School Improvement Plan

Madison Academy Elementary/Middle School

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Flint, MI 48507-5954

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

The Elementary, Middle School, and High School serve 527 diverse students grades Pre-School through twelfth grade. Our student population is 82% free or reduced lunch. Madison Academy is comprised of 2 buildings, the elementary and middle school are located at 6170 Torrey Road Flint Mi and the High School is located at 3266 Genesee Road Burton MI. The staff includes around 50 diverse staff members. The challenges that we face are staff and student attrition, a population of students in a low social economic status, and a below grade level baseline.

School's Purpose

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

Mission

Madison Academy students will demonstrate academic excellence and wellness, positive character development, a knowledge with interest in fine arts, a love for lifelong learning and service to others.

Madison supports and empowers teachers and students to teach and learn at rigorous levels. to build up from current knowledge/experience level, to use data to drive instruction and learning, and to achieve high assessment score. Madison supports and empowers teachers, students, and the families to grow as individuals, feel safe, have a sense of belonging, to have a voice, and to make a difference.

Due to the fact that the majority of our population is performing below grade level we have put a lot of emphasis or raising the bar for our staff and students. Both staff and students are continuously learning on how to improve on their current levels of knowledge.

Things that have been implemented are:
Staff PD
goal setting
delving into data
using data to drive instruction
praise and recognition for meeting goals
math and reading intervention programs and materials

Notable Achievements and Areas of Improvement

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

In the last three years we have seen improvement on the majority of our tested MEAP areas. Over the past three years we have out performed our composite district on most areas of the MEAP. With a continued strategic plan in place we will continue our upward trajectory with our state assessment scores. In addition to the MEAP progress we have also made culture changes within the building using the Teach Like a Champion Strategies. Creating consistency and accountability within the building. This year we have implemented a full RtI team as well as an at risk service provider to target the struggling students and give them the extra help that they need. With this team in place we plan to see improvement with our lower achieving student population.

Additional Information

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

Madison is striving daily to provide the students and families we serve with the opportunities for success and high achievement.

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.

The School Improvement Team was created by combining the chair heads from the Professional Learning Committees. Meetings were held after school, by e-mail, conference call, and during the school day (teachers were provided sub coverage to allow participation). The School Improvement Team consisted of teaching staff and school administration.

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

Every teacher and school administrator was involved in the development of the School Improvement Plan. A variety of teachers representing different grade levels and subject areas were selected to be on the team. Teachers provided input and suggestions based on data and experience. This input was then brought forth to the District Improvement Meetings. A chair and vice-chair were also selected to organize and produce the plan. Parent surveys were conducted and feedback was utilized to create the comprehensive needs assessment, which was used to form the SIP 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.

Once the School Improvement Plan was created it was distributed to all teachers and school staff for review. During the process staff was encouraged to provide feedback and input. All school staff receives a copy of the DIP/SIP and they are encouraged to review it during the year to help drive their instruction and reach school wide goals.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Enrollment has decreased over the past three years. Student attrition can be attributed to families moving out of Flint Area, lack of transportation, and relocating to schools that offer after school programs/activities.

2012-13   385 students

2013-14   339 students

2014-15   286 students

Student Demographic Data

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

Approximately 35% of our population has accumulated 10 or more full day absences which defines them as truant. Truancy can be attributed to lack of value and importance the students family places on attending school regularly.

Student Demographic Data

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

Challenges associated with behavior can be attributed to newly enrolled students lack knowledge of Madison's systems and routines, the need to bridge the gap between home and school expectations, the need to identify and understand differences in culture, and the need for increased parental involvement.

Student Demographic Data

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

professional development on cultural awareness

TLAC strategies

increased parent communication

increased after school activities

behavior intervention

positive behavior supports

Teacher/School Leader(s) Demographic Data

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

An administration staff with adequate experience in teaching and only limited admin experience impacts student achievement both positively and negatively. Positive effects are motivated, willing to learn new techniques, fresh ideas from college admin classes, relational capacity with students. Negative effects are: Less experienced, learning as they go, learning climate and culture expectations, not a lot of experience to refer to or reflect on.

Teacher/School Leader(s) Demographic Data

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

A staff comprised of beginning teachers impacts student achievement both positively and negatively. Positive effects are motivated, willing to learn new techniques, fresh ideas from college prep classes, relational capacity with students. Negative effects are: Less experienced, learning as they go, learning climate and culture expectations, not a lot of experience to refer to or reflect on

Teacher/School Leader(s) Demographic Data

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

Professional development absences can improve the quality of student achievement because the leader can learn new strategies to share down to the staff.
At Madison our school leader had less than five personal days including illness. Priority on regular attendance is a must for leading the school properly.

Teacher/School Leader(s) Demographic Data

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

Professional development absences can improve the quality of student achievement because the teacher can learn new strategies to share with students to use in class.
Priority on regular attendance is a must for teaching the class properly. Increased use of subs can lead to increased behavior issues as well as educational objectives not being met.

Teacher/School Leader(s) Demographic Data

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

Increased PD

incentive/reward program

mentoring programs

Process Data

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

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

Our biggest strength is following strand:
Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.
-Curriculum guides
-Common assessments
-Standards-based report cards
-Surveys results
-Curriculum writing process
-Products - scope and sequence, curriculum maps
-Lesson plans aligned to the curriculum
-Data Walls, goal cards, pd on data, data correlation, data meetings, rewards and incentives for teacher and studen

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

One strand that Madison has identified parental involvement as a challenge. The school engages families in
meaningful ways in their children's education and keeps them informed of their children's learning progress.
Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.
-Survey results
-Volunteer program with variety of options for participation
-List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days
-Calendar outlining when and how families are provided information on child's progress
-Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process

12. How might these challenges impact student achievement?

Research shows that student achievement is greatly impacted by parental involvement. High parental involvement usually leads to higher

achievement.

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

More parent nights

Different modes of communication

creating involvement opportunities.

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

students identified as Title I, Title III, Section 31a, IDEA have access to the following programs and implementations in addition to the regular classroom supports:

Push in/pullout special education support

Social worker

behavior interventionist

MTSS teachers/groups

summer school

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

student council   3-8

NJHS   7-8

team sports   6-8

summer school   k-8

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

Extended learning opportunities are voluntary. Parents are notified through letter, phone, website, conferences.

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

TRG pacing guides are implemented K-8. Students are assessed monthly to determine proficiency on the common core objectives as

aligned by the pacing guides.

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

n/a

Achievement/Outcome Data

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

19a. Reading- Strengths

During the 2014-2015 school year reading scores have increased 7.81 National Percentile points from the fall, moving from a school wide average of 32.6%tile to 40.71% tile.

19b. Reading- Challenges

We have determined two specific grade level weaknesses when it comes to reading data. ~50th%tile is considered grade level.

2nd grade reading on average is below grade level . At years end the 2nd grade average was a 35%tile.
8th grade reading on average is below grade level. At years end the 8th grade average was 27%tile.

19c. Reading- Trends

With the exception of 2nd and 8th grade all grade levels increased 6 or more percentile points from fall to spring on the Global Scholars Assessment.

Withe the exception of 2nd and 8th grade all grade levels are at or above 41st%tile.

5th and 6th grade have the largest growth school-wide for reading, 5th grade increased 17%Tile points and 6th grade increased 16%tile

points.

19d. Reading- Summary

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

Goal 1: All students will increase proficiency in Reading Measurable Objective 1:
A total of 280 Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to increase the school average NPR on Global Scholars by 5% tile points in Reading by 06/30/2016 as measured by Global Scholars.

Reading Remediation - K-8 staff will mandate reading remediation classes for all students who are performing at or below the 10th%tile on the reading GS test

Title-I Teaching Staff - A Title-I teacher will be available to assist k-2 students with reading and math instruction.A Title-I teacher will be available to assist 3-5 students with reading and math instruction.A Title-I teacher will be available to assist 6-8 students with reading and math instruction.

Teacher will analyze monthly reading assessment data to determine the 3-4 objectives that resulted in the lowest percent proficient to reteach and track in the following month's remediation sessions.

20a. Writing- Strengths

 According to the writing rubrics we collected baseline data to end of the year data at all grade levels. Every grade level has improved throughout the course of the year. On average the rubric scores increased .88 points. With an overall average score of 2.92 school wide

20b. Writing- Challenges

Overall the school would score a partially proficient on writing with a 2.92. Overall the students do not have the overall writing skills at the desired expectation of either a 3 or a 4.

20c. Writing- Trends

Most grade levels are scoring in the 1 range in the fall and moving to the 2 range for the spring.

20d. Writing- Summary

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

35% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing and English Language Arts in Writing by 06/30/2016 as measured by either a score of a 3 or 4 on the school-wide writing rubrics .
Strategy 1:
Writing - Instructional staff in grades K-8 will implement writing prompts and score using rubrics to measure student writing growth

21a. Math- Strengths

During the 2014-2015 school year math scores have increased 8.3 National Percentile points from the fall to spring, moving from a school wide average of 35.7%tile to 44% tile.

21b. Math- Challenges

We have determined three specific grade level weaknesses when it comes to math data. ~50th%tile is considered grade level.

5th grade math on average is below grade level . At years end the 5th grade average was a 37%tile.
7th grade math on average is below grade level. At years end the 7th grade average was a 35%tile.
8th grade math on average is below grade level. At years end the 8th grade average was 27%tile.

21c. Math- Trends

With the exception of 2nd and 8th grade all grade levels increased 5 or more percentile points from fall to spring on the Global Scholars Assessment.

Withe the exception of 5th, 7th, and 8th grade all grade levels are at or above 43rd%tile.

3rd and 6th grade have the largest growth school-wide for reading, 3rd grade increased 21%Tile points and 6th grade increased 16%tile points.

21d. Math- Summary

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

Goal 4: All students will increase proficiency in math Measurable Objective 1:
Strategy 1:
Program
A total of 280 Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to increase the school average NPR on Global Scholars by 5% tile points in Mathematics by 06/30/2016 as measured by Global Scholars math test.

Teacher will analyze monthly math assessment data to determine the 3-4 objectives that resulted in the lowest percent proficient to reteach and track in the following month's remediation sessions.

A Title-I teacher will be available to assist k-2 students with reading and math instruction.A Title-I teacher will be available to assist 3-5 students with reading and math instruction.A Title-I teacher will be available to assist 6-8 students with reading and math instruction.

22a. Science- Strengths

In grades 3 through 8th grade teachers are administering Monthly Assessments in order to test proficiency on the objectives taught during the month. Monthly assessment data is analyzed in Middle School and the 3-4 lowest objectives are re-taught and tracked to help strengthen content knowledge.

Science inquiry based field trips are incorporated into the school year in order to further strengthen knowledge on classroom lessons.

22b. Science- Challenges

8th grade Science Explore Test component indicates a decline from 2013-2014 data of 14.9 down to 14.8 the current 2014-2015 school year.

Overall Data Director assessment scores 3rd grade through 8th grade, averaged to 30.34 % of our students being proficient for the months between September through June.

22c. Science- Trends

Science scores on state assessments as well as in-house assessments typically are lower than the school expectations.

22d. Science- Summary

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

N/A

23a. Social Studies- Strengths

Initial M-Step Social Studies results indicate that the 5th grade student average is 16.2 points achieved and that 8th grade student average is 17.87 points achieved.

23b. Social Studies- Challenges

Initial M-Step Social Studies results indicate that the 5th grade student average is 16.2 points achieved and that 8th grade student average is 17.87 points achieved.

23c. Social Studies- Trends

Social Studies scores on state assessments as well as in-house assessments typically are lower than the school expectations.

23d. Social Studies- Summary

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

n/a

Perception Data

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

24a. Student Perception Data

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

The highest level of satisfaction among students, according to a survey given in February 2015, is in the area of coursework and academic progress. 62% of students are satisfied or highly satisfied with the challenge of their coursework and 76% are satisfied or highly satisfied with their progress in school.

24b. Student Perception Data

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

The lowest level of satisfaction among students, according to a survey given in February 2015, is in the area of discipline. 60% of students either disagreed or strongly disagreed with the statement that discipline issues are handled effectively at Madison.

24c. Student Perception Data

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

Madision will be addressing behavior and discipline by revising the discipline and attendance policies in the student handbook for the 2015-2016 school year. Truancy and tardy interventions will also be conducted, focusing on students who demonstrate a high amount of absences and/or tardies as determined by regular data analysis. Madison will also be participating in a countywide, three-year behavior program with Intermediate School District where Madison will receive training from ISD resulting in districtwide universal discipline system. Finally, the behavior interventionist will be implementing a character development program with students serving In-School-Suspensions.

25a. Parent/Guardian Perception Data

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

The highest levels of satisfaction among parents/guardians were in the areas of 1) the learning that takes place at Madison, 2) overall administration at Madison, 3) discipline policies and procedures, 4) parent-teacher communication, 5) the amount of information provided, 6) overall building safety, and 7) overall building facilities.

25b. Parent/Guardian Perception Data

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

The overall lowest level of satisfaction among parents/guardians was communication. 10% of parents were dissatisfied or strongly dissatisfied with the level and amount of parent communication.

25c. Parent/Guardian Perception Data

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

 Teachers will continued to be required to make calls home for failing grades, detentions issued, and any other challenges that occur. Note: While the parents who participated in the survey have an overall positive perception of Madison, the School Improvement Committee and leadership committee discussed the need for greater participation from parents to achieve a broader collection of data and plan on incorporating the parent survey into the admission process at a key sports event and/or concert once per trimester in order to gain perception data.

26a. Teacher/Staff Perception Data

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

The highest level of satisfaction among teachers and staff, according to a survey conducted in December 2014, are the areas of safety, job satisfaction, feedback, and continued development. 95% of staff agree or strongly agree that students and staff feel safe at Madison Academy and 100% of staff members either agree or strongly agree that they are satisfied with their job and that feedback from evaluations contribute to the continued development of their success.

26b. Teacher/Staff Perception Data

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

The lowest level of satisfaction among teachers and staff, according to a survey conducted in December 2014, were the areas of discipline and parental involvement. 55% of the staff believes the discipline program is ineffective, and 85% of teachers feel that parents do not adequately support the education of their student at Madison.

26c. Teacher/Staff Perception Data

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

Madison will be addressing parental involvement ("Parental Involvement Improves Student Achievement," Henderson, 1987) by attempting to

increase the accessibility of school events for all parents (examples: sending out bus to pick up parents, meetings in a central location instead of the school, requesting additional parental involvement at school events, etc.).

27a. Stakeholder/Community Perception Data

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

The Madison leadership team discussed the limited nature of those surveyed (students, staff, parents) and the need for perception data from additional stakeholders beyond student, staff, and parents. For the next round of perception data for the 2015-2016 school year, Madison Academy intends to survey additional stakeholders (local businesses, colleges, universities; board members; etc.) as well as revise the nature of the questions asked to better ascertain the perceived value of the school's services' impact on students.

27b. Stakeholder/Community Perception Data

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

Repeated from 27a: The Madison leadership team discussed the limited nature of those surveyed (students, staff, parents) and the need for perception data from additional stakeholders beyond student, staff, and parents. For the next round of perception data for the 2015-2016 school year, Madison Academy intends to survey additional stakeholders (local businesses, colleges, universities; board members; etc.) as well as revise the nature of the questions asked to better ascertain the perceived value of the school's services' impact on students.

27c. Stakeholder/Community Perception Data

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

Repeated from 27a: The Madison leadership team discussed the limited nature of those surveyed (students, staff, parents) and the need for perception data from additional stakeholders beyond student, staff, and parents. For the next round of perception data for the 2015-2016 school year, Madison Academy intends to survey additional stakeholders (local businesses, colleges, universities; board members; etc.) as well as revise the nature of the questions asked to better ascertain the perceived value of the school's services' impact on students.

Summary

28a. Summary

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

An analysis of DEMOGRAPHIC trends concluded that a majority of Madison's student population displays high percentages of attendance and/or behavior issues, lack of parental involvement, and/or belong to an at-risk demographic group (socioeconomic, McKinney-Vento, etc.). Classroom productivity is being negatively influenced by attendance and behavior as demonstrated by the correlation between failing students and low attendance.

In conclusion, regarding the ways that Madison evaluates its student programs and PROCESS, there were multiple assessments and evaluation tools that were analyzed and reviewed, including an interim self assessment, state audits, and regular accountability meetings with key stakeholders. As revealed by the self-assessment, Madison needs to continue growing in the area of parental involvement. In order to improve this strand. Madison Academy will need to engage families in meaningful ways in their children's education and keeps them informed of their children's learning progress, incorporate programs that engage families in meaningful ways in their children's education. Regarding state audits, Madison was on track at a school-wide level but needed to correct and/or tighten the suspension/expulsion process and the special education program.

In conclusion, Madison ACHIEVEMENT data, as evidenced by scores on Global Scholars, writing rubrics, and data director, indicate that the majority of students are below national benchmark or proficiency status in Math, science, social studies, ELA/Reading, and writing. However Fall to Spring scores are showing continued growth across grade levels.

In conclusion, while the general PERCEPTION of Madison Academy is overall positive, several areas can be focused on for improvement, specifically discipline and the level of academic rigor. The leadership team also discussed the limited nature of those surveyed and the need for perception data from additional stakeholders beyond student, staff, and parents. While the parents who took the survey have an overall positive perception of Madison Academy High School, the School Improvement Committee and leadership committee discussed the need for greater participation from parents to achieve a broader collection of data and plan on incorporating the parent survey into the admission process at a key sports event and/or concert once per trimester in order to gain perception data. For the next round of perception data for the 2015-2016 school year, Madison Academy intends to survey additional stakeholders (local businesses, colleges, universities; board members; etc.) as well as revise the nature of the questions asked to better ascertain the perceived value of the school's services' impact on students.

28b. Summary

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

As evidenced by Madison's most recent achievement data, the lack of parental involvement and discipline issues, combined with the

challenges outlined in the demographic data with challenges with behavior and attendance, all negatively impact student achievement in every core area.

28c. Summary

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

The schoolwide goals and objectives will address the challenges discovered in the comprehensive needs assessment by including goals that incorporate all core subject areas, with objectives that give realistic and specific progress goals for student achievement. Strategies and activities will directly correspond to the goals and objectives to ensure increased success.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	1st through 5th grade use the following assessments: Global Scholars (fall, winter, spring) reading and math TRG monthly assessments In class assessments 3-5 M-Step or equivalent	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The report is attached and also can be found on our school's website at: http://madison-academy.org/pages/InfoAndDocuments	AER 2013-2014

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	I have included an example of one of our 8th graders EDP. For access to all plans contact crussel@madison-academy.org.	EDP

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	I have include an example. For access to all plans contact crussel@madison-academy.org.	EDP example

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	This is listed in Section 3.4 of the employee handbook.	Employee Handbook

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Will Kneer The Romine Group 7877 Stead, Ste. 100 Utica, MI 48317 Office: 586-731-5300	

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

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

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The school improvement committee meets monthly to discuss the School Improvement Plan. Madison has the parents, students and staff complete a survey, providing feedback on the needs and wants for the building. Student data and student demographics were evaluated to determine the needs for student achievement and needed teacher professional development. Current programs are evaluated for effectiveness and determinations are made on whether to continue or discontinue current programs.

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?

The staff survey and committee meetings indicated that they wanted human capital over any other resource. They expressed that they wanted teachers to assists in the academic support for our struggling learners.

The parents and students indicated that they liked the small class sizes and intervention programs. Most concerns from parents are about the lack of after school activities or opportunities. Another concern that came up in the parent responses was that behavioral patterns at Madison have changed and the student population has been misbehaving more. Surveys also indicate that if a free summer program were offered that they would utilize the service.

Student demographics (88% free and reduced lunch) and student achievement that we have a high need for intervention and student services to increase academic success in math and reading.

Therefore we see a great need for a behavioral interventionist, social worker, Response to Intervention team, summer school program, Accelerated Math and Reader and have included them in this years plan.

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

The data analysis consisted of looking at Curriculum guides -Common assessments -Standards-based report cards -Surveys results -Curriculum writing process -Products - scope and sequence, curriculum maps -Lesson plans aligned to the curriculum -Data walls, goal cards, gain charts, pd on data data correlation, data meetings, rewards and incentives for teacher and students

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?

Madison as a whole is performing below the state average on math, reading, writing. We have selected the goals to provide support for the whole population to improve academically in these areas. The response to intervention program is utilized as an intervention program in math and reading for our bottom 10% and the Bubble students (40th percentile to the 49th percentile). The behavioral interventionist and social worker work with those who are in need of behavioral and/or emotional support.

Component 2: Schoolwide Reform Strategies

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

Based on district data the following programs have been implemented. Direct instruction, remediation, intervention, RTI, and Global scholars, monthly district and state assessments.

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).

MTSS improve the quality of instruction by providing individualized instruction to the students at the 10% tile and below as well as those in the 40-49% tile.

Remediation focuses on re-teaching, tracking and reassessing specific state standards determined by analyzing monthly assessments for the 3-4 lowest proficiency objectives.

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

The staff survey and committee meetings indicated that they wanted human capital over any other resource. They expressed that they wanted teachers to assists in the academic support for our struggling learners. The parents and students indicated that they liked the small class sizes and intervention programs.Therefore, we have decided to continue the MTSS (RTI) program.

Most concerns from parents are about the lack of after school activities or opportunities. Surveys also indicate that if a free summer program were offered that they would utilize the service.Therefore we have decided to implement an after school program and summer school program.

Another concern that came up in the parent responses was that behavioral patterns at Madison have changed and the student population has been misbehaving more. Therefor, we have included many strategies under the guidance go our behavioral interventionist.

Student demographics (82% free and reduced lunch) and student achievement that we have a high need for intervention and student services to increase academic success in math and reading. Therefor, we have continue to mandate remediation for math and reading based on monthly assessment data.

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.

MTSS (RTI) Provides instructional support for our lowest achieving (10th %tile and below) to build upon current academic level.

Remediation focuses on reteaching lowest achieved objectives from monthly assessments to ensure proficiency

After school and summer school programs are accessible to strengthen the students academic an social needs.

Behavior intervention is provided to support a positive climate and culture throughout the building.

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

The school determines if these needs are met by analyzing the following data:

Global Scholar scores

Monthly assessment scores.

Power School Discipline data

School Writing prompts

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.	No	N/A	

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	We currently have a Full year substitute for Spanish. She has been approved through the State of Michigan. >>> The Office of Professional Preparation Services has approved your request for a(an) Full-Year Permit for HALI RENEE KIVARI. Madison Academy - FLINT has approval to employ Ms. KIVARI in the SPANISH (FF) assignment(s) for the 2014 - 2015 school year. Name : HALI RENEE KIVARI Permit # : PN0000000103332 Permit Type : Full-Year Permit Expiration Date : 8/31/2015 School Year : 2014 - 2015 School Districts Applied Madison Academy - FLINT Subject /Grade Level SPANISH (FF) Middle School	

Component 4: Strategies to Attract Highly Qualified Teachers

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

24%

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

K-8 self contained certification for all general education teachers Pre-K through 6th grade. Subject specific endorsements for 7th and 8th grade. Teachers with three years or less teaching experience are assigned mentors with four or more teaching years.

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

Continuous PD, Opportunities for advancement, positive school community culture, tangible incentives, leadership opportunities.

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

Involvement on District improvement team, incentives for performance, and stipends.

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?

Staff Initiatives, PD, Stipends and opportunity for involvement outside of classroom duties.

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.

Professional Development includes: Teach like a champion, Understanding Poverty, re-assessment and tracking, Culturally Responsive Teachers, and Behavior Management.

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

Learning is sustained and ongoing because it is directly driven by the school SIP goals, initiatives, and achievement gaps. All policies and procedures are rolled out at the beginning of the year and are maintained by staff committee meetings, staff PD, and observations.

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

Component 6:   Strategies to Increase Parental Involvement

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

Parent feedback, ideas and concerns are encouraged through PTO, parent reps, parent surveys, parent volunteers and chaperones. The comprehensive needs assessment addresses the parents perspective, as well as all other stake holders, to create the program reform.

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

Completing parent perception surveys and beginning and end of school year, attending Tile 1 and parent meetings, conferences, and the administrations open door policy.

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

Completing parent perception surveys and beginning and end of school year, attending Tile 1 and parent meetings, conferences, and the administrations open door policy.

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	Available in annual education report.	Parent Involvement Policy

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

- An annual Title I Plan Review Meeting within the first trimester.
*   Title I literacy and math parent nights
- The staff of Madison Academy will offer flexible meeting times for parent/teacher conferences and   other important meetings.
- Parent volunteers are involved in the design and implementation of the plan through email Google Doc response sessions.
- When reviewing the Title I plan, an appeal will be made to all Madison Academy parents to be involved in the evaluation of the plan through email Google Doc sessions or by requesting a copy of the plan to be reviewed at home.
- These sessions will be used to generate questions and concerns that will be addressed at the Annual Title I Meeting and Plan Review meeting.
- All parents will be invited to attend this meeting.
- Parents will receive parent guides for State Assessments test results as soon as they are available. Results will come from the office and teachers will be responsible to give each family the results with an explanation given in a language the parents can understand.
- Parents will receive notice of missing assignments, failed tests, or disciplinary steps in a timely manner.

- Parents will receive phone calls, emails, or newsletters in a timely manner as needed.
- Parents can access their child's grades and missing assignments through Parent Portal at any time they choose.

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

Continued involvement through input and surveys. Sign in sheets from Title 1 parents nights, conferences, and Title 1 informational meetings.

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

Madison will analyze data gathered from surveys, feedback and parent input to create the comprehensive needs assessment.

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

The parent compact was developed collaboratively by utilizing administration, parents, and community feedback, input and noticed areas where parent involvement is needed.

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

It is presented and reviewed at parent orientation. It is signed by 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)?

It is presented and reviewed at parent orientation. It is signed by parent, student and teacher.

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

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

The parents are provided with progress reports, report cards, district assessment reports and state assessment reports via mail, newsletters and 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?

We provide GSRP pre-school for students who turn four years old before September 1st. Transition strategies are implemented before advancement to kindergarten including Round-up, classroom lessons, meet and greets, lunch in the general lunch room and kindergarten assessments.

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?

The school provides the following: Home Visits, Parent advisory committee, Parent nights, and PD geared to Preschool aged students.

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?

The district improvement team comprised of administrators and teachers create curriculum maps, pacing, and 30 day assessment tied directly to state standards.

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

Teachers are involved in Data analysis by actively participating in presenting/evaluating their own Data, other staffs Data, PLC's, SIP meetings, and employing instructional strategies that address objectives not being met.

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.

All students k-8 are assessed on the global scholars fall,winter and spring. Data is analyzed by classroom teachers to design individualized learning objectives based on student need. Students who are below the 10th percentile and those 40th to 49th percentile are enrolled in MTSS (RTI) program to receive an additional half hour objective specific instruction. All other students receive remediation in the classroom based on data from monthly assessments. Progress is monitored through tracking sheets and reassessments. If no substantial progress is made in the designated time frame instructional adjustments are made. If progress is yet to be made the Special Ed Coordinator is contacted to determine next steps.

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?

All students k-8 are assessed on the global scholars fall,winter and spring. Data is analyzed by classroom teachers to design individualized learning objectives based on student need. Students who are below the 10th percentile and those 40th to 49th percentile are enrolled in MTSS (RTI) program to receive an additional half hour objective specific instruction. All other students receive remediation in the classroom based on data from monthly assessments. Progress is monitored through tracking sheets and reassessments. If no substantial progress is made in the designated time frame instructional adjustments are made. If progress is yet to be made the Special Ed Coordinator is contacted to determine next steps.

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

Students individual need are being addressed through differentiated instruction by the teachers leveling their content and ability leveled lessons to address and reteach struggling objectives.
All students k-8 are assessed on the global scholars fall,winter and spring. Data is analyzed by classroom teachers to design individualized learning objectives based on student need. All students receive remediation in the classroom based on data from monthly assessments. Progress is monitored through tracking sheets and reassessments.

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.

Programs such as Behavioral Intervention, MTSS, Remediation, Summer School, After School Care are coordinated and implemented by using the comprehensive needs assessment in order to improve overall achievement in math and reading.

Resources include:

State Aid

Title-I funding

Title II funding

31A Funding

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.

Since we are a Title1 school, funds will be allocated to enhance student performance in Reading, Writing, Math, and classroom productivity as outlined by our SIP.

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.

Our school implements internal bully programs, Back Pack Program, GSRP, and McKinney Vento assistance.

Evaluation:

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

The school uses multiple forms of Data (Global Scholars, M-Step, Monthly Assessments, Discipline logs) to evaluate and monitor the school wide program. Data is analyzed and adjustments are made based on the results. In addition feedback from all stake-holders is considered.

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.

The school uses multiple forms of Data (Global Scholars, M-Step, Monthly Assessments, Discipline logs) to evaluate and monitor the school wide program. Data is analyzed and adjustments are made based on the results. In addition feedback from all stake-holders is considered.

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.

The school uses multiple forms of Data (Global Scholars, M-Step, Monthly Assessments, Discipline logs) to evaluate and monitor the school wide program. Data is analyzed and adjustments are made based on the results. In addition feedback from all stake-holders is considered.

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?

Monthly SIP meetings are held to review progress of the implemented plan and brainstorm a continued or reformed plan for the next school year. The district and SIP teams compile all data to evaluate and revise the school plan.

Madison Academy Elementary Plan 2015/2016

Overview

Plan Name

Madison Academy Elementary Plan 2015/2016

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase proficiency in Reading	Objectives: 1 Strategies: 3 Activities: 9	Academic	$181084
2	All Students will show increased classroom productivity	Objectives: 1 Strategies: 2 Activities: 5	Academic	$181500
3	All students will increase proficiency in writing	Objectives: 1 Strategies: 1 Activities: 1	Academic	$250
4	All students will increase proficiency in math	Objectives: 1 Strategies: 2 Activities: 6	Academic	$164650

Goal 1: All students will increase proficiency in Reading

Measurable Objective 1:

A total of 280 Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to increase the school average NPR on Global Scholars by 5% tile points in Reading by 06/30/2016 as measured by Global Scholars.

Strategy 1:

Reading Remediation - K-8 staff will mandate reading remediation classes for all students who are performing at or below the 10th percentile on the Global Scholars reading Test

Research Cited: Teaching Reading as a Thinking Process

by: Russell G. Stauffer

Tier: Tier 1

Activity - Accelerated reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
k-8 Instructional Staff will implement the Accelerated Reading Program to increase reading proficiency	Technology		Implement	09/01/2015	06/30/2016	$6500	Title I Schoolwide	Title-1 coordinator Administration and instructional staff

Activity - Library Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Books will be purchased to enable the creation of a leveled library	Implementation			09/01/2015	06/30/2016	$5000	Title I Schoolwide	school administration

Activity - TRG Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend 4 days of training on the Common Core, Effective Student Engagement, Best Practices, and Data Driven Instruction.	Professional Learning			09/01/2015	06/30/2016	$4151	Title II Part A	all staff

Activity - Monthly assesments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will be assessed on the required reading pacing guide objectives at months end to determine proficiency (60.1) | Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/17/2016 | $0 | No Funding Required | General Ed teaching staff |

Activity - Trackiing sheets/ Re-assesments

	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will analyze monthly reading assessment data to determine the 3-4 objectives that resulted in the lowest percent proficient to reteach and track in the following month's remediation sessions.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$0	No Funding Required	All general Ed Teaching Staff and administration

Strategy 2:

Formative Assessment - Instructional staff in grades K-8 will implement various assessment strategies to increase proficiency in reading comprehension

Research Cited: Transformative Assessment by James Popham

Tier:

Activity - Dibels

	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 students will use dibels to assess learning	Evaluation			09/01/2015	06/30/2016	$2500	Title I Schoolwide	School administration and teaching staff

Activity - Star Reading

	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Reading will be used to provide a tool for formative assessment in reading	Academic Support Program			09/01/2015	06/30/2016	$7000	Title I Schoolwide	School Administration

Activity - Chrome Books Classroom sets

	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the ability to use chrome books to take online assessments (Global Scholars, M-Step, Accuplacer, classroom assessments, monthly assessments, ect.) to measure academic growth, objective mastery and proficiency.	Academic Support Program	Tier 1	Getting Ready	09/01/2015	06/30/2016	$14000	Title I Schoolwide	Administration, testing/data coordinator, classroom teachers

Strategy 3:

Title-I Teaching Staff - A Title-I teacher will be available to assist k-2 students with reading and math instruction.A Title-I teacher will be available to assist 3-5 students with reading and math instruction.A Title-I teacher will be available to assist 6-8 students with reading and math instruction.

Research Cited: U.S. Department of Education, "Promising Results, Continuing Challenges: The Final Report of the National Assessment of Title I." Washington, D.C.: Author (1999).

Heid, C. and A. Webber, "School-Level Implementation of Standards-Based Reform: Findings from the Follow-up Public School Survey on Education Reform." Washington, DC: U.S. Department of Education (January 2004).

Tier:

Activity - Title-I Teaching Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title-I teacher will be available to assist k-2 students with reading and math instruction.A Title-I teacher will be available to assist 3-5 students with reading and math instruction.A Title-I teacher will be available to assist 6-8 students with reading and math instruction	Academic Support Program			09/01/2015	06/30/2016	$141933	Title I Schoolwide	Title-I Teaching Staff and Administration

Goal 2: All Students will show increased classroom productivity

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior of time on task and productivity in Reading and in Mathematics by 06/30/2016 as measured by student engagement and PowerSchool discipline entries.

Strategy 1:

behavior interventionist - The Behavior interventionist will work with students identified by school staff as needing behavioral interventions

Research Cited: PBIS.org

Tier: Tier 1

Activity - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Madison Academy will host a summer school program to serve as an academic enhancement for three groups of students k-8 (those that will be required to attend for grade level promotion, those that are recommended by educational staff, and those who choose to attend).	Academic Support Program	Tier 1	Implement	06/03/2016	08/31/2016	$50000	Section 31a	Staff and Administration

Activity - Anti-Bully Convention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The behavioral anti-bully program will implement and oversee an anti-bully program for the entire community as well as the student population. The program will involve ideas, techniques and strategies to help prevent bullying in schools, especially Madison Academy.	Getting Ready	Tier 1		09/01/2015	06/20/2016	$1000	General Fund	Behavioral Interventionist and Administration

Activity - Behavioral Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavioral Interventionist will hold individual and group meetings to prevent and deter behavioral issues.	Behavioral Support Program	Tier 1	Monitor	09/01/2015	06/30/2016	$42500	Section 31a	Behavioral Interventionist and administration

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Madison Academy will offer an after school program for students k-8 to enhance the educational experience, provide a safe and supervised environment, academic assistance, and the promotion of personal and social skills.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$65000	Title I Schoolwide	After school program staff and administration

Strategy 2:

Social Work/Guidance Counselor - District staff will provide social work/guidance counselor services for students identified by staff as needing behavioral interventions

Research Cited: Reid, W. J., Kenaley, B. D., & Colvin, J. (2004). Do some interventions work better than others?

Tier:

Activity - Student appointments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to one on one and group meetings with the social worker on an as needed basis	Monitor		Implement	09/01/2015	06/30/2016	$23000	Section 31a	Social Worker/Guidance Counselor

Goal 3: All students will increase proficiency in writing

Measurable Objective 1:

School Improvement Plan
Madison Academy Elementary/Middle School

35% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing and English Language Arts in Writing by 06/30/2016 as measured by either a score of a 3 or 4 on the school-wide writing rubrics .

Strategy 1:

Writing - Instructional staff in grades K-8 will implement writing prompts and score using rubrics to measure student writing growth

Research Cited: http://teachingasleadership.org/sites/default/files/Related-Readings/IPD_Ch2_2011.pdf

Student Assessment: Measuring Progress Toward Your Goals

Tier: Tier 1

Activity - School wide writing prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will administer three school wide writing prompts and one baseline writing prompt throughout the year	Academic Support Program			09/01/2015	06/30/2016	$250	Title I Schoolwide	Teaching staff and school administrati on

Goal 4: All students will increase proficiency in math

Measurable Objective 1:

A total of 280 Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to increase the school average NPR on Global Scholars by 5% tile points in Mathematics by 06/30/2016 as measured by Global Scholars math test.

Strategy 1:

Math remediation class - K-8 staff will mandate math remediation classes for all students who are performing at or below the 10th percentile on the Global Scholars Math Test

Research Cited: Journal of Behavioral Education

March 1991, Volume 1, Issue 1, pp 5-36

Teaching and remediation of mathematics: A review of behavioral research

Tier: Tier 1

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

School Improvement Plan
Madison Academy Elementary/Middle School

			Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1st through 8th grade and special education teachers will incorporate the Accelerated Math program in their classrooms to promote math proficiency	Monitor		09/01/2015	06/30/2016	$8000	Title I Schoolwide	teaching staff and school administration

Activity - Accelerated Math instructor training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff development for teachers using Accelerated Math	Professional Learning			09/01/2015	06/30/2016	$2000	Title I Schoolwide	School administration

Activity - Monthly assesments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assesed on the required pacing guide objectives at months end to determine proficiency (60.1)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$0	No Funding Required	All general ed teaching staff

Activity - Trackiing sheets/ Re-assesments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will analyze monthly math assessment data to determine the 3-4 objectives that resulted in the lowest percent proficient to reteach and track in the following month's remediation sessions.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$0	No Funding Required	General ed teaching staff and administration

Strategy 2:

Title-I Teaching Staff - A Title-I teacher will be available to assist k-2 students with reading and math instruction.A Title-I teacher will be available to assist 3-5 students with reading and math instruction.A Title-I teacher will be available to assist 6-8 students with reading and math instruction.

Research Cited: U.S. Department of Education, "Promising Results, Continuing Challenges: The Final Report of the National Assessment of Title I." Washington, D.C.:

Heid, C. and A. Webber, "School-Level Implementation of Standards-Based Reform: Findings from the Follow-up Public School Survey on Education Reform."

Washington, DC: U.S. Department of Education (January 2004).

Author (1999).

Tier: Tier 2

Activity - Title-I Teaching Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan
Madison Academy Elementary/Middle School

	Evaluate			Title I Schoolwide	Title-I Teacher and administration
A Title-I teacher will be available to assist k-2 students with reading and math instruction.A Title-I teacher will be available to assist 3-5 students with reading and math instruction.A Title-I teacher will be available to assist 6-8 students with reading and math instruction.	Academic Support Program	09/01/2015	06/30/2016	$152250	

	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - RtI supplies and manipulatives	Activity Type	Tier				RtI teachers and administration
Title I teachers will use hands-on manipulative s and utilize intervention supplies to re-mediate to our at-risk population for math and reading.	Academic Support Program		09/01/2015	06/30/2016	$2400	Title I Part A

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
TRG Professional Development	Staff will attend 4 days of training on the Common Core, Effective Student Engagement, Best Practices, and Data Driven Instruction.	Professional Learning			09/01/2015	06/30/2016	$4151	all staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School Program	Madison Academy will host a summer school program to serve as an academic enhancement for three groups of students k-8 (those that will be required to attend for grade level promotion, those that are recommended by educational staff, and those who choose to attend).	Academic Support Program	Tier 1	Implement	06/03/2016	08/31/2016	$50000	Staff and Administration
Behavioral Instruction	Behavioral Interventionist will hold individual and group meetings to prevent and deter behavioral issues.	Behavioral Support Program	Tier 1	Monitor	09/01/2015	06/30/2016	$42500	Behavioral Intervention ist and administration
Student appointments	Students will have access to one on one and group meetings with the social worker on an as needed basis	Monitor		Implement	09/01/2015	06/30/2016	$23000	Social Worker/Guidance Counselor

Title I Part A

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

School Improvement Plan
Madison Academy Elementary/Middle School

			Tier	Phase	Begin Date	End Date	Resource Assigned	
RtI supplies and manipulatives	Title I teachers will use hands-on manipulatives and utilize intervention supplies to re-mediate to our at-risk population for math and reading.	Academic Support Program			09/01/2015	06/30/2016	$2400	RtI teachers and administration

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Anti-Bully Convention	The behavioral Interventionist will implement and oversee an anti-bully program for the entire community as well as the student population. The program will involve ideas, techniques and strategies to help prevent bullying in schools, especially Madison Academy.		Tier 1	Getting Ready	09/01/2015	06/20/2016	$1000	Behavioral Interventionist and Administration

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Math instructor training	Staff development for teachers using Accelerated Math program	Professional Learning			09/01/2015	06/30/2016	$2000	School administration
Dibels	K-6 students will use dibels to assess learning	Evaluation			09/01/2015	06/30/2016	$2500	School administration and teaching staff
Chrome Books Classroom sets	Students will have the ability to use chrome books to take online assessments (Global Scholars, M-Step, Accuplacer, classroom assessments, monthly assessments, ect.) to measure academic growth, objective mastery and proficiency.	Academic Support Program	Tier 1	Getting Ready	09/01/2015	06/30/2016	$14000	Administration, testing/data coordinator, classroom teachers
Accelerated reading Program	k-8 Instructional Staff will implement the Accelerated Reading Program to increase reading proficiency	Technology		Implement	09/01/2015	06/30/2016	$6500	Title-1 coordinator Administration and instructional staff

School Improvement Plan
Madison Academy Elementary/Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School wide writing prompts	Teachers will administer three school wide writing prompts and one baseline writing prompt throughout the year	Academic Support Program			09/01/2015	06/30/2016	$250	Teaching staff and school administration
Star Reading	STAR Reading will be used to provide a tool for formative assessment in reading	Academic Support Program			09/01/2015	06/30/2016	$7000	School Administration
Library Collection	Books will be purchased to enable the creation of a leveled library	Implementation			09/01/2015	06/30/2016	$5000	school administration
Accelerated Math	1st through 8th grade and special education teachers will incorporate the Accelerated Math program in their classrooms to promote math proficiency	Monitor			09/01/2015	06/30/2016	$8000	teaching staff and school administration
Title-I Teaching Staff	A Title-I teacher will be available to assist k-2 students with reading and math instruction.A Title-I teacher will be available to assist 3-5 students with reading and math instruction.A Title-I teacher will be available to assist 6-8 students with reading and math instruction.	Academic Support Program		Evaluate	09/01/2015	06/30/2016	$152250	Title-I Teacher and administration
Title-I Teaching Staff	A Title-I teacher will be available to assist k-2 students with reading and math instruction.A Title-I teacher will be available to assist 3-5 students with reading and math instruction.A Title-I teacher will be available to assist 6-8 students with reading and math instruction	Academic Support Program			09/01/2015	06/30/2016	$141933	Title-I Teaching Staff and Administration
After School Program	Madison Academy will offer an after school program for students k-8 to enhance the educational experience, provide a safe and supervised environment, academic assistance, and the promotion of personal and social skills.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$65000	After school program staff and administration

No Funding Required

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

Trackiing sheets/ Re-assesments	Teacher will analyze monthly math assessment data to determine the 3-4 objectives that resulted in the lowest percent proficient to reteach and track in the following month's remediation sessions.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$0	General ed teaching staff and administrati on
Trackiing sheets/ Re-assesments	Teacher will analyze monthly reading assessment data to determine the 3-4 objectives that resulted in the lowest percent proficient to reteach and track in the following month's remediation sessions.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$0	All general Ed Teaching Staff and administrati on
Monthly assesments	Students will be assesed on the required pacing guide objectives at months end to determine proficiency (60.1)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$0	All general ed teaching staff
Monthly assesments	Students will be assessed on the required reading pacing guide objectives at months end to determine proficiency (60.1)	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$0	General Ed teaching staff