



Single Building District Improvement Plan

GEE Edmonson Academy

GEE Edmonson 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 2016-2017 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	I am using last year's methods using goals and plan 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.

GEE Edmonson Academy has pushed for more stakeholder involvement than the previous years. At present, we have a Parent Coordinator and parent volunteers that help support the school climate by involving families and community partners to support student achievement. The Parent Coordinator and parent volunteers will assist in school improvement planning by attending the School Improvement team meetings to discuss data, goals, programs and community outreach. GEE Edmonson welcomes all parents to be part of the School-Wide Plan. Students are also encouraged to participate in all available extracurricular activities and form a student committee (student council, and community building meetings) where their thoughts can be shared and addressed. All stakeholders are welcome to participate in all Principal's Nook, Board meetings, Title I and School Improvement Committee meetings. Surveys were distributed to teachers, parents, and students to provide them the opportunity to give feedback on the School-Wide Improvement Plan.

Parents were invited to sit on the School Improvement Team and Title I Committee to give input and feedback for the development of the plan. All participatory stakeholders communicate via email, telephone, text messages, or in person. All stakeholders are collaboratively working together to support our students' academic and social achievement, these actions will prove exemplary quality in building positive relationships that are key in promoting school improvement practices. Our vision is to collaboratively work with students, teachers, parents and community partners to support teaching and learning and to build positive working relationships. Meetings were scheduled monthly during school and after-school hours to accommodate all stakeholders. Stakeholders were given opportunities to volunteer and join the committee to assist in planning.

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

The stakeholder groups originally included one parent, one community member and four school staff members who formally developed and completed the School-wide Improvement Plan. The stakeholders were responsible for planning, designing, monitoring, and evaluating of the School-wide Plan. The parents were also invited and encouraged to attend and participate on the School Improvement team and Title I Committee. Feedback from stakeholders was used and implemented in the development of the School-Wide Improvement Plan.

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

The final School-wide Improvement Plan was communicated to all stakeholders through emails and posting. Meetings were held and information was made available to all stakeholders at board meetings, after school programs, Principal's Nook and during open house. These meetings were held monthly. In the next two to three years, the School-wide Improvement Plan will be made available through other options.
SY 2016-2017

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These options will include the School-wide Improvement Plan being made available on the school website attached as a PDF for all stakeholders to download and read at their convenience, and a copy of the plan will be available for parents to read in the main office.

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?

GEE Edmonson Academy was first authorized by Detroit Public School (DPS) and managed by Global Educational Excellence (GEE) in 2011. During the 2014-2015 school year the academy enrolled 255 in grades K-8 and 100% receives free and reduced lunch and 11% received special education services. During the 2015-2016 school year the academy enrolled 210 students and 98% received free and reduced lunch and 10% received special education services. During the 2016-2017 school year the academy enrolled 260 students with 100% free and reduced lunch and 9% receiving special education services.

GEE Edmonson Academy School Improvement Team spearheaded the Comprehensive Needs Assessment (CNA). This team consisted of the Middle School Math Teacher, Fifth grade teacher Parent Coordinator, Reading Specialist Kindergarten Teacher, Assessment Coordinator, and Principal. Decisions regarding the schoolwide plan were made by the school improvement team based on data from various resources (i.e., discipline data, teacher surveys, students surveys, parent surveys, school board, School Systems Review, 2015 M-Step and Northwest Evaluation Association (NWEA), Data analysis action plans, 21st Century surveys, and Special Education team).

To gather data from various stakeholders, the school improvement team facilitated various meetings, in addition to developing and disseminating surveys to gain parental input throughout the school year. Parents had the opportunity to provide input during The Principal's Nook, Schoolwide Title I transition meetings, and the completion of surveys. The parent survey was written in a language parents understood and free of education verbiage and surveys conducted through Youth Survey data based on a set number of focused questions. Students completed a survey during school hours with the classroom teacher facilitating the survey with a return rate of 82%. Staff completed a survey at a staff meeting with a return rate of 84%. Parents completed a survey during Parent Teacher conferences as well as throughout the school day with a return rate of 27%. As the school improvement team, data from multiple sources was collected and analyzed to identify strengths and gaps focusing on school environment, achievement, programs and school-home communication. The School Systems Review (SSR) was utilized in addition to the above information to gather data regarding the school's programs and processes. During several staff meetings and leadership meetings, the SSR was completed by multi-grade level teachers. GEE Edmonson Academy has established a repoire by building positive working relationships among staff, providing staff with opportunities towards growth and development, providing professional development based on school needs and to ensure that policies and practices are in place for teachers to feel safe and more enthused about teaching and learning. The school's culture has changed in a positive way and as a school team, we have established a family environment. We have also established Data Teams and a school-wide data team that reviews and analyzes the various data sources on a monthly basis. Based on our identified weaknesses, we have established school correlates to address our areas of concern. The gaps in our strands and standards will allow us to meet as bi-weekly to share our ideas and create action plans that will be implemented and monitored bi-weekly to ensure our comprehensive needs assessments (CNA) is aligned to our SMART goals, objectives and common core state standards. All decisions governing the schoolwide plan will be determined by the data team meetings with consideration for all staff input. Parents have the opportunity to provide input during "The Principal's Nook", Schoolwide Title I transition meetings, and the completion of a survey.

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?

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.

Our goal is to increase student academic achievement in all core subject areas. The M-Step and NWEA trend comparison data indicates content areas where needed intervention is provided. We also analyzed the results of the administration of NWEA for proficiency as well as growth towards goals. Stakeholders reviewed the M-Step and NWEA data by special education classification, low socioeconomic status and race/ethnicity.

Our surveys were distributed to students, parents, and staff to glean their perceptions of GEE Edmonson Academy. We examined students, parent and staff views of support, provided by teachers and principals. The data helped establish goals for professional development for teachers as well as workshops for parents, which will in turn support students academic achievement providing improved data results. Demographic data established that we have a slight gender imbalance in favor of male students. We did find that there was an imbalance of disciplinary issues with our elementary students being suspended more often than our middle school students. Looking at the demographic data and MTSS (Multi-Tiered Systems of Support) data allowed us to focus on M-Step, NWEA, attendance, discipline, process, program, perception and parent/community data. Pre-Post Assessment data are connected to student achievement to determine how we will use data to drive instruction and to make informed decisions regarding teaching and learning.

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?

To address students' academic needs across all grade levels and content areas in support of helping students reach the common core state standards, we will continue to examine the various sources of data implemented at our school. We will conduct data digs during data team meetings at every grade level with vertical alignment and horizontal alignment to determine all students proficiency and growth measures. Data team meetings will allow staff to determine goals that will address the needs of every advance learner, struggling learner and special need students. Teachers will consistently meet to discuss data to drive changes in instruction.

Component 2: Schoolwide Reform Strategies

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

The Schoolwide goals outlined for reading, mathematics, writing, science, and social studies, will provide an intense, sustained effort in improving achievement for "ALL" students. M-Step and Northwest Educational Association (NWEA) goals outlined will require that all students are making consistent individual academic growth. Students who performed above the norm, students within the grade level range and students performing less than grade level will all have individual goals set to meet individual goals.

To continue to address students academic needs across all grade levels and content areas in support of helping students reach the State's standards, we will implement Marzano's 9 strategies. Marzano's 9 instructional strategies is a framework model that allows teachers to link classroom strategies to increase student learning and strengthen instructional planning. We will implement the nine strategies of Marzano which entails reinforcing effort and recognition, setting objectives and providing feedback, identifying similarities and differences, cooperative learning, nonlinguistic representations, generating and testing hypothesis, cues, questions and advance organizers, summarizing and note taking and homework and practice that impacted student engagement and achievement in a positive way.

Differentiation is used to provide appropriate instruction to students at all levels. Staff will use data from data team meetings to monitor the impact of student achievement in shorter learning cycles in an effort to increase student achievement. The data will be shared with staff during data team meetings to assist with planning that will address the needs of our students.

We will also use differentiated instruction to address all grade level and content area needs by examining and analyzing data to assist teachers with planning lessons that targeted gaps in instruction addressing the needs of all students. From this data, will use differentiated instruction to tailor instruction to meet the needs of our advanced learners, struggling learners and special needs students. We will adjust teaching and learning methods to accommodate each child's learning needs in order for them to achieve his or her maximum growth. We will continue this process and monitor the effectiveness of differentiated lessons.

In the last two years, Edmonson received a Reading Specialist and Curriculum Coaches which helped to close the reading and other content area achievement gaps. Several programs and instructional strategies have been implemented including Multi Tier System of Support Screener, Aimsweb, Accelerated Reading (AR), The Writing Process, Marzano's 9 instructional strategies, informational text and CHAMPS/PBIS Behavior Model.

MTSS is a tiered multi-level system that includes 3 levels of prevention that Edmonson utilized. The primary prevention level (tier1) includes high quality core instruction. The second level (tier 2) includes evidence-based intervention of moderate invention. The tertiary level (tier 3) includes individual intervention of increased intensity for students who show minimal response to secondary intervention. The screening process is conducted to identify students who may be at risk for poor learning outcomes. Progress monitoring is used to access growth for students

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).

Marzano's Nine Instructional strategies is a framework model that allows teachers to link classroom strategies to increase student learning and strengthen instructional planning. Teachers implemented the nine strategies which reinforce effort and recognition which research says is more effective if it is contingent on the achievement of a certain standard. Effort and recognition speak to the attitude and beliefs of students, and the teachers shows the connection between effort and achievement. Then, students learn to change their beliefs to emphasize

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effort. When teachers set objectives and provide feedback to students, research shows that students will understand the direction for their learning. As teachers identify similarities and differences, research shows that students will have the ability to break a concept into its similar and dissimilar characteristics, allowing students to understand complex problems by analyzing them in a more simple way. Research also shows that organizing students into cooperative learning groups will have a positive effect on student learning. Utilizing nonlinguistic representations allowed students to increase brain activity in two forms: linguistic and visual. Furthermore, the importance of generating and testing a hypothesis using an induced or deductive approach allowed students to clearly explain their hypothesis and conclusions. Cues, questions, and advance organizers helped students use what they already know about a topic to enhance further learning. These tools focused on what is important and most effective when presented before a learning experience. Summarizing and note taking are skills that were implemented to promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it into their own words and have an awareness of the basic structure of the information presented. Indeed, homework and practice will allow students to adapt skills while they are learning them as well as provide students with the opportunity to extend their learning outside of the classroom and have minimal parental involvement. The impact on instruction assisted teachers in defining student performance levels necessary to achieve the state's standards at each grade level. Teachers are able to plan using assessments to maximize student comprehension. We will continue to utilize the above researched-based methods for the 2017-2018 school year.

Differentiated instruction is a framework that provides teachers the opportunity to personalize instruction so students can learn effectively. Teachers adjust teaching and learning methods to accommodate each child's learning needs in order for them to achieve his or her maximum growth.

MTSS (Multi-Tiered Systems of Supports) will be based upon assessment scores, attendance, behavior, teacher recommendations, and classroom observations. Students were pulled in small groups to receive supplemental reading and math intervention. Students were able to move between the three tiers based upon their progress. The implementation process is establishing procedures to evaluate the effectiveness of the implementation, refining procedures as needed and evaluate the outcomes by using progress monitoring.

Aimsweb is the leading assessment and MTSS solution used at our school this year. It is a complete web-based solution that we utilize for universal screening, progress monitoring, and data management for our Kindergarten through 8th grade students. Aimsweb provides the framework, data, and guidance that our teachers need to efficiently allocate and evaluate core instruction and interventions to help students improve based on accurate, continuous, and direct student assessment.

We used Aimsweb three times a year for all students as well as weekly and bi-weekly for tiered students in grades K through eight. All assessments work together to give us the data needed to monitor our students' progress. We will utilize hands-on manipulatives to support Marzano 9 strategies in an effort to increase students' Math proficiency. Hands on Manipulatives allows our students to learn, practice and review concepts at their own pace. Students are able to track their own progress to take ownership of their learning and gain the confidence needed as they move forward.

The focus for Social Studies is content literacy, informational text and reading strategies with other content areas. Teachers are able to effectively engage students with difficult content in their classes using reading and writing strategies to support student growth and academic achievement. Moreover, to become effective readers of informational texts in all content areas of each grade level, students understand the features that identify nonfiction writing; the ways organizational features such as indexes, content pages, glossaries and headings help the reader access the text; the specialized language and language structures used to convey information; how visual literacy such as photographs, diagrams, maps and charts combine with written text to convey information; how information in captions and labels combines with running text to convey information; how the selective way nonfiction is read according to the reader's purpose, and how strategies are used for activating prior knowledge and experience to engage in inquiry.

We will continue to use research-based strategies (Marzano 9 with the support of Blooms Taxonomy and Differentiated Instruction) to assist our Special Education and at risk students in small group instruction to target gaps in instruction addressing the needs and learning styles of our students. Our advanced and proficient learners as well as our at risk and Special Education students' lessons will be based on three tiered levels of instruction according to their learning styles and academic needs specified by the data. Differentiated Instruction was utilized to adjust teaching and learning methods to accommodate each child's learning needs. Also, we have begun the process of implementing CHAMPS Behavior Model in an effort to create and sustain school-wide, classroom and individual systems of support. CHAMPS was

implemented to make informed decisions based on data and best evidence-based behavioral practices for improving students overall achievement. The strategies included establishing expectations as a community, explicitly teaching and practicing the expectations in the designated locations, tracking student's adherence to expectations. Including parents as active partners lead to extended learning for students by establishing a partnership. Parents and staff are working together to build a community school to support school improvement practices as it relates to teaching and learning.

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

All of the reform strategies directly speak to the findings of the Comprehensive Needs Assessment (CNA). Using Data Teams to monitor the effective implementation of our MTSS screener, CHAMPS for behavior, and mathematics allows our staff to identify students' needs for each instructional strand and apply differentiation. These strategies are needed to address the diverse missing skills identified above as causes for gaps in literacy and numeracy skills. Research indicates that nationwide many teachers do not have the training to teach students in intense reading difficulties. Given the experience level of our staff at Edmonson Academy, they will require mentoring and coaching to be able to implement the school wide strategies. Mentoring also addresses the needs for training expressed by staff. Providing parents with workshops in October and February, on how to assist their students with reading and math skills will address a need that parents expressed in our survey. In addition, this will provide additional assistance for students as well as increase parent involvement. The Comprehensive Needs Assessment (CNA) also revealed a need to reduce our disciplinary actions; specifically addressing the overrepresentation of males in disciplinary actions. CHAMPS and MTSS is designed to address these needs.

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.

GEE Edmonson Academy addresses individual needs through differentiated instruction in the classroom which will include centers, small group instruction, teacher mentors, infused technology, and a Reading/Math Specialist to assist students with academic progress. Within centers, activities were created at various student performance levels to help students master concepts. Teachers utilized small group instruction to address individual needs through differentiation. Teacher mentors and paraprofessionals will assist in differentiating instruction through lesson extension of specific activities developed by the teacher. Technology is infused throughout the academic areas to address each individual student needs. Technology is also utilized as an innovative tool to enhance teaching and learning in an effort to generate and facilitate assessments that will address the needs of advanced learners. We used various computer programs and interventions (i.e., SmartBoards, Chrome-books, Computers and Elmo's, Learning AZ Suite, Accelerated Reader, Aimsweb, Marzano 9 and our MTSS Screener that allows teachers to individually address skill deficiency through various topics. Teachers will utilize current data to develop specific lessons that enhance the concepts to address specific deficient student skills. Our advanced and proficient learners as well as our at-risk and Special Education students' lessons will be based on three tiered levels of instruction according to their learning styles and academic needs specified by the data.

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

GEE Edmonson Academy monitors all school programs and activities through assessments, surveys, walkthroughs, lesson plans and

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scheduled meetings. Our standardized assessments are used as additional tools to monitor students overall academic success. Once we determine through the various data sources that students needs are not being met, we implement new strategies and develop student individual plans (SIP's) to target specific areas as needed to assess through the implementation of small group instruction. This process will allow our committees to determine "what's working" and "what's not working" in an effort to plan quality lessons that will address "All learners". We also will use supplemental programs and assessments to track student performance to identify gaps in instruction such as: Accelerated Reader, Aimsweb, Lexia and, Guided Reading.

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		

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		

Component 4: Strategies to Attract Highly Qualified Teachers

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

There was a 23% teacher turnover for the 2016-2017 school year at GEE Edmonson Academy.

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

Our key educational personnel include 13 staff members. 0-3 years = (4) 4-8 years =(5) 9-15 years = (1) 15 years =(3)

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

As reflected in the data above, GEE Edmonson Academy has implemented a mentoring program for the teachers with less than three years of certified teaching experience. All certified instructional staff will participate as either mentors or mentees unless they have been issued a conditional contract due to poor student academic gains. The Principal, Curriculum Coaches/Mentors will serve as mentors. The goals of the program included:

- Increase student achievement
- Provide additional structured support for teachers
- Enhance teaching practices
- Increase teacher self-efficacy
- Culture awareness proficiencies
- Global competences

Within our professional development planning for the year, we included modules for both the mentor and mentee. Professional development was coordinated by the Curriculum Coaches and Principal. Modules included but were limited to:

- Training for mentors to guide teachers in effective classroom practices and processes
- Training for mentees will involve topics to help address a variety of topics, such as classroom management, instructional delivery, instructional delivery and assessment, building partnerships with parents to extend learning opportunities.

Mentors were required to observe mentees once a month. The Principal arranged for releaser time as needed. If needed, the Principal coordinated mentoring opportunities at other GEE Sites. In addition to the mentor program, the Curriculum Coaches also coached staff. They modeled best instructional practices, identified appropriate mentor teachers, created and implemented necessary training modules with support and input from the Principal as needed. The Reading /Math Specialist provided grade level and 1:1 coaching/modeling in Reading and Math.

MTSS and reading instructional techniques were implemented as needed with input from the Curriculum Coaches and Principal. Teacher mentors (coaches) will be assigned to schools to support classroom practices and provide training to teachers as needed in all core academic subject areas. We will also continue our in-house mentoring program to accommodate our teachers on a daily basis.

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

The district offers a competitive benefits package, in-house promotions, hired teacher mentors for the 2017-2018 school year, and a bonus stipend for meeting NWEA proficiency and growth targets. The school has implemented for 2017-2018 school year a Salary Step program to retain highly qualified teachers. Teachers will receive a stipend for recommending new teachers to the district.

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?

Providing extensive professional development and training to 1st through 3rd year teachers will lower teacher turnover. Providing coaches/mentors for all teachers on a as needed basis will assist with teacher support. Offering incentives chosen by teachers for their academic performance and smaller classroom sizes for K-2 will improve teacher turnover

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.

GEE Edmonson Academy staff received professional development aligned with the Comprehensive Needs Assessment and goals of the School Improvement Plan facilitated by outside agencies, Global Educational Excellence, and GEE Edmonson Academy staff. Professional development from outside agencies include: NWEA on-line assessment facilitated by Detroit Public Schools Offices of Charter Schools, Michigan Association Public School Academies various educational topics, Benchmark Advanced Literacy training, CHAMPS Behavior Model as well as "best practices for all content areas.

Professional development from Global Educational Excellence (GEE) include: content specific Common Core State Standard training, Professional Development facilitated by GEE Edmonson staff include: Atlas Curriculum Mapping, Reading Intervention, MTSS, Study Island, Cultural Awareness, classroom management, the instructional learning cycle (ILC), Special Education services, integrating technology, peer mediation, analyzing data, data driven instruction aligning data driven lesson planning and supplemental programs.

GEE will facilitate professional development for the 2017-2018 school year providing early release days on Fridays. Professional development will include using data to drive instruction, Common Core State Standards, Data Teams, differentiated instruction, creating formative assessments and Marzano 9 instructional strategies.

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

Professional development will be sustained and ongoing with a detailed professional development calendar with pd's provided every Friday. It is critical to pay close attention to how we train and support both new and experienced teachers by providing professional development that address student's needs. We revamped our school to include an emphasis on content knowledge, innovative programs and educational technologies to deepen and broaden the knowledge and skills of teachers. All professional development and training will be job-embedded and visited at 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.

GEE Edmonson Academy has a parent coordinator and parent volunteers who help support the school climate by involving families and community partners to support student achievement. GEE welcomes all parents to be a part of the Schoolwide Plan. Parents are invited to give feedback and suggestions to the Schoolwide Plan and current Parent Involvement Policy at our monthly "Principal's Nook" meetings. The principal, school staff, parents and students created a parent compact plan that will allow all stakeholders involved to share the responsibility for improved academic achievement. School staff distributed hard copies of the Parent Compact draft and Parent Involvement Policy to parents and posted an enlarged copy of the segments of the plan for direct, anonymous feedback. All stakeholders have worked together to build and develop a partnership that help children achieve the State's high standards. The parent coordinator and parent volunteers are a part of the school improvement team which met monthly and parents have an opportunity to express their concerns and recommendations regarding the school improvement plan. Moreover, the parent coordinator aids in providing parents with important information through email, newsletters, parent letters, emails and phone calls. The parent coordinator involved parents and community organizations to help give support to the students by meeting their academic and developmental needs. Some organizations involved are from the local community such as Children's Center, Drug Enforcement Agency, Wayne State University Police Department, Citadel of Faith, Woodbridge Community, and Wayne RESA Positive Behavior Program, Focus Detroit, KidsHope Program, Gleaners Food Bank, University Foods, Comerica Bank, St. John's Open Arms, Greening of Detroit/ DSGC, Detroit Public Schools Community District (DPSCD), YMCA SWIFT Program, Male Mentoring Program, Fresh Food Share Program, and PAL(Police Athletic League). In addition, parents were given surveys to address their academic concerns regarding educational programs and academics. Thirty-four parents out of two hundred fifty seven students provided input regarding helping the school bring educational programs to promote academic achievement. Lastly for the 2017-2018 school year, we will continue this process in involving all stakeholders to support school improvement.

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

GEE Edmonson Academy provide parents the opportunity to interact with teachers and communicate about the academic standards, student's progress and expectations. During open house, teachers openly conversed with teachers regarding their plans for the school year and offered their support to attend scheduled events and activities. During parent teacher conferences, parents were able to discuss the curriculum and student's academic and social progress. The parent coordinator and parent volunteers assisted in the school improvement planning by attending the school improvement team meetings to discuss data dialogues, goals, programs and community outreach. The parent coordinator and parent volunteers will encourage all parents to volunteer by participating in classrooms events, experiments and activities during the 2016-2017 school year as well.

Our Parent Coordinator tracks parents attendance at school functions, facilitates "Principal's Nook" monthly, recruits community partners, create programs with community partners, track student truancy and is a member of the school improvement team.

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

Parents are involved in the Schoolwide evaluation process through the following events; Principal's Nook, monthly parent meetings, school improvement team meetings, parent volunteering and parent teacher conferences to complete surveys. The survey data is compiled by SY 2016-2017

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school improvement team and the results were incorporated in the school-wide plan and school newsletter. Moreover, as we plan for the 2017-2018 school year, we will continue to strive as a data driven school and parents are invited to be a part of the various committees to support school improvement practices as well as student academic and social achievement.

Teachers will continue to explain formative assessment data to their students and students will have the knowledge and skills to interpret and explain their own data to their parents.

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		Parent Involvement policy 2017-2018

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

Section 1118 (e) (1)

GEE Edmonson Charter Academy shall provide assistance to parents of our students in understanding such topics as the states' academic content standards and state student academic achievement standards, state and local academic assessments, and how to monitor their child's progress:

- Parent Conferences and additional conferences upon request
- Parent night
- Curriculum Nights
- Progress reports
- Meeting with teachers as needed
- School newsletter
- NWEA written results
- Principal's Nook

Section 1118 (e) (2)

GEE Edmonson Academy will provide materials and training for parents to help them work with their child to improve their children's achievement through:

- Parent Workshops
- Curriculum Night
- School Improvement Team meetings
- Principal's Nook
- Lexia Reading program
- Accelerated Reading program
- Monthly school newsletter
- School website
- Preschool transition activities

Section 1118 (e) (3)

GEE Edmonson Charter Academy will educate teachers, pupil services personnel, principals, and other staff in the value of the utility of parent's contributions and receive guidance in ways to reach out to parents. Our staff will attend workshops and implement ideas for effective parent communication through:

- Workshops

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- Staff professional development
- Professional Learning Communities
- Grade-level meetings
- PTO
- Staff meetings

Section 1118 (e) (4)

GEE Edmonson Charter Academy will coordinate and integrate the following parent involvement programs and activities:

- Community Partners
- Parent Night
- Local Agencies
- Preschool Transition Activities
- PTO
- Principal's Nook

Section 1118 (e) (5)

GEE Edmonson Academy will inform parents of school and parent programs and shall format, to the extent practicable, in a language free of educational jargon:

- Daily take home folders
- Classroom/School newsletters
- U.S. Mail
- Flyers
- Marquee
- School Calendar
- School website
- Phone calls
- Emails
- Principal's Nook
- Translated parent notes
- Bi-lingual interpreter as needed

Section 1118 (e) (14)

GEE Edmonson shall provide reasonable support for parental involvement activities as requested by parents. These activities will be ongoing at GEE Edmonson for the duration of the school year at specific times by:

- Community Partners
- Local Agencies
- Scheduled times to meet with the teacher
- Various times to meet with administrators
- Support staff meetings

Section 1118 (f)

GEE Edmonson Academy shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children.

- Partnership with Wayne RESA
- Accommodations will be made for parents with physical disabilities
- Collaboration with community agencies
- School Calendar
- School marquee

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- School website
- Newsletters/Flyers written in a language parents can understand
- Email blast
- Working with local agencies in a language they can understand for migratory parents
- Social Worker and community assistance for migratory parents
- Flexible meeting times

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

Parents are provided opportunities to formulate suggestions that inform school decisions through our Principal's Nook, parent meetings, through telephone calls and emails. The Principal and Parent Coordinator evaluated parent attendance at parent centered events (for example "Principal's Nook", parent meetings, parent/teacher conferences and school events). After each parent centered workshop (for example Curriculum Night) parents will be provided surveys to evaluate the program. At least once per year GEE Edmonson Academy will distribute parent surveys to all parents and encourage feedback through incentives for returning the materials

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

GEE Edmonson Academy will evaluate the school wide plan to address the needs of parents. The academy will use discussion sessions and surveys to gather feedback regarding the school wide plan. Input from discussions and survey will be analyzed to ensure the school wide plan is being implemented in a manner that is suitable to all stakeholders. Parent perception data indicated parents would like to receive additional training to address their needs within their household. To address parental needs, we conducted monthly parental and community meetings with ongoing input from our parents. Parent input will provide GEE Edmonson Academy the topics needed to ensure the academy is aligned with parental needs working alongside our community partners.

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

GEE Edmonson Academy has written a school-parent compact jointly with the help and development of our parents. Parents were invited to give feedback and suggestions regarding the current parent involvement policy during our monthly parent meeting at the end of the 2017-2018. We conducted several meetings to allow for parents input and feedback. School staff also participated in developing the school parent compact.

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

Parents are provided a copy of the School-Parent Compact at Parent teacher conferences. Staff review and share the document with families with a requested signature from parent, student and teacher.

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

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Parents are provided a copy of the School-Parent Compact at Parent teacher conferences. Staff review and share the document with families with a requested signature from parent, student and teacher.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		School Parent compact 2017-2018

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

GEE Edmonson Academy provides all academic assessment results in a way that parents can easily understand by explaining all curriculums, academic assessments and other assessment communication using parent-friendly language. For non-English speaking parents, all communication can be translated through Google Translator. The process of communication will be conducted through curriculum nights, parent/teacher conferences, scheduled 1:1 meetings, open house, Individual Education Plan (IEP) meetings, and Kindergarten Roundup. All parent communication can be translated by Google Translator on the school website. Wayne RESA (Regional Educational Services Agency) can also provide translators upon request to assist teachers with communication at special events, programs, or conferences.

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?

Throughout the school year, GEE Edmonson Academy staff built relationships with Headstart programs by encouraging Headstart students to participate in GEE Edmonson Academy student programs and encouraging Headstart parents to participate in GEE Edmonson Academy parent groups and activities. Headstart students participated in the school wide special events including Principal's Nook," picture day, mobile dentist and hearing and eye screenings provided at the school. We hosted Kindergarten Round Up for preschool aged children and current DPS Headstart students housed in GEE Edmonson Academy to interact and meet our kindergarten teacher. Preschool students were invited into our kindergarten classroom to participate in educational activities that were led by the teacher and current kindergarten students.

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?

At Kindergarten Round Up, GEE Edmonson Academy staff shared and demonstrated necessary skills students would need to be successful in Kindergarten. Staff provided training on activities that supported the preschool students' development of these skills. In addition, the Kindergarten teacher shared the academic and social skills which are our goals for Kindergarten students when they exit Kindergarten. Headstart staff was encouraged to work with GEE Edmonson Academy teacher by providing opportunities to review GEE Kindergarten curriculum, speak with GEE Kindergarten staff regarding expectations and meet Special Education support staff for students with Individualized Educational Plans in Head Start.

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 provided their input into the decisions regarding school-based academic assessments through the data team process. The implementation of this process was as follows:

Data teams met weekly during the teachers' mutual preparation times. Teachers discussed lesson strategies, common assessments, instructional learning strategies and student data to drive instruction in the classroom for increased student achievement and mastery of unattained Common Core standards. Strategies used included tiered instruction that were implemented in the classroom every four to six weeks. Grade level teachers discussed student academic progress and decided upon specific Common Core standards that students needed to achieve for mastery. Specific pre-assessments, best instructional practices and specific post assessments were given to students to check for mastery of the specific skill taught. Teachers compiled the data from the student assessments and re-taught students who have not mastered achievement for the specific learning goal until all students have reached the level of mastery. Teachers also provided input at data team meetings.

GEE Edmonson Academy ensured its teachers had input into the decisions regarding the use of school-based academic assessments. Staff administered the Northwest Evaluation Association (NWEA) three times a year in Reading, Mathematics, Science and Language Usage. The results from all data sources were used in the data team process.

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

GEE Edmonson Academy staff was involved in the student achievement data analysis by collecting data through a variety of methods. These methods included pre and post assessments from Instructional learning strategies, Northwest Evaluation Association (NWEA) testing assessments and data, Michigan Student test of Educational progress (M-Step) test scores, Aimsweb, and Lexia and Accelerated Reader comprehension quizzes. Pre- and Post assessments, which were collaboratively developed by grade level teachers as part of the data team process helped teachers analyze student growth. Northwest Evaluation Association (NWEA) assessments, and common assessments within each grade level identify areas of strength and weakness to improve academic achievement. Teachers analyzed student achievement data as a single class and as a grade level to identify trends of strengths and weaknesses . Upon analyzing data, teachers determined instructional strategies to utilize in order to differentiate instruction.

GEE Edmonson Academy staff also assigned students to specific tiers of customized instruction. The program used was called MTSS (multi-tiered systems of support) and it involved three tiers of intervention. The first tier was Tier 1. In this tier students had access to researched based core curriculum and were universally screened three times a year with NWEA. Data teams (DT) met to discuss implementation and differentiated instruction strategies, behavior and attendance. If students fell short of the grade-level benchmarks the first MTSS meeting was held where the DT met and discussed the data to determine if Tier 1 was implemented. If so, discussions were held to move the student to Tier 2. In Tier 2, students received researched based interventions in addition to the core curriculum, additional small group instruction, additional instruction targeted to skills deficits, progress monitoring twice a month (every other week) and ongoing parent communication regarding the student's progress. DT reviewed progress monitoring data every other week, if adequate progress toward meeting the benchmarks was made the student continued with tier 2 inventions. If the rate of learning was not sufficient enough to reach benchmarks, the DT determine a new intervention and/or increased intensity as needed. A second MTSS meeting was held with a minimum of 4 data points (8 weeks). If the student made adequate progress toward meeting benchmarks the DT decided whether to continue the student in Tier 2 or return back to Tier 1. If the rate of learning was not enough to reach

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benchmarks, the DT discussed moving the student to Tier 3. Tier 3 involved continued interventions (equivalent to Tier 2) with the addition of intensive interventions with the Reading/Math Interventionist, increase time/intensity, adjusted group sizes, individually designing the program based on the result of Tier 2 monitoring, weekly progress monitoring, and ongoing parent communication. DT reviewed progress monitoring data every other week. If adequate progress toward meeting benchmarks was made, the student continued with Tier 3 interventions. If the rate of learning was not enough to reach benchmarks, the DT determined a new intervention and/or increased intensity as needed. A third MTSS meeting was held with a minimum of 4 data points (8 weeks). If the student made adequate progress toward meeting benchmarks, the DT decided whether to continue the student in Tier 3 or return back to Tier 2. If all available interventions have been implemented with fidelity yet were unsuccessful, the team considered observation and referral to the Special Education Team. A parent meeting was scheduled within two weeks after all MTSS meetings for students in Tier 3.

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.

GEE Edmonson identifies students who experience difficulty mastering the state's academic achievement assessment standards at an advanced or proficient includes Northwest Evaluation Association (NWEA) assessments, grade level common assessments, and standard based grading.

ENGLISH LANGUAGE ARTS -

Reading-

Grade Span: K-2

Identification/Criteria for Selection: NWEA assessments assess kindergarten through second grade students in the areas of math and reading. Students who score below the national normative averages on the reading assessment, at each respective grade level, are identified as needing additional assistance. ILC's are utilized in grades kindergarten through second grade in the areas of reading. Students who score below 80% on the reading common assessment are identified as needing additional support. Students who earn a standard based grade of 2 "progressing toward standard" or 1 "not making progress" in reading are identified as needing additional assistance. By triangulating the data from the NWEA (norm referenced), classroom assignments/assessments (criterion referenced) and ILC's (criterion referenced) students are identified appropriately based on the specific standards that are in need of support and monitored closely by staff. Close monitoring through bi-weekly grade level data team meetings allow staff to provide differentiated support that is fluid.

Grade Span: 3-5

Identification/Criteria for Selection: Students in grades third through fifth, earning a score of 1 or 2 in reading on the M-Step, are identified as needing additional support. In addition, NWEA assessments assess third through fifth grade students in the areas of math, reading and language usage. Students who score below the national normative averages on the reading assessment, at each respective grade level, are identified as needing additional assistance. ILC's are utilized in grades third through fifth grade in the areas of reading. Students who score below 80% on the reading ILC's are identified as needing additional support. Students who earn a standard based grade of 1 "not making progress" in reading are identified as needing additional assistance. By triangulating the data from the NWEA (norm referenced), classroom assignments/assessments (criterion referenced) and common assessments (criterion referenced) students will be identified appropriately based on the specific standards that are in need of support and monitored closely by staff. Close monitoring through bi-weekly grade level data team meetings allow staff to provide differentiated support that is fluid.

Grade Span: 6-8

Identification/Criteria for Selection: Students in grades sixth through eighth, earning a score of 1 or 2 in reading on the M-Step assessment, are identified as needing additional support. In addition, NWEA assessments assess sixth through eighth grade students in the areas of math, reading and language usage. Students who score below the national normative averages on the reading assessment, at each respective grade level, are identified as needing additional assistance. ILC's are utilized in grades sixth through eighth grade in the areas of reading. Students who score below 80% on the reading ILC's are identified as needing additional support. Students who earn a standard based grade of 1 "not making progress" in reading are identified as needing additional assistance. By triangulating the data from the NWEA (norm referenced), classroom assignments/assessments (criterion referenced) and common assessments (criterion.

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?

GEE Edmonson staff provides timely, effective and additional assistance to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

ENGLISH AND LANGUAGE ARTS

Reading-

Grade Span: 3-5

Interventions: Students are identified on a weekly basis using student achievement data gathered from various assessments. Teaching staff develop and implement plans that include specific skills to address through the use of classroom based strategies. Strategies teachers employ in the classroom in a timely and effective manner include small group projects, infusion of technology, peer to peer pairing, paraprofessional assistance, guided reading, reading intervention, Aimsweb, accelerated reader, differentiated instruction, centers, and Reading Specialist push in support.

Grade Span: 6-8

Interventions: Students are identified on a weekly basis using student achievement data gathered from various assessments. Teaching staff develop and implement plans that include specific skills to address through the use of classroom based strategies. Strategies teachers employ in the classroom in a timely and effective manner include small group projects, infusion of technology, peer to peer pairing, paraprofessional assistance, guided reading, accelerated reader, Aimsweb, reading intervention, differentiated instruction, homeroom literacy skills, centers, and Reading Specialist push in support.

WRITING

Grade Span: 3-5

Interventions; Students are identified on a weekly basis using student achievement data gathered from various assessments. Teaching staff develop and implement plans that include specific skills to address through the use of classroom based strategies. Strategies teachers employ in the classroom in a timely and effective manner include small group projects, peer to peer pairing, paraprofessional assistance, guided reading, centers, infusion of technology, guided reading, accelerated reader, reading intervention, differentiated instruction, centers, and Reading Specialist push in support.

Grade Span: 6-8

Interventions; Students are identified on a weekly basis using student achievement data gathered from various assessments. Teaching staff develop and implement plans that include specific skills to address through the use of classroom based strategies. Strategies teachers employ in the classroom in a timely and effective manner include small group projects, peer to peer pairing, paraprofessional assistance, guided reading, homeroom literacy skills, centers, infusion of technology, guided reading, accelerated reader, reading intervention, differentiated instruction, homeroom literacy skills, centers, and Reading Specialist push in support.

MATH

GradeSpan: 3-5

Interventions: Students are identified on a weekly basis using student achievement data gathered from various assessments. Teaching staff develop and implement plans that include specific skills to address through the use of classroom based strategies. Strategies teachers employ in the classroom in a timely and effective manner include small group projects, infusion of technology, peer to peer pairing, paraprofessional assistance, centers, small group projects, guided reading, accelerated reader, reading intervention, differentiated instruction.

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

GEE Edmonson Academy addressed individual needs through differentiated instruction in the classroom. Student's needs are addressed

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through centers, small group instruction, paraprofessional support, infused technology, and Evidence Based Literacy Instruction, small group projects, peer to peer pairing, paraprofessional assistance, guided reading, reading intervention, Aimsweb, accelerated reader, differentiated instruction, centers, and Reading Specialist push in support. Data is analyzed from various sources such as, ongoing formative and summative assessments, ILC's, teacher observations, teacher student conferences, teacher walkthroughs, lesson plans, and progress reports. Teachers utilize current data to develop specific lessons that will enhance the concepts to address specific deficient student skills. Within centers, activities are created at various student performance levels to help students master concepts. Teachers also utilize small group instruction to address individual needs through differentiation. Within each small group student performance is analyzed by the methods described above to gain a deeper understanding of the low skill areas. Students in a small group setting receive focused differentiated instruction through language, (i.e. questions asked), activities chosen to deepen instruction, and student assessments based on student performance (i.e., verbal, written, project based, etc.). Paraprofessionals also assist in differentiating instruction through lesson extension of specific activities developed by the teacher. Technology is infused throughout the academic areas to address each individual student needs. Various computer programs (i.e., Accelerated Reader, Learning AZ Suite, Lexia) allowed teachers to individually address skill deficiency through various topics. Overall, we use differentiated instruction to address all grade level and content area needs by examining and analyzing data to assist teachers with planning lessons that target gaps in instruction addressing the needs of all students. From this data we used differentiated instruction to tailor instruction to meet the needs of our advanced learners, struggling learners and special needs students. We will continue to adjust teaching and learning methods to accommodate each child's learning needs in order for them to achieve their maximum growth.

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.

Our schoolwide goals included improving student achievement in reading and mathematics. The reformed strategies GEE Edmonson Academy implemented includes using improved direct instruction, implementing MTSS with fidelity as monitored through our data team. MTSS allowed us to evaluate the progress, adjust practices based on evaluation and monitor changes to ensure sustainability. We also increased parental involvement monthly by 10% as parents and our community partners were invited to attend our monthly meetings to learn about our curriculum content and classroom practices. Technology was also integrated in each classroom across the curriculum to maintain alignment with classroom instruction. We will continue this process for the 2017-2018 school year.

Each component is funded through different sources, but combined to ensure our school-wide program was implemented efficiently and provides the best opportunities for success for each student. GEE Edmonson will continue to strive to close the achievement gap between high- and low-performing children, especially the achievement gaps between minority students, and between disadvantaged children and their more advantaged peers. GEE Edmonson staff implemented strategies and teaching by using assessments and programs designed to ensure that students were meeting challenging academic achievement and content standards. We also provided instruction by highly qualified teachers and conducted activities to ensure that students who experienced difficulty attaining proficiency received effective, timely, additional assistance.

The Academy coordinated all funds and resources needed and the school meets monthly to fulfill the implementation needs of the Schoolwide Improvement Plan (SIP). As the SIP team worked on the Academy's SIP plan, they looked at activities in order to determine what supplemental materials were purchased. The Academy utilizes all programs, including all funding sources that come from Federal, State and Local programs. The School Improvement Plan goals drive the decisions on which programs the school uses to increase students achievement.

Reading Specialist supports struggling students

Benchmark Advanced Literacy program improves reading

Paraprofessionals assist with small group instruction.

At-Risk programming provide Afterschool tutoring

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.

standards. Title I funds along with are used to hire a Support team that includes resource teacher, social worker, psychologist and Occupational therapist who work with both the students and teaching staff. This process increases the timely and needed assistance to the students.

These funds are also used to hire a Curriculum Coach/Mentor and Dean of Students. The teacher mentor will provide coaching and facilitate educational practices to novice teachers. The Assessment Coach will facilitate assessments and the Dean of Students school discipline.

Title IIA funds are also used to offer Merit Pay to teachers which helps attract Highly Qualified Staff.

21st Century Community of Learners funds afterschool and summer programs along with and 31A (at risk funds) provided for extended day learning for students who are struggling to meet the standards.

The Academy will also use some Title I funds as well as 21st Century funds for parenting classes and language classes. The support of the SY 2016-2017

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parents is a huge factor in the success of the student.

Teacher salaries, supplies, facilities and maintenance, and curriculum are utilized from the school's general fund. Allotments for Title I Part A goes toward support from para educators in the classroom under the guidance of the general education teacher. At-risk teachers are paid with this funding as well as work with at-risk students needing additional academic support. Special Education/ IDEA funds the salaries of special education teachers and any specific resources used by those particular targeted students.

Professional development for all staff members and merit pay for teachers whose students show academic growth is appropriated through Title II, Part A. The 21st Century Learning Centers disperse funding for after school tutoring and enrichment support. There is also a summer component that helps to serve struggling students. The monies dispersed are shared among certified teachers and enrichment staff, summer school set up, training, staff salaries and resources for students and staff.

There is a Universal Nutrition Program which provides breakfast, free and reduced lunch, snacks, and summer feeding through the Detroit Public Schools. This is provided daily and throughout the summer for all qualifying students.

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.

Description of support provided: Pays for teacher salaries, supplies, facilities and maintenance, and curriculum materials.

Schoolwide Title I Component(s) Supported: 1,2,3,4,5,6,7,8,9

Resource: Title I Part A -

Description of support provided: Pays for paraprofessional educators, teacher mentors, at-risk teachers and specialists. Para educators push in under the guidance of the general education teacher. The Reading Specialist assists with at-risk students and those needing additional assistance. In addition, at risk students will receive additional instruction through the Study Island program.

The teacher mentors will provide support to classroom teachers.

Schoolwide Title I Component(s) Supported: 2,3,5,6,7,8,9

Resource: Special Education IDEA -

Description of support provided: Funds the salaries of special education teachers and any specific resources used by those particular

Schoolwide Title I Component(s) Supported: 2,9,5

Resource: Title II Part A

Description of Support Provided: Funds professional development for all staff members and merit pay for teachers whose students show academic growth

Schoolwide Title I Component(s) Supported: 2

Resource: Title IV, B 21st Century Community of Learners

Description of Support Provided: Funds afterschool tutoring and enrichment programs. There is also a summer component that helps to serve struggling students.

Schoolwide Title I Component(s) Supported: 2,9

Resource: Section 31A

Description of Support Provided: Funds At-risk students support as well as summer school salaries and materials. The 31A funds are also used to fund summer materials for students who will not attend summer school.

Schoolwide Title I Component(s) Supported: 2,3,9

Resource: Universal Nutrition Program

Description of Support Provided: Provides funding for breakfast and free lunch during the school year. The program also funds breakfast and lunch for summer school as well as summer feeding.

Schoolwide Title I Component(s) Supported: 2,9

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Resource: Health/Dental/Vision & General Student Welfare

Description of Support Provided: The mobile dentist and vision come 1-2 times per school year for qualifying students.

Schoolwide Title I Component(s) Supported: 1

Resource: Head Start

Evaluation:

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

GEE Edmonson Academy's principal, leadership team, parents, and school improvement team (SIT) have begun the process of meeting monthly to share the primary responsibilities for the implementation of the Schoolwide plan and program. The SIT will meet monthly in an effort to review the necessary components to ensure that the school and teachers are in alignment with the schoolwide plan goals. Our Parent Coordinator and parents are members of the SIT and have shared in this process by attending the SIT meetings to dialogue in our discussions. The parent volunteer will be part of the communication to ensure parents are represented on the SIT, and have a voice throughout the school improvement process. The SIT Chair received feedback from the SIT and met with the leadership team (veteran staff working with novice staff) monthly to provide a report regarding the results of their meeting and observations, and the leadership team moved forward to address the staff with the results to begin making revisions and/or to move forward with implementation of an identified component. At the close of the school year, the leadership team annually evaluated the overall performance and progress of the Schoolwide Plan. During the 2016-2017 we will conduct the program evaluation tool required to complete the SIP.

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.

GEE Edmonson Academy used the State's annual assessment, Northwest Evaluation Association (NWEA) data, MEAP Access, Instructional Learning Cycle (ILC) data, Aimsweb, Accelerated Reader data, Multi-Tiered Systems of Support (MTSS) data and common and formative assessments to evaluate the overall Schoolwide plan.

GEE Edmonson Academy used Adequate Yearly Progress goals as well as authorizer/education service provider data goals to evaluate our schoolwide program. Currently, AYP goals are based on the Z Scores. In addition to the M-Step, all students at GEE Edmonson Academy also have taken the NWEA assessment. GEE Edmonson Academy administers the NWEA three times a year. The initial assessment window establishes a baseline for each student. The target RIT scores for spring 2015

(May) are calculated by using the gap between where the students are and the college readiness level for their grade. Teachers are accountable for closing the gap between the initial Fall RIT score and the Spring targets RIT by 70%. Our goal is to have at least 80% of students in each classroom close the gap between the Fall and Spring by 70%.

Additionally all other indicators of all academic achievement data will be analyzed as provided to identify gaps in instruction allowing us to effectively track student data and work with teachers during common prep time and during staff meetings to plan instruction that is data driven to increase student academic achievement. The Parent Coordinator and parents who are part of the school improvement team (SIT) are encouraged to attend respective common prep time and parent monthly meetings to take part in learning about their children's assessment results.

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.

GEE Edmonson Academy's instructional leadership team and data team (team that gathers and analyzes data to identify learning gaps) communicated with staff during our regular staff meetings quarterly before report card markings as well as reviewed students' progress reports, instructional learning cycles (ILC), data and any other classroom common assessments to be informed regarding student's progress.
SY 2016-2017

and performance. We used this data to track students' performance quarterly to identify gaps in instruction and work with respective teachers to address their daily and weekly plans to target the learning gaps in instruction and improve interventions for students in real time. The Parent Coordinator and parents who are part of the school improvement team met with the leadership team monthly to help support us with parents, teachers, student surveys, and any additional support needed in an effort to increase students who are furthest from achieving the state standard.

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?

GEE Edmonson Academy Instructional Leadership Team (ILT) and School Improvement Team (SIT) reviewed the school-wide plan that is in conjunction with the school improvement plan (SIP) monthly to track student data as well as teacher performance and make the necessary provision as identified by the SIT to ensure continuous improvement of students in the school-wide plan. The SIT monitored programs, goals, strategies, and activities monthly and met with the ILT to provide a monitoring report regarding the status of the effectiveness of the plan. The Parent Coordinator and parents who are part of the SIT attended the monthly SIT meetings to provide a report regarding our monthly parent meetings as well as our "Principals Nook" meetings, and we will combine our reports as our evidence and tracking tool. By evaluating the school-wide plan as the school year unfolds, there is more flexibility for the staff to revise the school-wide plan in an effort to successfully impact the implementation process.

Plan for Single Building District Improvement Plan

Overview

Plan Name

Plan for Single Building District Improvement Plan

Plan Description

2017-2018 Goals and Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at GEE Edmonson Academy will improve in reading proficiency.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$49500
2	All students at GEE Edmonson Academy will become proficient in mathematical concepts	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$50000
3	All students at GEE Edmonson Academy will improve in reading comprehension in Social Studies.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$58000
4	All students at GEE Edmonson Academy will improve in their proficiency in Science.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$58000
5	All parents and community partners of GEE Edmonson Academy will have opportunities to participate in the development and growth of student achievement.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$6200
6	All GEE Edmonson Academy students in fourth and seventh grade will improve writing proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	All students at GEE Edmonson will exhibit annual learning gains to acquire the knowledge, skills in reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
8	GEE Edmonson Academy will decrease suspensions	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000

Goal 1: All students at GEE Edmonson Academy will improve in reading proficiency.

Measurable Objective 1:

A 55% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Bottom 30%, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Reading Comprehension and Informational Text in English Language Arts by 06/15/2018 as measured by M-Step and NWEA MAP.

Strategy 1:

Reading Comprehension/Fluency - We will implement Marzano nine strategies. Marzano's nine instructional strategies is a framework model that will allow teachers to link classroom strategies to increase student learning and strengthen instructional planning. We will implement the nine strategies of Marzano which entails reinforcing effort and recognition, setting objectives and providing feedback, identifying similarities and differences, cooperative learning, nonlinguistic representations, generating and testing hypothesis, cues, questions and advance organizers, summarizing and note taking and homework and practice that will impact student engagement and achievement.

We will also use differentiated instruction to address all grade level and content area needs by examining data to assist teachers with planning lessons that will target gaps in instruction addressing the needs of all students. From this data we will use differentiated instruction to tailor instruction to meet the needs of our advanced learners, struggling learners and special needs students. We will adjust teaching and learning methods to accommodate each child's learning needs in order for them to achieve his or her maximum growth.

MTSS (Multi-Tiered System of Supports) will be implemented as a tiered prevention. The implementation process is based on evidenced-based assessments, establishing procedures to evaluate the effectiveness of the implementation, refining procedures as needed and evaluate the outcomes by using progress monitoring and professional development will be provided to teachers. For continuous improvement of MTSS, GEE Edmonson Academy will evaluate the progress, adjust practices based on evaluation and monitor changes to ensure sustainability.

Aimsweb is a web-based solution that is utilized for universal screening, progress monitoring, and data management.. Aimsweb provides the framework, data, and guidance that our teachers need to efficiently allocate and evaluate core instruction and interventions to help students improve based on accurate, continuous, and direct student assessment.

Staff will be provided professional development in Benchmark Advance Literacy curriculum implementation of a balanced literacy program. Other strategies used are Accelerated Reading, use of classroom libraries, guided reading, Study Island computer program, Chrome books, and RazKids.com. Accelerated Reading is an online computer website used to increase students' reading comprehension by testing books read by the students. Study Island is a computer program for supplementing reading practice during centertime, and after school programs. Classroom computers and Chrome books will be used for supplemental support for students to use the following programs, Study Island, Razkids.com, MAP Reading and other online programs. Guided reading will take place in small group based on the individual students reading needs. Razkids.com is a computer program used to increase students' reading proficiency as an online supplemental.

Category: English/Language Arts

Research Cited: The Highly Engaged Classroom, Marzano, J.R. and Pickering, J.D., 2011; Differentiated Instructional Strategies: One size doesn't fit all., Gregory, H.

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G., & Chapman, C., 2007

Tier: Tier 1

Activity - Teachers will be provided with Professional Development in Evidence-Based Literacy Instruction (EBLI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provide professional development Training in Benchmark Advanced ****. Teacher Smart Board Training to infuse technology into instruction. \$1000, Accelerated Reader to increase reading comprehension \$8000.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$22500	Title II Part A, Title I Part A, Title I Part A, Title I Part A	Principal, Curriculum Mentors, Facilitators.

Activity - Staff will utilize Scholastic News for informational text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The activity will help readers develop strategies with informational text	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$2000	Title I Schoolwide	Principal, Teaching Staff

Strategy 2:

Instructional Coaching - A K-5 and 6-8 Instructional Coach mentor will be assigned to work directly with the teaching staff to improve instruction. The Instructional Coach will co-plan, co-teach, model lessons and provide descriptive feedback based on teacher requested observations. The mentor will also be an instructional supporter working with the teachers on assessment for learning, differentiation of instruction, standards based grading. They will also work with the teachers on content knowledge and help dissect standards to guide instruction.. Assisting teachers with the use of data to improve student learning.

Category:

Research Cited: Intensive Mentoring as a Way to Help Beginning Teachers Develop Balanced Instruction: r. Nevins Stanuls & R.E. Floden : Journal of Teaching Education March / April 209

Partnership Learning Fieldbook: Kansas Center for Reach on Learning

Accelerating Teacher Effectiveness: Lessons from Two Decades of New Teacher Induction: Ellon Mohr: Kappan V91 N 2

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching teacher in instructional practices to improve classroom instruction and student achievement	Teacher Collaboration	Tier 1	Getting Ready	08/17/2015	06/17/2016	\$25000	Title I Part A	Principal and Instructional Coach Leader

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Measurable Objective 2:

A 85% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in academic language in English Language Arts by 06/15/2018 as measured by M-Step 2017 3rd-8th grade and NWEA 2017- 2018 K-8th grade..

Strategy 1:

Depth of Knowledge - All Staff, students and support staff will utilize a shared learning related to Depth of Knowledge word mastery to increase the rigor of extended thinking levels that will reflect a higher level of cognitive expectations..

Category:

Research Cited: Research Cited: Norman L. Webb, Wisconsin Center for Educational Research ("Depth-of-Knowledge Levels for Four Content Areas," March 28, 2002),

Tier: Tier 1

Activity - Teacher Training on Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on interpreting and assigning Depth-of-Knowledge Levels to objectives that are aligned within standards and assessment items. analysis. Four levels of Depth-of-Knowledge are used for this analysis	Professional Learning	Tier 1	Implement	08/17/2015	06/17/2016	\$0	No Funding Required	Principal, Assessment Coach, Curriculum Coach/Mentor

Goal 2: All students at GEE Edmonson Academy will become proficient in mathematical concepts

Measurable Objective 1:

A 37% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency with mathematical procedures with numbers and operations and data/probability in Mathematics by 06/17/2016 as measured by M-STEP 2015 and Spring NWEA 2016.

Strategy 1:

Small Groups, MAP Math, Math centers, Marzano 9, manipulatives, Videos, notes, reciprocal teaching, scaffolding, knowledge blocks, vocabulary engagement, real world application, differentiated instruction. - Using the following strategies, these methods of engagement and instruction are used to help students increase student engagement and activity in the math lessons. These methods include engagement through technology, peer collaboration, small group instruction and assessments, hands on activities using manipulatives and centers.

We will utilize Math hands on manipulatives to support Marzano 9 strategies in an effort to increase student's math proficiency. Students will be able to track their own

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progress to take ownership of their learning and gain the confidence needed as they move forward.

Technology will also be utilized as an innovative tool to enhance teaching and learning in an effort to generate and facilitate assessments that will address the needs of all learners. We will utilize SmartBoards, Chromebooks, and Elmo's. The benefits of Smart Boards will allow all learners to enhance in interactive instructional tools, create more interest and motivation among students, provide better instructional materials and cater to all learning styles. The benefits of integrating SmartBoards into the classroom is to improve student achievement and increase their technology literacy. The goals of utilizing Elmo's, Smart-boards and chromebooks in the classroom will support our visual learners and increase student engagement allowing individual students to be creative.

Category: Mathematics

Research Cited: Moyer, P. (2001) Are we having fun yet? How teachers use manipulatives to teach mathematics. Educational Studies in Mathematics 47: 175-197.

Tier: Tier 1

Activity - Purchase Bridges Math Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Material will enable students to meet their math achievement goals.	Materials, Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Other	Principal, Curriculum Coaches/Mentors, K-8 teachers, paraprofessional

Activity - Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will support teacher instruction assisting with small group support	Other - Support with small group instruction, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Title I Part A	Principal, Student Advisor, Teaching Staff

Strategy 2:

Instructional Coaching - A K-5 and 6-8 Instructional Coach coaching will be assigned to work directly with the teaching staff to improve instruction. The Instructional Coach will co-plan, co-teach, model lessons and provide descriptive feedback based on teacher requested observations. The mentor will also be an instructional supporter working with the teachers on assessment for learning, differentiation of instruction, standards based grading. They will also work with the teachers on content knowledge and help dissect standards to guide instruction.. Assisting teachers with the use of data to improve student learning.

Category: Learning Support Systems

Research Cited: The findings of Bush, Showers, Joyce, and others (Bush, 1984; Joyce & Showers, 1982; Showers, 1982, 1984; Showers, Joyce, & Bennett, 1987), combined with the findings from Instructional Coaches' reports on implementation rates (Knight, 2007), suggest that coaching increases implementation, or as it is

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known in the literature, skill transfer. A second conclusion

to be drawn from the studies reviewed is that one-shot professional development without coaching follow-up does not lead to school-wide implementation.

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching teacher in instructional practices to improve classroom instruction and student achievement	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Principal and Instructional Coach Leader
Activity - Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist the classroom teacher and math coaches in providing focused interventions to small groups of students.	Other - Student support	Tier 1	Implement	09/05/2017	06/15/2018	\$50000	Other	Principal, Mentor, Coach
Activity - Chrome books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chromebooks will be utilized to support math program for blended learning opportunities	Technology	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Section 31a	Principal, Instructional Coaches, Staff
Activity - Math manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Manipulatives will support math program	Materials, Supplemental Materials	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Title I Part A	Principal, Instructional Coaches, Staff

Goal 3: All students at GEE Edmonson Academy will improve in reading comprehension in Social Studies.

Measurable Objective 1:

41% of Students with Disabilities students will demonstrate a proficiency in comprehending basic facts and content associated with history in Social Studies by 06/17/2016 as measured by M-Step Assessments.

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Strategy 1:

SQ3R reading method and QAR, Guided Reading, Highlighted-Informational Text - The focus for Social Studies is content literacy, informational text and reading strategies as well as with other content areas. Teachers will be able to effectively engage students with difficult content in their classes using reading and writing strategies to support student growth and academic achievement.

Using the following strategies, these methods of engagement and instruction are used to help students increase student engagement and activity during Social Studies lessons. These methods include engagement through technology, peer collaboration, and small group instruction and centers. Also, students will be able to create projects based on classroom instruction and participate in service learning projects and job shadowing.

We will also use differentiated instruction to address all grade level and content area needs by examining data to assist teachers with planning lessons that will target gaps in instruction addressing the needs of all students. Technology will also be utilized as an innovative tool to enhance teaching and learning in an effort to generate and facilitate assessments that will address the needs of all learners

Category:

Research Cited: Massey, D. D. & Heafner, T. L. (2004). Promoting reading comprehension in social studies. *Journal of Adolescent and Adult Literacy*, 48(1), 26-40.

Tier: Tier 1

Activity - Data Team Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The focus for Social Studies is content literacy, informational text and reading strategies as well as with other content areas. Teachers will be able to effectively engage students with difficult content in their classes using reading and writing strategies to support student growth and academic achievement. Teachers will be provided professional development on the implementation Data teams, in an effort for teachers to collaborate with colleagues on the quality of classroom instruction. Teachers will focus on a single instructional strategy related to specific content expectations or common core standards.	Professional Learning	Tier 1		08/17/2015	06/17/2016	\$1000	Title II Part A	Principal, Curriculum Coaches/Mentors, K-8 Staff, paraprofessionals, Reading Specialist, Assessment Coach

Strategy 2:

Smart Board Training to infuse technology in the classroom and to enhance instruction - Teachers will learn new, innovative, creative, hands-on activities to implement during classroom instruction.

Category:

Research Cited: *The Highly Engaged Classroom*, Marzano, J. R., & Pickering, J.D., 2011. Research states that the more students are engaged and active in the learning process, it improves retention of taught standards.

Tier: Tier 1

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Activity - Smartboard Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Embed the use of Social Studies activities through technology during classroom instruction.	Technology			08/17/2015	06/17/2016	\$1000	Title II Part A	Principal, Curriculum mentors, K-8 teachers paraprofessionals

Strategy 3:

Instructional Coaching - A K-5 and 6-8 Instructional Coach coaching will be assigned Bridge Academy to work directly with the teaching staff to improve instruction. The Instructional Coach will co-plan, co-teach, model lessons and provide descriptive feedback based on teacher requested observations. The mentor will also be an instructional supporter working with the teachers on assessment for learning, differentiation of instruction, standards based grading. They will also work with the teachers on content knowledge and help dissect standards to guide instruction.. Assisting teachers with the use of data to improve student learning.

Category:

Research Cited: Intensive Mentoring as a Way to Help Beginning Teachers Develop Balanced Instruction: r. Nevins Stanuls & R.E. Floden : Journal of Teaching Education March / April 209

Partnership Learning Fieldbook: Kansas Center for Reach on Learning

Accelerating Teacher Effectiveness: Lessons from Two Decades of New Teacher Induction: Ellon Mohr: Kappan V91 N 2

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching teacher in instructional practices to improve classroom instruction and student achievement	Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$56000	Title I Part A	Principal and Instructional Coach Leader

Goal 4: All students at GEE Edmonson Academy will improve in their proficiency in Science.

Measurable Objective 1:

A 34% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of data analysis and interpretation of science graphs, tables and charts. in Science by 06/17/2016 as measured by M-Step and NWEA assessments..

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Strategy 1:

Integrated Reading in Science - Students will be able use reading strategies to demonstrate proficiency in reading and informational text in Science. One of the best ways for teachers to help students learn how to comprehend a science text is to model the thinking that occurs while reading graphs, charts, data tables, and data analysis sections. Proficient science readers will read the text that correlates to a table of data, for example, and then study the table, looking for features like units of measure, data range values, and column titles. They will then look back at the text to reread, or continue reading, in an effort to connect this information to the text.

Category:

Research Cited: Brown, B. A., & Ryoo, K. (2008). "Teaching science as a language: A 'content-first' approach to science teaching." Journal of Research in Science Teaching, 45(5): 529–553.

Grant, M., & Fisher, D. (2010). Reading and writing in science: Tools to develop disciplinary literacy. Corwin Press: Thousand Oaks, CA.

Tier: Tier 1

Activity - Reading Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be able to infuse reading strategies across the curriculum to target gaps in instruction. We will utilize Science and hands-on manipulatives to support Marzano 9 strategies in an effort to increase student's science proficiency. This will allow our students to learn, practice and review concepts at their own pace. Students will be able to track their own progress to take ownership of their learning and gain the confidence needed as they move forward. Marzano's nine instructional strategies is a framework model that will allow teachers to link classroom strategies to increase student learning and strengthen instructional planning. We will implement the nine strategies of Marzano which entails reinforcing effort and recognition, setting objectives and providing feedback, identifying similarities and differences, cooperative learning, nonlinguistic representations, generating and testing hypothesis, cues, questions and advance organizers, summarizing and note taking and homework and practice that will impact student engagement and achievement.	Direct Instruction			09/05/2017	06/15/2018	\$1000	Title II Part A	Principal, Curriculum Coaches, Assessment Coach, K-8 teachers

Strategy 2:

Highlighted- Informational Text, Cooperative Learning, Summarizing& Note-taking, Explicit Vocabulary Instruction - The strategies will allow students to use multiple ways to interpret, analyze, decipher, and explicitly understand informational text and become more proficient in reading comprehension.

We will implement Marzano nine strategies. Marzano's nine instructional strategies is a framework model that will allow teachers to link classroom strategies to increase student learning and strengthen instructional planning. We will implement the nine strategies of Marzano which entails reinforcing effort and recognition, setting objectives and providing feedback, identifying similarities and differences, cooperative learning, nonlinguistic representations, generating and testing hypothesis, cues, questions and advance organizers, summarizing and note taking and homework and practice that will impact student engagement and achievement.

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We will also use differentiated instruction to address all grade level and content area needs by examining data to assist teachers with planning lessons that will target gaps in instruction addressing the needs of all students.

Category:

Research Cited: The Highly Engaged Classroom, Marzano, J. R., & Pickering, J.D., 2011

Tier: Tier 1

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will monitor students as they work in cooperative learning groups, creating projects, and note-taking by conducting walk through observations to provide feedback ensuring that all students are learning.	Other	Tier 1	Implement	09/05/2017	06/15/2018	\$1000	Title II Part A	Principal, Curriculum Coaches/Mentors, Assessment Coordinator, K-8 teachers

Strategy 3:

Instructional Coaching - A K-5 and 6-8 Instructional Coach coaching will be assigned to work directly with the teaching staff to improve instruction. The Instructional Coach will co-plan, co-teach, model lessons and provide descriptive feedback based on teacher requested observations. The mentor will also be an instructional supporter working with the teachers on assessment for learning, differentiation of instruction, standards based grading. They will also work with the teachers on content knowledge and help dissect standards to guide instruction, and assisting teachers with the use of data to improve student learning.

Category: Learning Support Systems

Research Cited: Intensive Mentoring as a Way to Help Beginning Teachers Develop Balanced Instruction: r. Nevins Stanuls & R.E. Floden : Journal of Teaching Education March / April 209

Partnership Learning Fieldbook: Kansas Center for Reach on Learning

Accelerating Teacher Effectiveness: Lessons from Two Decades of New Teacher Induction: Ellon Mohr: Kappan V91 N 2

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching teacher in instructional practices to improve classroom instruction and student achievement	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$56000	Title I Part A	Principal & Instructional Coach Leader

Goal 5: All parents and community partners of GEE Edmonson Academy will have opportunities to participate in the development and growth of student achievement.

Measurable Objective 1:

collaborate to help support the school climate by involving families and community partners to support student achievement. The parent coordinator and parent volunteers will assist in the improvement of the school culture by attending Parent University workshops by 06/15/2018 as measured by parent involvement at bi-weekly and monthly meetings to support student achievement..

Strategy 1:

Parent/Community Outreach - Parents will offered workshops that address:

Dealing with Student Behavior and Discipline Challenges

Parent Accountability for Homework

On Time on Task Importance of Attendance

Embracing Modern Technology

Resume Writing and Job Preparation

Ask Nurse Angee (Nurse Practitioner)

Cooking with Little Ones Session

The Impact of Physical Activity in the classroom and its impact on your child's learning

The community liaison team will assist in school improvement by attending the school improvement team monthly meetings and parent monthly meetings to discuss recruitment, data dialogs, goals, programs, special events and community outreach. Parents and the community will collaborate with GEE Edmonson in order to strive toward increasing participation within the school.

Category:

Research Cited: Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.

Tier:

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be monthly parent meetings, computer training, homework resource help, curriculum night, Principal's Nook and Parent University to assist and enable parents to support their child's academic progress	Parent Involvement	Tier 1	Implement	09/05/2017	06/15/2018	\$6200	Other	Principal, Parent Liaison, Staff,

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Activity - Mindset Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Developing our beliefs about our capabilities to influence and motivate individuals that we lead and teach	Professional Learning	Tier 2	Getting Ready	09/05/2017	06/15/2018	\$0	Other	Principal, Mentors/Coaches

Goal 6: All GEE Edmonson Academy students in fourth and seventh grade will improve writing proficiency.

Measurable Objective 1:

A 41% increase of Fourth and Seventh grade students will demonstrate a proficiency with an emphasis on the use of appropriate vocabulary while writing in all content areas and writing with specific traits in Writing by 06/15/2018 as measured by M-Step Spring 2016- 2017.

Strategy 1:

The Writing Process - The writing process is useful in teaching a wide range of diverse learners and will serve as a tool for looking at writing one part at a time for students to understand how to break down each component. Differentiated instruction is a framework that provided teachers the opportunity to personalize instruction so students can learn effectively. Teachers adjusted teaching and learning methods to accommodate each child's learning needs in order for them to achieve his or her maximum growth. Marzano's nine instructional strategies is a framework model that allowed teachers to link classroom strategies to increase student learning and strengthen instructional planning.

Category:

Research Cited: Pathey-Chavez, G. B., Matsumura, L., Valdes, R. (2004). Investigating the process approach to writing instruction in urban middleschools. Journal of Adolescent and Adult Literacy, 47, 462-479.

Tier:

Activity - Writing Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of The Writing Process with walk-throughs and fidelity check lists utilizing Benchmark Advance Literacy	Other, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Principal, Curriculum Coaches/Mentors

Goal 7: All students at GEE Edmonson will exhibit annual learning gains to acquire the knowledge, skills in reading

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Measurable Objective 1:

A 52% increase 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 a proficiency in English Language Arts in English Language Arts by 06/15/2018 as measured by M-Step and NWEA/MAP.

Strategy 1:

Multi tiered - General Education teachers, Interventionist, Social Work, Resource teachers and paraprofessional staff members will implement a service model where a multi-tiered system of support is in place. The implemented model of support will intentionally be differentiated in order to meet the needs of all learners, at all levels, and ranges from whole group, to small group, to more individualized support, based on student needs.

The model will be utilize a data base screener to determine the level of intervention needed, and the specific nature of the intervention. Building wide screeners will allow staff to determine each students level of need and support.

Category: Other - Intervention

Research Cited: Hardcastle, Beth and Kelly Justice. 2006. Rtl and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP

Publications, West Palm Beach, FL: 69 pp.

Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp.x

Tier: Tier 2

Tier: Tier 1

Activity - Purchase supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be used to enable students to meet their reading goals.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Other	Principal, Teaching Staff, Interventionist, Resource Teacher, paraprofessional

Goal 8: GEE Edmonson Academy will decrease suspensions

Measurable Objective 1:

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A 10% decrease of All Students will demonstrate a behavior that positively decreases problem behavior in Practical Living by 06/15/2018 as measured by a reduction in suspensions.

Strategy 1:

Improve Student Behavior - PBIS is a set of strategies and techniques based in behavioral psychology and implemented by all staff throughout the school. A positive approach is taken to create specific behavioral expectations for all students, and desired behaviors are explicitly taught. More intensive strategies are used for the children who need the most support. Data are kept and monitored to allow for more effective and targeted implementation

Category: School Culture

Research Cited: Recent research indicates that school-wide positive behavior is associated with decreased exclusionary, reactive and punitive discipline practices (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Luiselli, Putnam, & Sunderland, 2002), increased student satisfaction (Lewis-Palmer, Horner, Sugai, Eber, & Phillips, 2002), and improved perceptions of school safety (Schneider, Walker, & Sprague, 2000)

With full implementation of school-wide positive behavior support, a behaviorally competent school would have the following conditions: a) classroom management and curriculum variables would be adapted so academic tasks become less aversive; b) reduction in Office Discipline Referrals (ODRs) would mean more minutes spent in academic instruction; c) the minutes spent in academic instruction would be more effective; d) there would be less peer support for academic failure, and; e) there would be an increase in the structured prompts, contingent feedback and support for academic behavior. We might hypothesize that with these conditions in place a school could affect the academic gains of students.

Horner et al., (2005) point out that academic and behavior supports must be intertwined. The importance of effective direct instruction in academic skills is critical to improving academic skills. Students will not learn academic skills without effective instruction and a good curriculum. They will not learn to read just being taught social skills. Of course, these same students will not learn to read in a school or classroom that is behaviorally chaotic. In order to have students receive an effective education we need effective behavior support interventions, an empirically validated curriculum as well as effective instruction.

Tier: Tier 2

Activity - PBIS/Champs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide positive behavior support with incentives for students to increase instructional outcomes and improve behaviors.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$1000	Title II Part A	Principal, Student Advisor, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessional	Paraprofessionals will support teacher instruction assisting with small group support	Other - Support with small group instruction, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Principal, Student Advisor, Teaching Staff
Math manipulatives	Math Manipulatives will support math program	Materials, Supplemental Materials	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Principal, Instructional Coaches, Staff
Instructional Coaching	Coaching teacher in instructional practices to improve classroom instruction and student achievement	Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$56000	Principal and Instructional Coach Leader
Instructional Coaching	Coaching teacher in instructional practices to improve classroom instruction and student achievement	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$56000	Principal & Instructional Coach Leader
Instructional Coaching	Coaching teacher in instructional practices to improve classroom instruction and student achievement	Teacher Collaboration	Tier 1	Getting Ready	08/17/2015	06/17/2016	\$25000	Principal and Instructional Coach Leader
Teachers will be provided with Professional Development in Evidence-Based Literacy Instruction (EBLI)	All teachers will be provide professional development Training in Benchmark Advanced ****. Teacher Smart Board Training to infuse technology into instruction. \$1000, Accelerated Reader to increase reading comprehension \$8000.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$6500	Principal, Curriculum Mentors, Facilitators.

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Teachers will be provided with Professional Development in Evidence-Based Literacy Instruction (EBLI)	All teachers will be provide professional development Training in Benchmark Advanced ****. Teacher Smart Board Training to infuse technology into instruction. \$1000, Accelerated Reader to increase reading comprehension \$8000.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$2000	Principal, Curriculum Mentors, Facilitators.
Teachers will be provided with Professional Development in Evidence-Based Literacy Instruction (EBLI)	All teachers will be provide professional development Training in Benchmark Advanced ****. Teacher Smart Board Training to infuse technology into instruction. \$1000, Accelerated Reader to increase reading comprehension \$8000.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$8000	Principal, Curriculum Mentors, Facilitators.

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff will utilize Scholastic News for informational text	The activity will help readers develop strategies with informational text	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$2000	Principal, Teaching Staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase supplemental Materials	Materials will be used to enable students to meet their reading goals.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Principal, Teaching Staff, Interventionist, Resource Teacher, paraprofessional
Parent Meetings	There will be monthly parent meetings, computer training, homework resource help, curriculum night, Principal's Nook and Parent University to assist and enable parents to support their child's academic progress	Parent Involvement	Tier 1	Implement	09/05/2017	06/15/2018	\$6200	Principal, Parent Liaison, Staff,

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Purchase Bridges Math Workbooks	Material will enable students to meet their math achievement goals.	Materials, Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Principal, Curriculum Coaches/Mentors, K-8 teachers, paraprofessional
Math Interventionist	Assist the classroom teacher and math coaches in providing focused interventions to small groups of students.	Other - Student support	Tier 1	Implement	09/05/2017	06/15/2018	\$50000	Principal, Mentor, Coach
Mindset Growth	Developing our beliefs about our capabilities to influence and motivate individuals that we lead and teach	Professional Learning	Tier 2	Getting Ready	09/05/2017	06/15/2018	\$0	Principal, Mentors/Coaches

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Team Analysis	The focus for Social Studies is content literacy, informational text and reading strategies as well as with other content areas. Teachers will be able to effectively engage students with difficult content in their classes using reading and writing strategies to support student growth and academic achievement. Teachers will be provided professional development on the implementation Data teams, in an effort for teachers to collaborate with colleagues on the quality of classroom instruction. Teachers will focus on a single instructional strategy related to specific content expectations or common core standards.	Professional Learning	Tier 1		08/17/2015	06/17/2016	\$1000	Principal, Curriculum Coaches/Mentors, K-8 Staff, paraprofessionals, Reading Specialist, Assessment Coach
PBIS/Champs	School-wide positive behavior support with incentives for students to increase instructional outcomes and improve behaviors.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$1000	Principal, Student Advisor, Teachers
Cooperative Learning	Teacher will monitor students as they work in cooperative learning groups, creating projects, and note-taking by conducting walk through observations to provide feedback ensuring that all students are learning.	Other	Tier 1	Implement	09/05/2017	06/15/2018	\$1000	Principal, Curriculum Coaches/Mentors, Assessment Coordinator, K-8 teachers

Single Building District Improvement Plan

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Reading Integration	Teachers will be able to infuse reading strategies across the curriculum to target gaps in instruction. We will utilize Science and hands-on manipulatives to support Marzano 9 strategies in an effort to increase student's science proficiency. This will allow our students to learn, practice and review concepts at their own pace. Students will be able to track their own progress to take ownership of their learning and gain the confidence needed as they move forward. Marzano's nine instructional strategies is a framework model that will allow teachers to link classroom strategies to increase student learning and strengthen instructional planning. We will implement the nine strategies of Marzano which entails reinforcing effort and recognition, setting objectives and providing feedback, identifying similarities and differences, cooperative learning, nonlinguistic representations, generating and testing hypothesis, cues, questions and advance organizers, summarizing and note taking and homework and practice that will impact student engagement and achievement.	Direct Instruction			09/05/2017	06/15/2018	\$1000	Principal, Curriculum Coaches, Assessment Coach, K-8 teachers
Teachers will be provided with Professional Development in Evidence-Based Literacy Instruction (EBLI)	All teachers will be provide professional development Training in Benchmark Advanced ****. Teacher Smart Board Training to infuse technology into instruction. \$1000, Accelerated Reader to increase reading comprehension \$8000.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$6000	Principal, Curriculum Mentors, Facilitators.
Smartboard Training	Embed the use of Social Studies activities through technology during classroom instruction.	Technology			08/17/2015	06/17/2016	\$1000	Principal, Curriculum mentors, K-8 teachers paraprofessionals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Common Core Standards	Monitor the implementation of The Writing Process with walk-throughs and fidelity check lists utilizing Benchmark Advance Literacy	Other, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Principal, Curriculum Coaches/Mentors

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Instructional Coaching	Coaching teacher in instructional practices to improve classroom instruction and student achievement	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Principal and Instructional Coach Leader
Teacher Training on Depth of Knowledge	Staff will receive training on interpreting and assigning Depth-of-Knowledge Levels to objectives that are aligned within standards and assessment items. Four levels of Depth-of-Knowledge are used for this analysis	Professional Learning	Tier 1	Implement	08/17/2015	06/17/2016	\$0	Principal, Assessment Coach, Curriculum Coach/Mentor

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Chrome books	Chromebooks will be utilized to support math program for blended learning opportunities	Technology	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Principal, Instructional Coaches, Staff