2018-19 School Improvement Plan

Henry Ford Academy

Henry Ford Academy

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P.o. Box 1148
Dearborn, MI 48121-1148
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Overview

Plan Name

2018-19 School Improvement Plan

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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
</table>
| 1  | All Students will be proficient in mathematics (Y3 18-19)                 | Objectives: 1  
Strategies: 3  
Activities: 9                              | Academic                      | $127137        |
| 2  | All students will be proficient in reading (Y3 18-19)                     | Objectives: 1  
Strategies: 2  
Activities: 9                              | Academic                      | $85327        |
| 3  | All students will be proficient in writing (Y3 18-19)                      | Objectives: 1  
Strategies: 2  
Activities: 9                              | Academic                      | $87076        |
| 4  | Collaborate with parents/guardians as full partners in the learning and development of their children. (Y3 18-19) | Objectives: 1  
Strategies: 1  
Activities: 5                              | Organizational                | $1093         |
| 5  | Create opportunities for communication and mentorship. (Y3 18-19)         | Objectives: 2  
Strategies: 2  
Activities: 4                              | Organizational                | $17310        |
Goal 1: All Students will be proficient in mathematics (Y3 18-19)

**Measurable Objective 1:**
100% of Ninth, Tenth, Eleventh and Twelfth 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 of 25 percentile point increase in their ability to create, interpret and analyze equations that describe numbers or relationships in Mathematics by 06/30/2019 as measured by miStar DnA (pre and post test).

**Strategy 1:**
Improving Basic Mathematics Skills - Students’ current math skill levels will be measured through multiple measures including STAR, miStar DnA pre-post tests, demographic info, prior year course final grades, and GPA. Students will be placed in various remediation intervention programs based on their needs.

Category: Mathematics


Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - High School Readiness/High School Success</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching basic math skills.</td>
<td>Technology, Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$16234</td>
<td>Title I Part A, Section 31a</td>
<td>Administration, Curriculum Coordinator, HSR/HSS Coordinator, Counselors, Team Leaders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - After School Tutoring</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in need of teaching and re-teaching in academic skills in current classes will be identified for tutoring using classroom tests, progress monitoring, quizzes and teacher referral.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$2500</td>
<td>Section 31a</td>
<td>Administration, RTI Tutors, Counselors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - SAT Prep</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
### Strategy 2:

Supporting Students to Complete 4-year Mathematics Requirement - To maintain students on a path to on-time graduation, students who have failed a math course will participate in a variety of academic and behavioral programs to increase likelihood of success in mathematics content.

Category: Mathematics


**Tier: Tier 2**

<table>
<thead>
<tr>
<th>Activity - Curriculum Coordinator</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Coordinator will coach teachers in instruction, strategies, professional development, data-informed decision-making, and curriculum alignment and development. Curriculum Coordinator will oversee curriculum mapping and revision in alignment with CCSS and other standards and skills and ensure integrity and quality of teacher generated pre/post tests. Curriculum Coordinator will oversee school-wide initiatives in relation to school-improvement such as the VIP program, common rubrics and writing assessment curriculum, utilizing math coach, and development of elective courses.</td>
<td>Academic Support Program, Professional Learning, Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$28373</td>
<td>Title I Part A</td>
<td>Administration, Curriculum Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Credit Recovery Program</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will work on online learning modules to complete coursework in a class that they have previously failed in order to regain credit.</td>
<td>Technology, Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$9000</td>
<td>Section 31a</td>
<td>Administration, Counselors, CRP Tutors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Academic Support Achievement Program/Mental Health Interventions</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Strategy 3:
Targeted Support in the Math classroom - Students will receive support in the classroom to increase their ability to make sense of problems and persevere in solving problems.
Category: Mathematics
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students on academic probation will meet weekly with the School Social Worker to track their academic progress in mathematics. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least one extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff</td>
<td>Academic Support Program, Behavioral Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$24870</td>
<td>Section 31a</td>
<td>Administrati, Curriculum Coordinator, Counselors, ASAP Coordinator, School Psychologi, Conflict Resolution Coordinator</td>
</tr>
<tr>
<td>Students on academic probation will meet weekly with the School Social Worker to track their academic progress in mathematics. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least one extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff</td>
<td>Academic Support Program, Behavioral Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$24870</td>
<td>Section 31a</td>
<td>Administrati, Curriculum Coordinator, Counselors, ASAP Coordinator, School Psychologi, Conflict Resolution Coordinator</td>
</tr>
</tbody>
</table>

Activity - PSAT 9 and 10 with Khan Academy

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will participate in PSAT in the 9th and 10th grade and receive Khan Academy prescriptions to support their math skill deficits.</td>
<td>Technology, Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Administrati, Counselors, Curriculum Coordinator, 9-11 Teachers</td>
</tr>
</tbody>
</table>

Activity - Summer Credit Recovery Program/Summer School

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are in need of math graduation requirements will participate in summer CRP to regain lost credit.</td>
<td>Technology, Academic Support Program</td>
<td>Tier 3</td>
<td>Monitor</td>
<td>05/01/2019</td>
<td>07/31/2019</td>
<td>$3600</td>
<td>Title I Part A</td>
<td>Administrati, Counselors, SCRP Staff</td>
</tr>
</tbody>
</table>

Strategy 3:
Targeted Support in the Math classroom - Students will receive support in the classroom to increase their ability to make sense of problems and persevere in solving problems.
Category: Mathematics
Tier: Tier 1

Activity - Math Paraprofessional
A math paraprofessional will work with small groups of students in the math classroom in order to help students increase their ability to make sense of problems and persevere in the classroom.

### Goal 2: All students will be proficient in reading (Y3 18-19).

**Measurable Objective 1:**
100% of Ninth, Tenth, Eleventh and Twelfth 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 of 15 percentile point increase in their ability to "cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text" (CCSS.ELA-Literacy.RL.9-10.1) in Reading by 06/30/2019 as measured by miSTAR DnA (pre and post tests).

**Strategy 1:**
Improving Basic Reading Skills - Students will be identified through multiple measures including STAR, miSTAR DnA pre-post tests, and teacher referral. Students will be placed in various remediation interventions to meet their needs.

Category: English/Language Arts


**Tier:** Tier 2

<table>
<thead>
<tr>
<th>Activity - After School Tutoring</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in need of reading skills assistance will be identified through miStar DnA pre-post tests, progress monitoring, quizzes and teacher referrals.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Section 31a</td>
<td>Administration, Curriculum Coordinator, RTI, Tutors, Counselors</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Activity - High School Readiness/High School Success</th>
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<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</tbody>
</table>
Strategy 2:
Supporting Students to Complete 4-year Reading Requirement - Students who have failed or are at risk of failing will participate in a variety of programs that support academic achievement or behavioral improvement to increase the likelihood of success in Reading content.
Category: English/Language Arts
Tier: Tier 1
<table>
<thead>
<tr>
<th>Activity - Credit Recovery Program</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
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<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who have failed an ELA course will work through online modules to demonstrate proficiency in order to regain credit.</td>
<td>Technology Academic Support Program</td>
<td>Tier 3</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$9000</td>
<td>Section 31a</td>
<td>CRP Teachers, Administration, Teachers, Counselors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Academic Support Achievement Program/Mental Health Interventions</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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<tbody>
<tr>
<td>Students on academic probation will meet weekly with the Social Worker to track their academic progress in reading. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff</td>
<td>Academic Support Program, Behavioral Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$24870</td>
<td>Section 31a</td>
<td>ASAP Coordinator, School Psychologist, Teachers, Conflict Resolution Coordinator</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Activity - Summer Credit Recovery Program/Summer School</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are in need of ELA graduation requirements will participate in summer CRP to regain lost credit.</td>
<td>Technology Academic Support Program</td>
<td>Tier 3</td>
<td>Monitor</td>
<td>05/01/2018</td>
<td>08/31/2018</td>
<td>$3600</td>
<td>Title I Part A</td>
<td>Counselors, Teachers, Administration</td>
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<table>
<thead>
<tr>
<th>Activity - Homeless Student Services</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are identified as homeless will be assisted with transportation and supply subsidies in order to ensure they continue to attend school.</td>
<td>Academic Support Program, Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$1250</td>
<td>Title I Part A</td>
<td>Director of Finance and School Improvement, Counselors, Administration</td>
</tr>
</tbody>
</table>
Goal 3: All students will be proficient in writing (Y3 18-19)

Measurable Objective 1:
100% of Ninth, Tenth, Eleventh and Twelfth 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 increase student growth by 5 points (on a 16 point HFA Common Rubric) in their ability to write an SAT style written analysis in response to a text-based prompt with supporting details and evidence in Writing by 06/30/2019 as measured by the HFA Common Writing Rubric.

Strategy 1:
Supporting Students to Complete the 4-year Writing Requirement - Students will participate in a variety of programs that will assist them to improve their writing to complete their 4-year ELA requirement.
Category: English/Language Arts
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Credit Recovery Program</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will work through online modules to demonstrate their proficiency in writing to regain lost credit.</td>
<td>Technology, Academic Support Program</td>
<td>Tier 3</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$7000</td>
<td>Section 31a</td>
<td>CRP, Tutors, Counselors, Teachers, Administration</td>
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<table>
<thead>
<tr>
<th>Activity - Academic Support Achievement Program/Mental Health Interventions</th>
<th>Activity Type</th>
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<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students on academic probation will meet weekly with the ASAP (Academic Support Achievement Program) Coordinator to track their academic progress in writing. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff</td>
<td>Academic Support Program, Behavioral Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$24870</td>
<td>Section 31a</td>
<td>ASAP Coordinator, Curriculum Coordinator, School Psychologist, Teachers, Conflict Resolution Coordinator</td>
</tr>
</tbody>
</table>
### Strategy 2:

Improving Basic Writing Skills - Students will be identified through multiple assessment measures such as STAR, miStar DnA, teacher referrals. Students will be placed in various remediation programs based on their needs.

**Category:** English/Language Arts

**Research Cited:** Dougherty Stahl, Katherine A and Michael C McKenna, Reading Assessment in an RTI Framework, New York Guildford Press 2013

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Summer Credit Recovery Programs (SCRP) / Summer School</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete prescribed online modules to regain lost credit in ELA coursework, including writing assignments.</td>
<td>Technology, Academic Support Program</td>
<td>Tier 3</td>
<td>Monitor</td>
<td>05/01/2018</td>
<td>08/01/2018</td>
<td>$3600</td>
<td>Title I Part A</td>
<td>SCRP teachers, Counselors, Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - RTI/After School Tutoring</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in need of assistance with current coursework are referred to after-school tutoring. Students are identified by miStar DnA pretests, progress monitoring, quizzes and teacher referrals.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$2500</td>
<td>Section 31a</td>
<td>RTI Tutors, Teachers, Administration</td>
</tr>
</tbody>
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<tr>
<th>Activity - High School Readiness/High School Success</th>
<th>Activity Type</th>
<th>Tier</th>
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<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching basic writing skills and strategies.</td>
<td>Technology, Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$18232</td>
<td>Title I Part A, Section 31a</td>
<td>HSR Teacher, Teachers, Administration, Curriculum Coordinator</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Activity - Google Apps for Education/Chromebooks</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use Google Apps for Education, Google Classroom and other Google features to improve their writing experience.</td>
<td>Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$0</td>
<td>General Fund, Section 31a</td>
<td>Tech coordinator, Teachers, Curriculum Coordinators</td>
</tr>
</tbody>
</table>
Goal 4: Collaborate with parents/guardians as full partners in the learning and development of their children. (Y3 18-19)

Measurable Objective 1:
collaborate to build positive connections with families by 06/30/2019 as measured by positive perception ratings on the annual HFA parent survey.

Strategy 1:
Build a Positive Connection with Families and Maintain Multiple Channels of Communication - Develop new and/or continue methods to involve parents/guardians in all school activities and events throughout the school year.

Category: School Culture

### Activity - Annual Title One Meeting

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/25/2017</td>
<td>09/29/2017</td>
<td>$500</td>
<td>Title I Part A</td>
<td>All staff and teachers, administrators and support staff.</td>
</tr>
</tbody>
</table>

An Annual Title One Meeting will be held at the beginning of the school year for all parents/guardians to learn about the progress and achievement of the school, programs offered for academic support and interact with school staff and faculty in a casual setting.

### Activity - Parent Organization Meetings

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$243</td>
<td>Title I Part A</td>
<td>Director of Finance and School Improvement, Administrators, Parent Organization.</td>
</tr>
</tbody>
</table>

A monthly parent organization meeting will be held for parents to learn about updates of school progress and events from the administrators and teachers. A light dinner and door prizes will be included to increase participation. The Parent Organization will lead the meeting and invite teachers and staff for short presentations to assist parent’s understanding of the high school experience.

### Activity - Parents as Partners Week

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/25/2017</td>
<td>09/29/2017</td>
<td>$350</td>
<td>Title I Part A</td>
<td>Director of Finance and School Improvement, Administrators, counselors.</td>
</tr>
</tbody>
</table>

A full week will be dedicated to the engagement and participation of parents at the Academy at the beginning of the year. Parents will have the opportunity to observe instruction, communicate with administrators and counselors at breakfast and attend a school-wide picnic in the Village campus.

### Activity - Parent Teacher Conferences

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Administrators and Teachers</td>
</tr>
</tbody>
</table>

Teachers will hold parent-teacher conferences three times during the academic year to communicate academic and behavior progress for students. The first two conferences of the school year will be for all students, while the third conference will be for students who require intensive support due to deficits in academics or behavior. In Staff Summer institute, stakeholders will explore how to make conferences most valuable for all groups involved.
Goal 5: Create opportunities for communication and mentorship. (Y3 18-19)

**Measurable Objective 1:**
increase student growth in terms of social interactions, conflict resolution, developing a positive school culture, and improving student empathy and compassion by 06/30/2019 as measured by HFA program perception surveys conducted by the School Improvement Team and completed by the Link Crew and the freshmen class.

**Strategy 1:**
Link Crew Team - Student leaders (juniors and seniors) will be trained to communicate and demonstrate the school's purpose and direction with and among those within the school who might otherwise be disengaged: freshman. The information will be disseminated through student-to-student connections both one on one and in small groups.

Category: School Culture

**Activity - Parent Connect and Remind**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/16/2017</td>
<td>06/30/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Administrators, Teachers</td>
</tr>
</tbody>
</table>

All parents/guardians will be charged with participating in two innovative parent communication tools: 1)Parent Connect - the online parent communication tool module of the miStar Student Information System 2)Remind - the mobile app for free institutional texts. Parent/guardians will be provided with enrollment forms and any needed support.

**Activity - Link Crew**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2017</td>
<td>06/30/2018</td>
<td>$4079</td>
<td>Title II Part A</td>
<td>Link Crew Coordinator, Administrators, Teachers</td>
</tr>
</tbody>
</table>

A group of teacher and Link Crew Coordinators will select a group of juniors and seniors who will attend training to become Link Crew Leaders. The Link Crew will mentor the freshmen class with one on one communication and small group activities.

**Measurable Objective 2:**
collaborate to mentor, support, and empower new HFA staff so that they can quickly become comfortable, efficient, and effective teachers by 06/30/2017 as measured by Mentor and New Teacher perception surveys.
Strategy 1:
Professional Development for Staff on Mentorship - In Summer Institute, new staff will be assigned mentors for teachers new and 1-3 years on the staff. There will be a mentorship binder and orientation and regular interaction between staff mentors and mentees. Additionally, new staff will all attend the New Teacher Academy at Wayne RESA.
Category: School Culture
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Teacher and Administration Training on Mentorship</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and administration will receive professional development on instructional strategies and data analysis to provide mentorship to new and beginning teachers.</td>
<td>Technology, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$4056</td>
<td>Title II Part A</td>
<td>Curriculum Coordinator, Technology Coordinator, Administration, Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Peer Pairs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairs of teachers act as a small Professional Learning Community, observing each other and giving one another feedback around a shared goal or focus area. In 2016-2017, the Peer Pairs will video tape each other in the classroom and analyze teaching methods and classroom interactions and present to the larger staff about their learning.</td>
<td>Technology, Teacher Collaboration, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2017</td>
<td>06/30/2018</td>
<td>$400</td>
<td>Title II Part A</td>
<td>Teachers, Curriculum Coordinator, Tech Coordinator, Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Incentive Pay</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who demonstrate the greatest student growth and reflect personal growth in terms of teaching style, student engagement and student performance will be recognized with a merit bonus. Teachers who receive the bonus will be determined based on: walkthroughs, formal observations, student performance results, end of year evaluation.</td>
<td>Walkthrough, Teacher Collaboration, Professional Learning, Curriculum Development</td>
<td>Tier 3</td>
<td>Getting Ready</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$8775</td>
<td>Title II Part A</td>
<td>Administration</td>
</tr>
</tbody>
</table>
# Activity Summary by Funding Source

Below is a breakdown of your activities by funding source:

## General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Apps for Education/Chromebooks</td>
<td>Students will use Google Apps for Education, Google Classroom and other Google features to improve their writing experience.</td>
<td>Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$0</td>
<td>Tech coordinator, Teachers, Curriculum Coordinator</td>
</tr>
</tbody>
</table>

## No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Connect and Remind</td>
<td>All parents/guardians will be charged with participating in two innovative parent communication tools: 1)Parent Connect - the online parent communication tool module of the miStar Student Information System 2)Remind - the mobile app for free institutional texts. Parent/guardians will be provided with enrollment forms and any needed support.</td>
<td>Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/16/2017</td>
<td>06/30/2018</td>
<td>$0</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>Teachers will hold parent-teacher conferences three times during the academic year to communicate academic and behavior progress for students. The first two conferences of the school year will be for all students, while the third conference will be for students who require intensive support due to deficits in academics or behavior. In Staff Summer institute, stakeholders will explore how to make conferences most valuable for all groups involved.</td>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$0</td>
<td>Administrators and Teachers</td>
</tr>
</tbody>
</table>
### PSAT 9 and 10 with Khan Academy

Students will participate in PSAT in the 9th and 10th grade and receive Khan Academy prescriptions to support their math skill deficits.  

<table>
<thead>
<tr>
<th>Technology, Academic Support Program</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/04/2018</th>
<th>06/30/2019</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adminstration, Counselors, 9-11 Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### VIP Writing / HFA-SAT Common Rubric

HFA teachers assess students in the VIP program on a 50 minute rubric graded essay (Common Rubric developed as an adaptation to the SAT prompt). The 16 point rubric score is used as a pre-test score. The ELA team then implements a 1-2 week curriculum developed to address the skills needed on the SAT test. The curriculum unit culminates with a "post" test that generates growth data and informs further instruction.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Tier 1</th>
<th>Monitor</th>
<th>09/05/2017</th>
<th>06/30/2018</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Coordinator, ELA staff, all staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SAT Prep

The bottom 60 percent of the 10th and 11th grade class will be targeted to participate in a SAT prep program. Students will develop test taking strategies and develop basic math skills to master the SAT. Students will use the KHAN Academy/College Board integration.

<table>
<thead>
<tr>
<th>Technology, Academic Support Program</th>
<th>Tier 2</th>
<th>Implement</th>
<th>09/04/2018</th>
<th>06/30/2019</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adminstration, Counselors, Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary is Power Program

Students in grades 9-12 will participate in the VIP program for the first 15 minutes of second block learning vocabulary words in various methods and then taking a vocab quiz each Friday. Words will be gathered from the core curriculum.

<table>
<thead>
<tr>
<th>Technology, Academic Support Program</th>
<th>Tier 1</th>
<th>Monitor</th>
<th>09/04/2018</th>
<th>06/30/2019</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers, Curriculum Coordinator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Section 31a

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Recovery Program</td>
<td>Students will work through online modules to demonstrate their proficiency in writing to regain lost credit.</td>
<td>Technology, Academic Support Program</td>
<td>Tier 3</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$7000</td>
<td>CRP Tutors, Counselors, Teachers, Administration</td>
</tr>
<tr>
<td>Credit Recovery Program</td>
<td>Students who have failed an ELA course will work through online modules to demonstrate proficiency in order to regain credit.</td>
<td>Technology, Academic Support Program</td>
<td>Tier 3</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$9000</td>
<td>CRP Teachers, Administration, Teachers, Counselors</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td>Tier</td>
<td>Start Date</td>
<td>End Date</td>
<td>Budget</td>
<td>Responsible Party</td>
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</tr>
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<td>------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>After School Tutoring</strong></td>
<td>Students in need of teaching and re-teaching in academic skills in current classes will be identified for tutoring using classroom tests, progress monitoring, quizzes and teacher referral.</td>
<td>Tier 2</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$2500</td>
<td>Administration, RTI Tutors, Counselors</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Support Achievement Program/Mental Health Interventions</strong></td>
<td>Students on academic probation will meet weekly with the ASAP (Academic Support Achievement Program) Coordinator to track their academic progress in writing. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff</td>
<td>Tier 3</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$24870</td>
<td>ASAP Coordinator, Curriculum Coordinator, School Psychologist, Teachers, Conflict Resolution Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High School Readiness/High School Success</strong></td>
<td>The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching basic math skills.</td>
<td>Tier 2</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$15400</td>
<td>Administration, Curriculum Coordinator, HSR/HSS Coordinator, Counselors, Team Leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High School Readiness/High School Success</strong></td>
<td>The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching reading skills and strategies.</td>
<td>Tier 2</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$15400</td>
<td>Administration, HSR Teacher, Curriculum Coordinator, Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Support Achievement Program/Mental Health Interventions</strong></td>
<td>Students on academic probation will meet weekly with the Social Worker to track their academic progress in reading. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff</td>
<td>Tier 3</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$24870</td>
<td>ASAP Coordinator, School Psychologist, Teachers, Conflict Resolution Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td>Level</td>
<td>Monitor Dates</td>
<td>Implement Dates</td>
<td>Budget</td>
<td>Coordinators</td>
<td></td>
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</tr>
<tr>
<td>After School Tutoring</td>
<td>Students in need of reading skills assistance will be identified through miStar DnA pre-post tests, progress monitoring, quizzes and teacher referrals.</td>
<td>Tier 2</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$0</td>
<td>Administration, Curriculum Coordinator, RTI, Tutors, Counselors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write About</td>
<td>Students will use a web-based writing prompt bank and feedback program that facilitates writing instruction and assessment.</td>
<td>Tier 1</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$2500</td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Google Apps for Education/Chromebooks</td>
<td>Students will use Google Apps for Education, Google Classroom and other Google features to improve their writing experience.</td>
<td>Technology</td>
<td>Tier 1</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$0</td>
<td>Tech coordinator, Teachers, Curriculum Coordinator</td>
<td></td>
</tr>
<tr>
<td>Academic Support Program/Mental Health Interventions</td>
<td>Students on academic probation will meet weekly with the School Social Worker to track their academic progress in mathematics. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least one extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff.</td>
<td>Tier 3</td>
<td>Implement</td>
<td>06/30/2019</td>
<td>$24870</td>
<td>Administration, Curriculum Coordinator, Counselors, ASAP Coordinator, School Psychologist, Conflict Resolution Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Readiness/High School Success</td>
<td>The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching basic writing skills and strategies.</td>
<td>Technology</td>
<td>Tier 2</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$17400</td>
<td>HSR Teacher, Teachers, Administration, Curriculum Coordinator</td>
<td></td>
</tr>
<tr>
<td>RTI/After School Tutoring</td>
<td>Students in need of assistance with current coursework are referred to after-school tutoring. Students are identified by miStar DnA pretests, progress monitoring, quizzes and teacher referrals.</td>
<td>Tier 2</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$2500</td>
<td>RTI Tutors, Teachers, Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Recovery Program</td>
<td>Students will work on online learning modules to complete coursework in a class that they have previously failed in order to regain credit.</td>
<td>Tier 2</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$9000</td>
<td>Administration, Counselors, CRP Tutors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Title II Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Pairs</td>
<td>Pairs of teachers act as a small Professional Learning Community, observing each other and giving one another feedback around a shared goal or focus area. In 2016-2017, the Peer Pairs will video tape each other in the classroom and analyze teaching methods and classroom interactions and present to the larger staff about their learning.</td>
<td>Technology, Teacher Collaboration, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/23/2017</td>
<td>06/30/2018</td>
<td>$400</td>
<td>Teachers, Curriculum Coordinator, Tech Coordinator, Administration</td>
</tr>
<tr>
<td>Link Crew</td>
<td>A group of teacher and Link Crew Coordinators will select a group of juniors and seniors who will attend training to become Link Crew Leaders. The Link Crew will mentor the freshmen class with one on one communication and small group activities.</td>
<td>Communication</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2017</td>
<td>06/30/2018</td>
<td>$4079</td>
<td>Link Crew Coordinator, Administration, Teachers</td>
</tr>
<tr>
<td>Teacher and Administration Training on Mentorship</td>
<td>Teachers and administration will receive professional development on instructional strategies and data analysis to provide mentorship to new and beginning teachers.</td>
<td>Technology, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$4056</td>
<td>Curriculum Coordinator, Technology Coordinator, Administration, Teachers</td>
</tr>
<tr>
<td>Incentive Pay</td>
<td>Teachers who demonstrate the greatest student growth and reflect personal growth in terms of teaching style, student engagement and student performance will be recognized with a merit bonus. Teachers who receive the bonus will be determined based on: walkthroughs, formal observations, student performance results, end of year evaluation.</td>
<td>Walkthrough, Teacher Collaboration, Professional Learning</td>
<td>Tier 3</td>
<td>Getting Ready</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$8775</td>
<td>Administration</td>
</tr>
<tr>
<td>Content Area Reading</td>
<td>Teachers will devise a plan and strategy for reading in the art, tech, physical education and drama/music classes that has a Pre-Test, Reading Instruction and Experiences in the middle, and a Post-Test at the end.</td>
<td>Technology, Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$2000</td>
<td>Curriculum Director, Teachers</td>
</tr>
</tbody>
</table>

### Title I Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
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<tr>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$834</td>
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<tr>
<td>Technology, Academic Support Program</td>
<td>Curriculum Coordinator, HSR/HSS Coordinator, Counselors, Team Leaders</td>
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<td>Tier 1</td>
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<td>06/30/2018</td>
<td>$28374</td>
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<tr>
<td>Academic Support Program, Professional Learning, Curriculum Development</td>
<td>Curriculum Coordinator, HSR Teacher, Teachers</td>
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<tr>
<td>Tier 3</td>
<td>Monitor</td>
<td>05/01/2019</td>
<td>07/31/2019</td>
<td>$3600</td>
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<tr>
<td>Technology, Academic Support Program</td>
<td>Administration, Counselors, SCRP Staff</td>
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<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$1250</td>
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<td>Academic Support Program, Behavioral Support Program</td>
<td>Director of Finance and School Improvement, Counselors, Administration</td>
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<td>Tier 1</td>
<td>Monitor</td>
<td>09/25/2017</td>
<td>09/29/2017</td>
<td>$500</td>
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<tr>
<td>Parent Involvement</td>
<td>All staff and teachers, administrators and support staff.</td>
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<tr>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$834</td>
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<tr>
<td>Technology, Academic Support Program</td>
<td>Administration, HSR Teacher, Curriculum Coordinator, Teachers</td>
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</tbody>
</table>
**Curriculum Coordinator**

Curriculum Coordinator will coach teachers in instruction, strategies, professional development, data-informed decision-making, and curriculum alignment and development. Curriculum Coordinator will oversee curriculum mapping and revision in alignment with CCSS and other standards and skills and ensure integrity and quality of teacher generated pre/post tests. Curriculum Coordinator will oversee school-wide initiatives in relation to school-improvement such as the VIP program, common rubrics and writing assessment curriculum, utilizing math coach, and development of elective courses.

**Math Paraprofessional**

A math paraprofessional will work with small groups of students in the math classroom in order to help students increase their ability to make sense of problems and persevere in the classroom.

**Parent Organization Meetings**

A monthly parent organization meeting will be held for parents to learn about updates of school progress and events from the administrators and teachers. A light dinner and door prizes will be included to increase participation. The Parent Organization will lead the meeting and invite teachers and staff for short presentations to assist parent's understanding of the high school experience.

**Parents as Partners Week**

A full week will be dedicated to the engagement and participation of parents at the Academy at the beginning of the year. Parents will have the opportunity to observe instruction, communicate with administrators and counselors at breakfast and attend a school-wide picnic in the Village campus.

**Summer Credit Recovery Program/Summer School**

Students who are in need of ELA graduation requirements will participate in summer CRP to regain lost credit.
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Tier</th>
<th>Start Date</th>
<th>End Date</th>
<th>Funding</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>Curriculum Coordinator</td>
<td>Curriculum Coordinator will coach teachers in instruction, strategies, professional development, data-informed decision-making, and curriculum alignment and development. Curriculum Coordinator will oversee curriculum mapping and revision in alignment with CCSS and other standards and skills and ensure integrity and quality of teacher generated pre/post tests. Curriculum Coordinator will oversee school-wide initiatives in relation to school-improvement such as the VIP program, common rubrics and writing assessment curriculum, utilizing math coach, and development of elective courses.</td>
<td>Tier 1</td>
<td>09/04/2018</td>
<td>06/30/2019</td>
<td>$28373</td>
<td>Administration, Curriculum Coordinator</td>
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<tr>
<td>High School Readiness/High School Success</td>
<td>The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching basic writing skills and strategies.</td>
<td>Tier 2</td>
<td>09/05/2017</td>
<td>06/30/2018</td>
<td>$832</td>
<td>HSR Teacher, Teachers, Administration, Curriculum Coordinator</td>
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<tr>
<td>Summer Credit Recovery Programs (SCRP) / Summer School</td>
<td>Students will complete prescribed online modules to regain lost credit in ELA coursework, including writing assignments.</td>
<td>Tier 3</td>
<td>05/01/2018</td>
<td>08/01/2018</td>
<td>$3600</td>
<td>SCRP teachers, Counselors, Administration</td>
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