided for disadvantaged students who are at-risk of not meeting the Common Core State Standards. (Paraprofessionals, Coordinators, Reading Specialist, Math Interventionist) Kindergarten teacher will help in the foundation skills of basic literacy . ELA teacher will work with all level of students to enhance listening, speaking, reading and writing skills. | Direct Instruction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$40000 | Title 1 Tutors, Title 1 Coordinator , Principal, Kindergarten Teacher, ELA Teacher. |

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|--------------------------|--|---|--------|-----------|------------|------------|---------|--|
| Professional Development | Teacher will receive a book and training on how to implement Daily 5, Daily 5 Cafe instruction into their Social Studies curriculum. | Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$30 | Principal will be responsible for staff getting trained before the beginning of the school year. Principal will be responsible for the program being used with fidelity. |
| Tier 3 Support | Tier 3 instruction will be delivered to students by an Intervention Coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student. | Direct Instruction, Technology, Academic Support Program, Teacher Collaboration | Tier 3 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Intervention Teacher, Classroom Teacher |
| Field Trip | Parents will be invited to participate in school field trips that will expand our knowledge in Literature and raise student achievement. | Parent Involvement, Community Engagement, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1000 | Parents, Student, Teachers, Administrators |
| Summer School | Students will be provided with small group data driven, intervention instruction in Reading. | Direct Instruction, Technology, Class Size Reduction, Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$10000 | Teachers, Intervention Tutor, Title III Interventionist, Principal |
| Title 1 Support | Title 1 services will be provided for disadvantaged students who are at-risk of not meeting the Common Core State Standards. Kindergarten teacher will assist in building the Math foundation skills for young learners. | Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$28000 | Title 1 staff, Title 1 coordinator, Principal, Kindergarten teacher. |

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|-------------------------|---|---|--------|---------------|------------|------------|--------|--|
| Pearson Math Book - 6-8 | Students will use Pearson Math books to attain the knowledge necessary to master state standards. | Direct Instruction, Materials, Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$5000 | Teachers, Principals, Title I staff |
| Book Study | Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting. Book Name : The Morning Meeting Book by Roxann Kriete ISBN-13: 978-1892989604 ISBN-10: 1892989603 | Materials, Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$300 | Teachers and Administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity. |
| Curriculum/Game Night | Parents will be invited to the school to participate in the school's Mathematics Curriculum and Game Night . Student work will be displayed, games and/or activities will be available, and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Students, Teachers, and Administrators |
| Data Drops | Teachers will meet with Academic Coach and Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement. | Curriculum Development, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/20/2018 | 06/16/2023 | \$100 | Principal, and Teachers |

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|------------------------|---|---|--------|---------------|------------|------------|---------|---|
| Support for Tier 3 | Tier 3 instruction will be delivered to students by an Intervention Coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student. | Direct Instruction, Technology, Materials, Academic Support Program | Tier 3 | Monitor | 08/19/2019 | 06/16/2023 | \$35000 | Intervention Teacher, Classroom Teacher |
| Science Fair | Parents will be invited to the school to participate in the school's Science Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$300 | Students, Teachers, and Administrators |
| Supplies and Materials | Supplies and materials to supplement the K-8 Math, Science, Social Studies, and/or reading program. (Ex. Leveled readers, work books, Math manipulatives, online teacher resources, ect.) | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$20000 | Principal, Teachers, Title I, Title III |
| Awards Ceremony | Parents will be invited to the school to watch their students receive awards for academic progress. Parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Materials | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$1000 | Students, Teachers, and Administrators |
| Reading A-Z | Leveled readers will be used to provide students with developmentally appropriate materials during Daily 5 rotations | Direct Instruction, Materials, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$200 | Title 1 Teacher, Teacher |
| Support for Tier 3 | Tier 3 instruction will be delivered to students by an Intervention Coach in a small group or one-on-one setting. The instruction will be targeted and intentional to meet the needs of the student. | Direct Instruction, Class Size Reduction, Academic Support Program, Teacher Collaboration | Tier 3 | Monitor | 08/19/2019 | 06/16/2023 | \$35000 | Intervention Teacher, Classroom Teacher |
| Supplies and Materials | Supplies and materials to supplement the K-8 Math, Science, Social Studies, and/or reading program. (Ex. Leveled readers, work books, Math manipulatives, online teacher resources, ect.) | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$20000 | Principal, Teachers, Title I, Title III |
| Reading A-Z | Leveled readers will be used to provide students with developmentally appropriate materials for one-on-one or two-on-one instruction | Direct Instruction, Materials, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$400 | Title 1 Teacher, MTSS Coordinator |

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|------------------------|--|---|--------|---------------|------------|------------|---------|--|
| Data Drops | Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement. | Direct Instruction, Curriculum Development, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$100 | Principal and Teachers |
| Supplies and Materials | Supplies and materials to supplement the K-8 Math, Science, Social Studies, and/or reading program. (Ex. Leveled readers, work books, Math manipulatives, online teacher resources, ect.) | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$20000 | Principal, Teachers, Title I, Title III |
| Spelling Bee | Parents will be invited to the school to watch the school Spelling Bee. Parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$50 | Students, Teachers, and Administrators |
| Literacy Fair | Parents will be invited to the school to participate in the school's Literacy Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Materials, Community Engagement, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Students, Teachers, and Administrators |
| Field Trips | Parents will be invited to participate in school field trips that will expand our knowledge in Social Studies and raise student achievement. | Parent Involvement, Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1000 | Parents, Student, Teachers, Administrators |
| School Messenger | School Messenger is a software system used for parent and community involvement. It can be translated into several different languages which in turn will help break the language barrier that exist. | Parent Involvement, Community Engagement | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$600 | Principal, Administrative Assistant, Translators |

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| Data Drops | Teachers will meet with Principal to collect, interpret, and analyze data from NWEA norm referenced assessment. The data will be used to drive instruction and improve student achievement. | Materials, Curriculum Development, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$7000 | Principal, and Teachers |
| Muffins with Moms | Moms and Grandmothers will be invited to the school to participate in the school's Muffins with Moms program. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators, while enjoying muffins. | Parent Involvement, Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Students, Teachers, and Administrators |
| Student Presentations | Starting with the highest grade level, classes will prepare a presentation about the given character trait during a monthly celebration. | Community Engagement, Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Students and Teachers |
| NewsELA | NewsELA is an instructional platform that engages students with non-fiction stories. | Direct Instruction, Materials | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Teachers |
| Summer School | Students will be provided with small group differentiated intervention instruction in Mathematics. | Direct Instruction, Technology, Class Size Reduction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$1550 | Teachers, Title III Interventionist, Principal |
| Support for Tier 3 | Tier 3 instruction will be delivered to students by an intervention coach in a one-on-one or two-on-one setting. The instruction will be targeted and intentional to meet the needs of the student. | Direct Instruction, Supplemental Materials, Academic Support Program | Tier 3 | Implement | 08/19/2019 | 06/16/2023 | \$35000 | Intervention Teacher, Classroom Teacher |
| Tier 2 Support | Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills. | Direct Instruction, Technology, Academic Support Program, Teacher Collaboration | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Intervention Coach and Teacher |

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| Support for Tier 2 | Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$50000 | Principal, Intervention Tutor, Teacher |
| Technology Tools | Teachers will be provided with technology for student use during classroom instructional times. | Direct Instruction, Technology, Materials, Behavioral Support Program, Curriculum Development, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$20000 | Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order. Teachers and students will be responsible for the use and care of equipment. |
| Summer School Supplies and Materials | Supplies and materials to be used during the summer school program to reinforce skills learned during the school year. | Academic Support Program | Tier 2 | Getting Ready | 08/19/2019 | 06/16/2023 | \$3000 | Teachers, Paraprofessionals, Principal |
| Technology Based Centers | Teachers will be provided technology for student use During Daily 5 Social Studies instruction. | Direct Instruction, Technology, Materials, Behavioral Support Program, Curriculum Development, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$1400 | Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order |

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| Technology Based Centers | Teachers will be provided with Technology and ear phones for students use During Daily 5 instruction. | Technology , Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$1400 | Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order |
| Goodies with Grandparents | Grandparents will be invited to the school to participate in the Goodies with Grandparents. Student work will be displayed and parents/grandparents will have the opportunity to interact with their child/grandchild, other students, teachers, and administrators. | Parent Involvement, Materials, Behavioral Support Program | Tier 1 | Monitor | 08/19/2019 | 07/17/2020 | \$200 | Students, Teachers, and Administrators |
| Literacy Fair | Parents will be invited to the school to participate in the school's Literacy Fair. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$200 | Students, Teachers, and Administrators |
| Family Game Night | Parents will be invited to the school to participate in the school's Mathematics Family Game Night. Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$200 | Students, Teachers, and Administrators |
| Book Study | Teachers will be provided with a book, and will read a chapter each night for three days. The staff will discuss different aspects of the book and how this will help our students become better citizens. Restorative circles will be planned in classes to | Behavioral Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$500 | All staff |

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| Summer School | Students will be provided with small group differentiated intervention instruction in Reading. | Direct Instruction, Technology, Class Size Reduction, Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/16/2023 | \$1550 | Teachers, Intervention Tutor, Title III Interventionist, Principal |
| Science Fair | Parents will be invited to the school to participate in the school's Science Fair. Student's Science Fair projects will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$300 | Students, Teachers, and Administrators |
| My Math Text Books | Students will complete work in books to gain knowledge and attain mathematical proficiency. | Materials, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$10000 | Teachers, Academic Coach, Principal |
| Supplies and Materials | Supplies and materials to supplement the K-8 Math, Science, Social Studies, and/or reading program. (Ex. Leveled readers, work books, Math manipulatives, online teacher resources, ect.) | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$20000 | Principal, Teachers, Title I, Title III |
| Donuts with Dads | Dads and Grandfathers will be invited to the school to participate in the school's Donuts with Dads Student work will be displayed and parents will have the opportunity to interact with their child, other students, teachers, and administrators. | Parent Involvement, Behavioral Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$200 | Students, Teachers, and Administrators |
| Aims Web | Aims Web will provide teachers a pre and post assessment that will enable them to identify student needs. | Academic Support Program | Tier 1 | Getting Ready | 09/16/2019 | 06/16/2023 | \$300 | Teachers, Title I, Title III, Special Education, Principal |

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| Professional Development | Teacher will receive a book and training on how to implement Daily 5, Daily 5 Cafe instruction into their Social Studies curriculum. | Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1425 | Principal will be responsible for staff getting trained before the beginning of the school year. Principal will be responsible for the program being used with fidelity. |
| Professional Development | Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms. | Behavioral Support Program, Academic Support Program, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$250 | Teachers and Administrators |
| Professional Development | Teacher will receive a book and training on how to implement Daily 3 instruction. | Direct Instruction, Technology, Curriculum Development, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1500 | Principal will be responsible for staff getting trained before the beginning of the school year. Principal and Academic Coach will be responsible for the program being used with fidelity. |

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|--------------------------|--|---|--------|-----------|------------|------------|--------|--|
| Professional Development | Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms. | Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Teachers, Administrators |
| Professional Development | Teachers and Administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms. | Behavioral Support Program, Academic Support Program, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1500 | Teachers and Administrators |
| Book Study | Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting. Book Name : The Morning Meeting Book by Roxann Kriete ISBN-13: 978-1892989604 ISBN-10: 1892989603 | Materials, Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$300 | Teachers and Administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity. |

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| Training on Differentiated Instruction | Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction. | Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1500 | Teachers and Principal |
| Book Study | Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting. ISBN-13: 978-1892989604 ISBN-10: 1892989603 | Materials, Behavioral Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$200 | Teachers and Administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity. |
| Training on Differentiated Instruction | Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction. | Curriculum Development, Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/19/2023 | \$1500 | Teachers, Principal |

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| Book Study | Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting. | Materials, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$456 | Teachers and administrators will be responsible for reading the materials and come prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity. |
| Professional Development | Teachers will receive a book and training on how to implement Daily 5/Daily 5 Cafe instruction. | Direct Instruction, Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$1000 | Principal will be responsible for staff getting trained before the beginning of the school year. Principal will be responsible for the program being used with fidelity. |

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|---|---|--|--------|-----------|------------|------------|--------|---|
| Professional Development | Teachers will receive a book and training on how to implement Daily 5/Daily 5 Cafe instruction into the Science classroom | Direct Instruction, Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1500 | Teachers will receive training on how to implement Daily 5/Daily 5 Cafe instruction in the Science classroom. |
| Training on Differentiated Instruction | Professional Development will be provided for teachers during PLC/staff meetings on differentiated instruction in Social Studies | Academic Support Program, Professional Learning | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1000 | Teachers, Principal |
| Training on Differentiated Instruction | Professional Development will be provided for teachers during PLC/staff meeting on differentiated instruction. | Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$800 | Teachers, Academic coach, Intervention coordinator, Principal |
| Professional Development | Teachers and administrators will actively participate in Professional Development on the implementation of Morning Meeting with fidelity into all homeroom classrooms. | Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Teachers, Administrator |
| Walk through and support | Principal will conduct walk-through observations and provide feedback to improve instruction. | Direct Instruction, Walkthrough, Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$0 | Principal and Academic Coach |
| Professional Development on Fountas & Pinnell | Teachers will be trained in Fountas & Pinnell Leveled Literacy Intervention to improve student achievement. LLI is a supplementary intervention proven to bring struggling readers to grade-level competency with engaging leveled books and fast-paced, systematically designed lessons. | Academic Support Program, Professional Learning | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$3000 | Principal, Title 1 Coordinator, Teachers |

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|------------|---|---|--------|-----------|------------|------------|-------|--|
| Book Study | Staff and Administrators will have an opportunity to engage in professional discourse around Morning Meeting. ISBN-13: 978-1892989604 ISBN-10: 1892989603 | Materials, Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$300 | Teachers and Administrators will be responsible for reading the materials and coming prepared to have professional conversations about the Morning Meeting. Members should come with ideas about how to implement Morning Meeting with fidelity. |
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Section 41

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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|------------------|---|---|--------|---------|------------|------------|--------|---|
| Technology Tools | Teachers will be provided with technology for student use during classroom instructional times. | Direct Instruction, Technology, Materials, Behavioral Support Program, Curriculum Development, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$7000 | Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order. Teachers and students will be responsible for the use and care of equipment. |
|------------------|---|---|--------|---------|------------|------------|--------|---|

Title IV Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|---|--------------------------|--------|---------------|------------|------------|-------------------|--|
| Aims Web | Aims Web will provide teachers a pre and post assessment that will enable them to identify student needs. | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$10000 | Teachers, Title I, Title III, Special Education, Principal |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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|--------------------------|--|---|--------|-----------|------------|------------|---------|---|
| Technology Tools | Teachers will be provided with technology for student use during classroom instructional times. | Direct Instruction, Technology, Materials, Behavioral Support Program, Curriculum Development, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$7000 | Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order. Teachers and students will be responsible for the use and care of equipment. |
| Classroom Store Supplies | The classroom store supplies are beneficial to the school culture. They are enforcing positive behaviors throughout the school and transportation. Items will be available to students to purchase with the money they have accumulated. | Behavioral Support Program | Tier 1 | Implement | 08/19/2019 | 08/31/2023 | \$1000 | Principal, Teachers, Secretary, Title I and Title III staff, bus drivers |
| Support for Tier 2 | Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an intervention tutor and instruction will be more focused and deliberate. Students will be in small groups working on specific skills. | Direct Instruction, Supplemental Materials, Academic Support Program, Teacher Collaboration | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$75000 | Intervention Tutor, Teacher |
| Mystery Science | Mystery Science will be used to add audio, visual hooks and activities to the lessons. | Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Class teacher, Science teacher, MTSS and Title III staff. |

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|--------------------|--|---|--------|---------------|------------|------------|---------|--|
| Aims Web | Aims Web will provide teachers a pre and post assessment that will enable them to identify student needs. | Academic Support Program | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$10000 | Teachers, Title I, Title III, Special Education, Principal |
| Aims Web | Aims Web will provide teachers a pre and post assessment that will enable them to identify student needs. | Academic Support Program | Tier 1 | Getting Ready | 09/16/2019 | 06/16/2023 | \$300 | Teachers, Title I, Title III, Special Education, Principal |
| Lexia Learning | Lexia Learning is used for intervention within the classroom to close the gap in reading levels among all students. | Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$9900 | Teachers, Principal |
| Support for Tier 2 | Teacher will work with Principal to identify students that need Tier 2 support. Instruction in Tier 2 will be delivered by an Intervention Tutor and will be more focused and deliberate. Students will be in small groups working on specific skills. | Supplemental Materials, Class Size Reduction, Academic Support Program, Teacher Collaboration | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$75000 | Intervention Tutor, Teacher |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------|--|---|--------|-----------|------------|------------|-------------------|--------------------------------------|
| Title III services | To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Social Studies. | Direct Instruction, Academic Support Program, Teacher Collaboration | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$32000 | Title III Interventionist |
| Title III Support and Supplies | Title III Interventionist will provide direct student instruction to attain English Language proficiency and succeed in Reading. Rosetta Stone will be provided to assist Title III staff. ELA teacher will assist in building literary foundation concepts and help in developing advanced levels of listening, speaking, reading and writing skills. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$35000 | Title III Interventionist, Principal |

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|---------------------------------|--|--|--------|-----------|------------|------------|---------|--|
| Studies Weekly - Social Studies | Social Studies Weekly will be incorporated into the Daily 5 rotation | Direct Instruction, Materials, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$1750 | Teachers |
| Field Trips | Parents will be invited to participate in school field trips that will expand our knowledge in Science and raise student achievement. | Parent Involvement, Community Engagement, Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$500 | Parents, Student, Teachers, Administrators |
| Field Trips | Parents will be invited to participate in school field trips that will expand our knowledge in Literature and raise student achievement. | Field Trip, Parent Involvement, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$500 | Parents, Students, Teachers, Administrators |
| Title III Support | Title III Interventionist will provide direct student instruction to attain English language proficiency and succeed in Social Studies. | Academic Support Program | Tier 2 | Implement | 08/19/2019 | 06/16/2023 | \$35000 | Title III Interventionist, Principal |
| Technology Based Centers | Teachers will be provided technology for student use during Daily 3 instruction. | Technology, Academic Support Program | Tier 1 | Monitor | 08/19/2019 | 06/16/2023 | \$30000 | Information Technology personnel will be responsible for ordering equipment and ensuring the equipment and Internet are in good working order. |
| Title III Support | To help ensure that English Language Learners achieve proficiency and succeed in the academic content area of Science. | Academic Support Program | Tier 1 | Implement | 08/19/2019 | 06/16/2023 | \$0 | Title III Interventionist |

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| Tier 1 Support | All students will receive Tier 1 instruction, however, some students' instruction will be more focused and deliberate. The Academic Coach will work with the teacher to help identify which students would be serviced in Tier 1 intervention. | Direct Instruction, Supplemental Materials, Academic Support Program | Tier 1 | Monitor | 08/20/2018 | 06/16/2023 | \$0 | Teacher and Principal |
| Character Education Books and Supplies | Character education books will be provided for teachers based upon the character trait of the month. Supplies will be provided for a school wide activity. | Community Engagement, Behavioral Support Program, Academic Support Program, Teacher Collaboration | Tier 1 | Getting Ready | 08/19/2019 | 06/16/2023 | \$1000 | Principal, Teachers |