



Single Building District Improvement Plan

Star International Academy

Star International Academy

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DEARBORN HEIGHTS, MI 48127-3275

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan 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?

A nationally recognized PreK-12th grade Public School Academy, and one of the top high schools in the State of Michigan, the 2012 Mackinac Center Report recognized Star International Academy as the number one high school on a list of the Top 20 Public High Schools in Michigan! Furthermore, Star International Academy was named one of the 2013 Academic State Champions and recognized as the number one high school according to Bridge Magazine and Public Sector Consultants! Star International Academy is a unique PreK-12th grade Public School Academy, which was founded in 1998 by Mrs. Nawal Hamadeh. Mrs. Nawal Hamadeh is the Academy's Founder, Superintendent, and CEO. Mrs. Hamadeh has served as a public and private school educator in the US and abroad for more than 25 years. As a passionate advocate of every student's right to a nurturing, loving, and caring learning environment, Mrs. Hamadeh has dedicated her career to improving the lives of children through education. Star International Academy is a superior alternative to traditional public school education. The Academy exists on in two buildings on one campus adjacent to one another. The PreK through 2nd grade building is located at 24480 George Street, Dearborn Heights, MI 48127. The 3rd through 12th grade building is located at 24425 Hass Street, Dearborn Heights, MI 48127.

Star International Academy is authorized by Oakland University. All educators are hired by Hamadeh Educational Services, with highly qualified status and qualifications as identified by the Michigan Department of Education. All teachers and administrators are certified, highly qualified, and hold degrees from nationally and internationally recognized colleges and universities. All paraprofessionals and instructional technicians are highly qualified, some hold Bachelor's and/or Master's degrees. All other staff members are highly qualified for their respected positions, as well. With significant dedication, the staff collaborates closely with students, parents, and other stakeholders sharing information about programs, data driven instruction, school improvement activities and services, and providing the personal attention necessary to support the success of each child. At Star International Academy, all staff work as a cohesive team with one common purpose to provide a superior education for all students, the decision-makers and leaders of tomorrow.

Home to 1,687, students from more than two dozen countries, Star International Academy encourages students to tear down barriers and build bridges, sharing and celebrating their diverse cultural backgrounds. Thus, students learn not to fear their differences, but to draw from one another's strengths and maximize each one's potential. Star International Academy welcomes Greater Metro Detroit area students from all backgrounds and cultures. The Academy's enrollment is open to all Michigan residents, as well as foreign exchange students who are not U.S. citizens. Enrollment applications are available online at the school's website at www.starpsa.org and in the main office at each campus. The enrollment is limited to students who fall within the appropriate age and grade range. The Star International Academy Board has established a policy of priority enrollment for siblings of current students. Any student who was enrolled at the Academy in the immediately preceding academic year is eligible to re-enroll in the appropriate age range/grade level, unless that grade is not offered. In the event that Star International Academy receives more applications for enrollment than the number of spaces available, students will be selected randomly through a public lottery drawing.

Star International Academy takes great pride in ensuring that every staff member is recognized as a highly qualified educator with the ability to impact students. All educators are hired by Hamadeh Educational Services, with highly qualified status and qualifications as identified by the Michigan Department of Education. All teachers and administrators are highly qualified, certified, and hold degrees from nationally and internationally renowned colleges and universities. All tutorial staff and instructional technicians are highly qualified, and/or hold Bachelor's
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and Master's degrees. All other staff members are highly qualified for their respected positions as well. With significant dedication, the staff collaborate closely with students, parents, and other stakeholders sharing pertinent information reflective of students, programs, data driven instruction, school improvement activities and services, and providing the personal attention necessary to support the success of each child. At Star International Academy, all staff work as a cohesive team with one common purpose, to provide a superior education for all students to become the decision-makers and leaders of tomorrow!

Star International Academy offers an outstanding college preparatory education based on Michigan's Core Curriculum, Common Core State Standards, International Standards, the American Council on the Teaching of Foreign Language (ACTFL) Standards, and the study of international cultures. Students are provided with a diverse experience to study a language, culture, and history reflective and different from one's own. The staff at Star International Academy encourages students to express and share their wealth of ethnic traditions, values, and experiences, thus enriching, nurturing, and empowering one another. Decisions pertaining to the Academy's curriculum are initiated through a collaboration of instructional leaders, assessment and evaluation specialists, curriculum and program specialists with surveyed feedback from students, staff, parents and community members. The Academy's model of instruction is carefully aligned with recognized and accepted standards and objectives for students' eligible for elementary through middle school grades, and the Michigan Merit Curriculum (MMC) for high school. The core curriculum consists of MDE defined core subjects which include English Language Arts, Mathematics, Science, Social Studies, World Languages, Physical Education and Visual/Performing/Applied Arts. Educational goals and objectives are aligned to Content Standards, Grade Level Content Expectations, High School Content Expectations, Common Core State Standards, STEM (Science, Technology, Engineering and Mathematics) and PowerStandards. In addition to providing all students with a solid foundation in each of the core academic areas through integrated technologies, students are also exposed to a variety of specialty areas including health awareness, internet safety, computer sciences and international cultures.

Data-driven curriculum decisions are made as a part of the continuous improvement process to update curriculum materials, instruction, programs and services to ensure alignment. Such curriculum alignment activities are scheduled on a continuous basis, and formally on an annual basis. Additionally, teacher work days are scheduled on the school calendar to allow for such collaboration and curriculum alignment. Analysis of standardized assessments, interim, and formative and summative assessments are disaggregated and analyzed to impact current programs in place, and plan for improvement measures to address high priority items identified from such assessment results. Best research practices are reviewed and actions are put in place to support continuous school improvement with planning, instruction, and practices in the classrooms to address specific sub-group needs at each grade level.

The Michigan Department of Education (MDE) evaluates schools on a variety of indicators which are communicated through a publically published Scorecard. MDE has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. Through ongoing rigorous efforts towards exemplifying Star International Academy's curriculum, instruction, programs, and resources, Star International Academy was identified as a Reward School in the 2012-2013 school year! The Academy promotes 21st Century approaches to teaching and learning, with data driven decision making and research based programs and practices as outlined in the School Improvement Plan. Star International Academy provides Smartboards, document cameras, assistive hearing devices, and student handheld response devices (3-12) in all classrooms. Additionally, electronic translators, classroom sets of graphing calculators, classroom sets of wireless laptops, classroom sets of E-book Readers, and classroom sets of touch slates are available for all students and staff! 100% of seniors graduate and are admitted to colleges and/universities with over \$4.5 million in scholarships earned by seniors! Star International Academy has a rigorous and comprehensive College Readiness Program, Dual Enrollment Program, AP Program, and Arabic Blended Learning Program with Rosetta Stone. Additionally, the Academy provides a full spectrum of special education services, during school Tutorial Program, after school Achievement Campers Program, and much more!

In this safe and respectful environment, stakeholders at Star International Academy take pride in the school buildings and security that exists

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to promote and support a conducive learning environment amongst all students. The PreK-2nd grade campus consists of a 30,000 square foot building, with 19 classrooms, a fully equipped computer lab, library, and a gymnasium/cafeteria with a fully equipped kitchen. The 3-12th grade campus consists of a 124,000 square foot building, with classrooms, two fully equipped computer labs, full library, two gymnasiums, and a cafeteria with a fully equipped kitchen. All entrance and exit doors are secured with a top of the line security system; in addition to hallway monitoring that is in place via hired school personnel and camera systems. Visitors are welcomed into the school buildings after calling into the main office, and staff are able to see who the visitors are, and screen the reasons for the visits. Star International Academy provides parent communication from teachers through the Remind program, School Reach messaging to send mass text messages to communicate any emergency closings or critical information, and social media outlets such as Facebook and Instagram.

Additionally, Star International Academy has a state of the art athletic field, weight training room, and concession stand to support the rigorous Athletic Program offerings open to all 6th through twelfth grade students! Star International Academy offers boys middle school and varsity football, boys and girls middle school and varsity soccer, boys varsity baseball, and girls varsity softball. Furthermore, boys middle school, junior varsity, and varsity basketball, high school cross country, middle school and high school flag football in addition to girls middle school, and varsity basketball are offered. We also offer girls middle school, and varsity volleyball. In addition to organized sports, Star International Academy provides a healthy initiative through Play Works that offers opportunities during recess, lunch and after school programs, run by trained coaches that implement a variety of activities, as well as teach techniques in group management, violence prevention and conflict resolution. All sport activities are lead by the Director of the Athletic Program and supported by a variety of coaches.

With such effective staff, programs, and measures in place, the dedicated educators at Star International Academy are able to effectively lay the foundation for a lifetime of learning; offering an innovative, world-class education to inspire all students!

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.

The purpose of Star International Academy is to provide a safe and engaging learning environment for its diverse population of students. The educational program at Star International Academy is based on the Rigor/Relevance Framework and Rigor COMPASS Model, where high expectations are held for each student while providing the necessary support and assessment practices to achieve those expectations. The Academy's highly qualified teachers strive to ensure that students' individual academic needs are met through differentiated instruction and assessments. It is the belief of the Academy that each child in the PreK-12th grade program is a unique and capable individual. The variety of ethnic backgrounds and traditions are not only valued, but are embraced and integrated into the daily instructional practices. The embracing and integration of diversity promotes a school culture, which allows all stakeholders to appreciate their own culture and that of others. Teachers encourage students to share their personal backgrounds and to learn about others' through making text-to-text, text-to-self, and text-to-world connections, promoting global and cultural awareness in the process.

The mission of Star International Academy is to provide its students with a quality education that focuses on the Michigan Core Curriculum and international cultures, including the study of a language, culture and history different from one's own. The Academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives to make them more meaningful. The Academy will prepare its students to be independent, lifelong learners and productive working members of a global society through acquired diverse knowledge, experiences and skills. The Academy shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self by utilizing a unique safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world.

In support of this vision, Star International Academy provides a well-rounded education based on the Michigan Core Curriculum and the study of international cultures, with a special focus on the Arabic language. Additionally, the Academy aspires to inspire and educate students and instill them with the values of equity, respect, and understanding as well as celebrate diversity, welcoming students from all backgrounds and cultures, and encouraging cross-cultural learning. Furthermore, the Academy strives to employ professional, certified staff who are experienced, qualified, and committed to their students in state-of-the-art learning facilities that foster a safe, innovative, world-class educational experience.

Star International Academy strives to provide all students with high quality education aligned to the Michigan Core Curriculum in preparation for graduation from high school, and in obtaining the skills needed for life after graduation. The Academy focuses on shaping life-long learners through rigorous and relevant instructional practices that encompass the skills of the 21st century. To ensure that instruction is individualized for students' ability levels, as well as learning styles and interests, students are assessed on a daily basis. Multiple assessment data sources such as formative and summative classroom assessments, student portfolios, Scantron EdPerformance Series assessments, EXPLORE/PLAN assessments, Scholastic Aptitude Test/ Michigan Merit Exam (SAT/MME), World Class Instructional Design Assessment (WIDA), Developmental Reading Assessment 2 (DRA), Qualitative Reading Inventory (QRI), Michigan Students Test of Education Progress (MSTEP), and other research-based assessment tools are used to determine student achievement.

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placement of students in appropriate tiers to receive services that best meet their needs. The Academy utilizes a Response to Intervention-Multi-Tiered System of Supports (RtI/MTSS) to better identify areas of improvement for each child, and what steps to take in order to make progress in those areas. The RtI-MTSS team meets to analyze student data and set learning goals for each child on a regular basis throughout the school year. Differentiated lessons by the classroom teacher, as well as double dosing of instruction by the paraprofessional, reading specialists, with guidance from the RtI-MTSS Interventionist are then put into place according to each child's identified tier in the RtI-MTSS process. Star International Academy's tutorial program provides another layer of instruction for at-risk students during school. Achievement Campers Program is an afterschool program that is available to service qualified students in the core subject areas. Individual teachers offer tutoring after school, as well as National Honor Society and National Junior Honor Society members also providing tutoring for select students.

To further assist students in achieving their academic goals, Star International Academy facilitates multiple channels of communication with the home. Parents and guardians receive newsletters, also translated in Arabic, informing them of events and programs going on in the school regularly. Classroom teachers send weekly updated newsletters or make weekly updates to their class website to keep parents informed of current units, important upcoming dates, and other important classroom news. The Academy offers additional opportunities for family engagement through Parent Teacher Conferences, as well as other opportunities such as assemblies and professional development sessions on strategies to support students at home. Furthermore, in the 2014-15 school year, the school launched the use of School Reach, Facebook, and Instagram to further improve communication with families.

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.

Star International Academy has outstanding students, tremendous staff, and dedicated parents/guardians who all continuously work together to ensure that the focus continues to be driven by student success. In December 2012, the Michigan Department of Education recognized the Academy's stakeholders for their efforts and accomplishments and recognized the Academy as a "high progress school" and "beating the odds." During the 2012-13 school year, the Academy was recognized as a Reward School by MDE. During the 2012-13 school year, "US News and World Reports" ranked Star International Academy as one of Michigan's Best High Schools with a Bronze rating. For two consecutive years, Bridge Magazine and Public Sector Consultants recognized Star International Academy as the number one high school that used test scores and socioeconomic status to determine the Academy is exceeding expectations during the 2013-14 and 2014-15 school year!

The Founder, Superintendent, and CEO of Star International Academy, Mrs. Nawal Hamadeh, started the Academy with a vision and continues to ensure that Star International Academy provides an environment focused on preparing students for their future successes as responsible, driven, upstanding citizens and leaders in society. Mrs. Nawal Hamadeh was inducted into the National Heritage Hall of Fame, was honored with the Lebanese American Heritage Club Outstanding Leadership and Service in Education Award, and was recognized as the Arab American Professional of the Year in the field of Education. All teachers at Star International are highly qualified, successful leaders of the classroom. Our certified, experienced teachers hold degrees from nationally and internationally renowned colleges and universities. With uncommon dedication, our staff work closely with students and parents, sharing information and providing the personal attention necessary to help each child excel. At Star International Academy, all stakeholders work as a cohesive team with one common purpose: a superior education for our students, the decision-makers and leaders of tomorrow.

During the 2013-14 school year, Star International Academy's senior class earned over \$3,571,000 in potential scholarships and 100% of our seniors graduated and were accepted into colleges and universities. Seniors were also awarded full-ride scholarships to various colleges and universities. During the 2014-15 school year, Star International Academy's senior class earned over \$4.5 million in scholarships with an expected senior class graduation rate of 100%. At the Academy, formal and informal Student Award Assemblies were held, where parents were invited in to be audience to student accomplishment awards. Elementary and Middle School students also put their writing and artistic skills to work in the Kroger Elementary and Middle School Scholarship Program where several students were awarded the "I Can Make History" Scholarship. In 2013-14, the Academy's Middle and High School students participated in the Science and Engineering Fair and earned first, second and third place positions. This continued in the 2014-15 school year, with a seventh grade student taking third place. All upper Elementary students at the Academy, grades 3-5, also participated in the Earth Day Poster Contest, sponsored by the Michigan Department of Environment Quality, and were awarded for their participation. Several fourth and fifth grade students participated in Oakland University's Writing Contest to explore how reading has impacted their lives.

The City of Dearborn Heights, in which the Academy is located, celebrated their 50th anniversary in May 2013. Fourth grade students within the city were given the opportunity to participate in the "City of Dearborn Heights 50 Years Essay Contest." One of the Star International Academy's fourth grade students took third place in the contest, amongst all other fourth graders in the City of Dearborn Heights. The student's achievement was awarded by the Mayor of Dearborn Heights, as well as State and County officials. Within the 2013-14 school year, within the local community, the WXYZ Channel 7 News team, recognized and awarded Star International Academy students with the "Brightest and Best Student WXYZ Award."

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During the 2012-2013 school year, Star International Academy was awarded the Building Healthy Communities Grant in an effort to surround children and families with educational opportunities for healthy eating and physical activity. The Building Healthy Communities Grant allowed the Academy to purchase program materials, curriculum, equipment, professional development, mentoring & technical support for full implementation. Coinciding with the Building Healthy Communities grant, the Academy also earned a grant for the Fuel Up to Play 60 program to establish student leaders throughout grades 3-5 to design monthly physical and nutritional activities to keep students healthy and fit. The student leaders presented these activities to fellow classmates. Both programs provided a great means in promoting healthy living in alignment with the Healthy-Eating Initiative established by First Lady, Michelle Obama.

Throughout the years, our National Honor Societies have had increased participation each year with scheduled opportunities for the students to participate in a variety of community service activities. Within the last three years, Star International Academy is proud to announce the National Junior Honor Society and the National Elementary Honor Society Chapters. In addition to supporting school initiatives, the Honor Societies have participated in community events such as the food can drive, blood drive, and the coat drive. Each year, the students are subject to a rigorous application process and participate in an induction ceremony.

Star International Academy has begun working with Rubicon Atlas, which is an online curriculum management website that will further support ongoing alignment of the planning, instruction and assessments with the state standards. The 2014-15 school year was the first year of implementation in which instructional administrators and mentors have received professional development and training to support the use of Rubicon Atlas. Furthermore, representatives from each of the four academies of Hamadeh Educational Services are meeting to further support best instructional practices to plan a master curriculum in alignment with the state standards.

In addition to the Academy's earned achievements, there are areas in which the Academy can continue to improve. Star International Academy has set the goal to improve students' overall and individualized grade level proficiency, and National Percentile Ranking, in all core tested subject areas on standardized assessments. Particular focus will be placed on improving teaching and learning techniques in core academic subjects, and implementing targeted tutoring, with anticipated funding, through the Title I and At-Risk Programs. Furthermore, the Academy aims to provide instructional staff with continued professional development opportunities in learning to employ best and research-based teaching strategies proven to be effective for all students. Star International Academy's continued objective is to ensure that all children are achieving in measurable ways in relation to state and national standards. This is the very mission and focus of the Academy.

Additional Information

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

Star International Academy aims to provide its students with a quality education that focuses on the Michigan Core Curriculum and international cultures, including the study of a language, culture and history different from one's own. The Academy provides an education that will enable the various ethnic traditions, values and experiences of students to enrich and nurture one another. Star International Academy was founded to address the unique needs of families living in the Detroit-metropolitan area who have found the traditional public school systems unable to meet their children's needs, largely due to language and cultural barriers.

During the 2013-2014 school year, Star International Academy became a Science, Technology, Engineering and Mathematics (S.T.E.M.) certified school. During the 2014-2015 school year, we continue to be a STEM certified school in which we provide students an interdisciplinary and applied approach of the four areas in a cohesive learning paradigm based on real-world applications.

Star International Academy is proud to announce that 100% of twelfth grade students graduated in the 2014-15 school year. The senior class, with the leadership and support of counselors, and various other educators, were able to secure over \$4.5 million dollars in scholarships to various universities, community colleges, and individual scholarships.

Star International Academy is dedicated to the training and professional development of staff throughout the school year. At the beginning of the school year, the Academy provides a teacher orientation in which various administrators and outside agencies offer mentoring and training to further meet the needs of the staff and students. Additionally, the Director of Staff Mentoring and Coaching for Star International Academy provides supplementary mentoring and training to teachers regarding the McREL Teacher Evaluation System that is used to evaluate teachers. Ongoing training and mentoring is provided to the Instructional Administrative Team to assist in the evaluation of teachers through the use of walkthroughs and formal observations. During the 2013-14 school year, the administrative team conducted ongoing walkthroughs, and at least two formal observations for each teacher. Walkthroughs and observations provide teachers with valuable feedback regarding the instructional strategies that were visible in the classroom. The electronic walkthrough feedback form highlights research-based strategies and best practices, as well as recommendations for teachers to further improve instruction. A similar process is followed for all tutorial staff as well.

Star International Academy aims to improve the achievement of all of its students by making informed decisions through data analysis. The Director of Research and Evaluation works closely with instructional administrators and teachers to provide training and mentoring on how to analyze data, and further inform instruction based on the analysis. Through the use of a variety of data collection tools, an online data management system, various workbooks are created that allow staff to access student data in useful ways via charts, graphs, and data dashboards. Such resources and data enable the staff to follow the school improvement process and evaluate and monitor student progress, in addition to providing necessary interventions as outlined in the school's Response to Intervention-Multi Tiered System of Support Plan (RtI-MTSS).

Star International Academy continually strives to meet the needs of all students. The Academy provides a full spectrum of special education services. The program consists of three highly-qualified and certified teachers whom provide services to students with Individualized Education Plans (IEPs). Additionally, Star International Academy has two social workers, one Speech and Language Pathologist, and contracts with occupational therapists, hearing, visual and speech consultants whom provide a wealth of services and accommodations for students with special needs in accordance with the Individualized Education Plans. The Academy has a school psychologist whom facilitates
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all of the testing needed to identify students with special needs. The Special Education Program is overseen by a Coordinator of Special Programs whom provides guidance and mentoring for all Special Education staff, as well as establishing relationships with parents of students with special needs. The certified special education staff members provide ongoing support and teaching, to ensure that students reach mastery of established goals in compliance with State and Federal regulations.

Star International Academy provides a full range of the Arabic curriculum. Students attend three to four hourly sessions per week with a highly qualified teacher of the Arabic language. Through the Blended Learning program, students in grades 6-10 receive instruction in the mainstream classroom accounting for Reading, Writing, Listening, and Speaking the Arabic language. Students alternate weekly between the mainstream classroom and the use of the technology lab that provides Arabic instruction through Rosetta Stone. In collaboration with the mainstream teachers, interdisciplinary connections are established between the Arabic curriculum and the general education curriculum. Additionally, Arabic teachers implement best practices of Reading and Writing across the curriculum. The Academy promotes the collaboration and planning of various events, which highlight the Arabic language such as Arabic Language Day, including the school-wide assembly where the Arabic culture is represented with various cultural displays, food, and artifacts. Students participate in an Arabic Poetry Contest and the Spirit Festival, which is a community event.

Star International Academy's Tutorial Program provides added support for students identified in need of Tier II or Tier III services through the Response to Intervention-Multi Tiered System of Support (RtI-MTSS) process. The services are provided using small group and one on one interventions and occur during the school day, ranging from a double dose of instruction, remediation skills, or an additional layer of support for English learners. Classroom teachers provide weekly plans for tutorial staff members to facilitate during scheduled times in the classrooms. The tutorial program is overseen by a Coordinator of Tutorial, whom schedules services for students placed in Tier II and Tier III. Star International Academy provides a combined program through the RtI-MTSS process, which offers support to students using Sheltered Instruction Observation Protocol (SIOP) as part of Tier I intervention. An additional layer of service is provided by certified teachers.

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.

In an effort to engage a variety of stakeholders in the development of the institution's School Improvement Plan, the Academy invites school board members, building administrators, teachers, support staff, students, parents and community members to voluntarily participate in the development of the School Improvement Plan. Online surveys, translated parent letters, phone calls, as well as announcements during school wide events are used to engage stakeholders to be a part of the Academy's School Improvement Teams (SIT's). Stakeholders were selected based on survey data results, as well as feedback from a variety of stakeholders. As final SIT team rosters were created, email communications were also sent out to all members sharing which SIT they were on and who the team lead was. All SIT's were comprised of at least one administrator, one teacher from each department, one support staff, with a goal of having at least one parent and one student. Meetings were held regularly, after school or on a Friday afternoon, which ever best accommodated the schedule of the majority of the stakeholders that were involved on the team.

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

Star International Academy has 8 school-level Action Research Teams (ARTs) that are subcommittees of the School Improvement Teams (SIT). The SIT-ART teams and brief descriptions are listed below:

1. SPD TEAM - Supplemental PD (Professional Development) & HQ (Highly Qualified) Professionals

- *evaluate PD activities and LEA HQ Assurance strategies
- *plan supplemental PD activities for upcoming school year
- *update Professional Development Plan & LEA HQ Assurance strategies
- *update Performance Evaluation Policy

2. SRS TEAM - Schoolwide Reform Strategies (Goals, Strategies, Activities): ELA/MTH/SCI/SOC

- *use School Data Profile/Comprehensive Needs Assessment to update Needs/Gaps
- *evaluate Schoolwide Reform model implementation
- *update strategies and activities based on SIT-ARTs recommendations including budgeting

3. FAA TEAM - Family Activities & Assistance

- *participate in Family Engagement Activities and gather feedback from parents
- *work with Liaison to plan, implement and evaluate family engagement activities
- *provide mentoring to parents and staff on Parental Involvement Policy and update School Plan
- *with parents annually review and update Parental Involvement Policy & NCLB compact

4. PTS TEAM - Preschool Transition Strategies

- *monitor implementation of strategies/activities and gather feedback

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*evaluate activities and work with enrollment office on strategies for newly enrolled KG students

*plan activities for upcoming school year and update transition strategies in school plan

5. SSL TEAM - Safe & Secure Learning (Building, Discipline & Attendance)

*review data and program implementation (gather data/feedback)

*provide recommendations for policy/procedure updates

*plan activities for upcoming school year

6. SRA TEAM - School Recognition Activities (Awards, Incentives & Marketing)

*provide recommendations on activities to promote positivity and retention of all stakeholders

*evaluate and gather feedback on implemented activities including stakeholder feedback

*plan activities for upcoming school year

*monitor greatschools.org and other public websites for positive marketing of schools

7. Rtl TEAM - Response to Intervention

*use Rtl plan to monitor student progress for Tier 2/3 Supplemental Program Interventions

*evaluate interventions using data gathering and stakeholder feedback

*plan activities for upcoming school year and annually update Rtl plan

*update written processes for timely additional assistance to students of need in SIP

8. PFT - Program Fidelity Team

*monitor implementation of Grant-funded supplemental activities/programs

*collect data and stakeholder feedback to evaluate programs

*evaluate SIP goals and update measures with SIT-ART Leads

The School Improvement Teams take on the role of participating in the development, review and evaluation of the School Improvement Plan. Each team, comprised of at least one administrator, one teacher from each department, and one support staff, is responsible for leading school teams in the Design, Implement and Evaluate cycle of the School Improvement Process. In the design phase, the teams identified needs based on data, developed goals/expected outcomes, and identified scientifically research-based initiatives/ programs to be implemented. In the implement phase, trainings were provided through ongoing support through mentoring and professional development. Services and resources were provided to ensure that the action items identified in the design phase were being implemented with fidelity. To support implementation, observations are conducted of the service/program, with artifacts provided including required documentation. The last phase of the Academy's School Improvement Cycle is to evaluate. It is during this phase that all available data sources are reviewed, including stakeholder feedback, to ensure that implementation was effective and make a final determination to continue, modify or remove programs/services.

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

The final School Improvement Plan is communicated to all stakeholders through notifications that the School Improvement Plan is completed and is available online through the School's website, for all stakeholders to view. The School Improvement Plan is also shared at the beginning of the school year during staff orientation and email, and meeting minutes are kept in regards to the discussion for additional documentation. The School Improvement Plan is also utilized throughout the school year by various stakeholders as a resource in

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professional development and mentoring sessions. Stakeholders receive information on the progress of the School Improvement Plan through the sharing of meeting minutes from School Improvement Team - Action Research Team (SIT-ARTs) meetings. This information is shared with stakeholders involved with each team, upon completion of each scheduled meetings. The whole School Improvement Plan is available to all stakeholders, at all times, through the school website and is included within collaboration and mentoring meetings throughout the school year.

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?

The Academy has seen an increase in enrollment over the last three years. As enrollment increases, it is common that the Academy would respond to the increase by creating additional sections and/or courses to fulfill the requirements of the school-wide program and the hiring of additional staff. A challenge that presents itself is the lack of space that is available to accommodate the new sections or classes. Furthermore, this places pupils on the wait list.

Student Demographic Data

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

The majority of students have timely arrival and positive attendance data. A challenge pertaining to student attendance data is the need to address students and families that have repetitive attendance issues. The main office staff, Dean of Students and Family Engagement Liaisons, and administration call the parents, meet with parents, or send letters to determine the cause of the lack of consistent attendance. Hallway Monitors positioned throughout the school building also assist in monitoring student attendance and tardiness.

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?

Student behavior data is very positive in looking at the three year trend data. The only major challenge that has been identified in reviewing trend data pertaining to student behavior consist of repetitive ongoing infractions by repeat offenders. Although there are not an overwhelming number of students, there is a need to ensure consistent follow through with action plans that are aligned to behavior intervention plans. The Academy has seen success with the use of parent shadowing, behavior intervention plans and ongoing mentoring and monitoring of student behaviors with student reflection process and goal setting in place.

Student Demographic Data

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

The Academy overall has very positive demographic data! To address the few challenges with student demographic data, the Academy has implemented several strategies. Administrators and main office staff will make wake-up calls to homes prior to the start of the school day to promote timely arrival and attendance. For families with transportation issues, the Academy has arranged a car pool among families or assisted in locating a safe bus route. To further address the repetitive offenders, Star International Academy has implemented parent shadowing. The administration team is working to ensure consistent follow through with the discipline rubric with follow through with the parent shadowing, student goal setting and reflections. Positive incentives and recognitions are also being planned for to further promote

positive decision making and student success.

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?

In reviewing the number of years of experience among school leaders, the mass majority of school leaders have many years of teaching and/or administrative experience. All school leaders are highly qualified, and have needed degrees in teaching, administration, educational leadership, and many with administrator certificates. This data may impact student achievement in positive ways to allow the administrators' to lead by example, provide leadership in instruction, curriculum planning/alignment, and support through ongoing school improvement processes, professional development, and data-driven decision making with shared leadership as well. This impact will continue to be assessed as new longitudinal data continues to be available.

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?

In reviewing the number of years of experience among teachers, it is noted that the number of teachers with 0-3 years of teaching experiences has increased and the number of teachers with multiple years of experience is decreasing. This data may impact student achievement in ways to further encourage the ongoing school improvement processes lead by experienced teachers and administrators, professional development and data-driven decision making with shared leadership as well. The impact will continue to be assessed as new longitudinal data continues to be available.

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?

There was a total of 93 absences for all school administrators with 65.5 absences due to professional learning and 27.5 absences due to illnesses. This number of absences does not have a direct impact on student achievement. In the absence of a school leader, the Academy has a system in place to ensure the duties and responsibilities of the administrator are addressed. When a school leader is out of the building due to professional learning, it is the Academy's hope that this has a positive impact on student learning as these pedagogical skills and knowledge learned in the professional development is brought back to the building and implemented to promote student achievement.

Teacher/School Leader(s) Demographic Data

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

There was a total of 118.5 absences for all teachers with 48.5 absences due to professional learning and 70 absences due to illnesses. The number of absences due to illnesses has a limited impact on student achievement. Star International Academy uses qualified internal and external substitutes to provide instruction during a teacher's absence. The substitutes are monitored through frequent walkthroughs by

administrators. Teachers are required to create lesson plans for substitute teachers to ensure the quality of instruction is not affected. As teachers attend the professional learning opportunities, upon their return, the teacher and appropriate administrators collaborate to identify a time to review the pedagogical skills and knowledge learned, share this information with the staff, and provide internal professional development and monitoring of the information.

Teacher/School Leader(s) Demographic Data

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

The administrators will continue to ensure that as teachers and school leaders attend professional learning opportunities, the information is shared with all applicable stakeholders and an action plan is in place to ensure ongoing and sustained internal professional development and implementation occurs.

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?

In reviewing the School System Review, all strands show areas of strengths as we have rated each strand as "implemented." Effective planning and alignment of units are in place by educators, with shared leadership, collaboration and mentoring amongst administrators and teachers. Ongoing professional development is in place to support educators and further promote data-driven decision making amongst all staff members with a focus on student academic achievement and needs.

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?

In reviewing the School System Review, although the staff have evaluated all standards at proficient, if some standards needed to be identified as ones which the Academy would want to further improve upon as having continued opportunities for growth are Standard 3: Assessments and Standard 7: Professional Learning Culture. Ongoing data review, decision making can further impact school wide and student success. Furthermore, consistent collaboration of grade level teams on a secondary level can further promote horizontal planning and interdisciplinary connections.

12. How might these challenges impact student achievement?

These challenges may impact student achievement as several of the growth opportunities outlined in Standard 3 provide an ongoing growth opportunity to support the continued implementation of the Response to Intervention/ Multi-Tiered System of Support (RtI/MTSS) Plan, with ongoing teacher professional development to ensure that students' data is monitored and specific interventions are in place by teachers on an individual basis through the RtI/MTSS tiered intervention approach.

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

The actions that have been taken and incorporated into the School Improvement Plan to address the challenges outlined in the School Systems Review (SSR) were to ensure that ongoing and scheduled data review of data dashboards and mischooldata.org available online are addressed, understood, and used to make ongoing data driven decision making to impact programs, instructional practices, and interventions. Scheduled grade level and department meetings during Friday professional development sessions will be scheduled and sent to involved staff at the start of the school year. This will further support curriculum alignment and cross curricular connections.

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?

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Star International Academy ensures that students with disabilities have access to a full array of intervention programs available to them through ongoing collaboration between school wide coordinators and the Special Education Coordinator to provide ongoing and extended learning opportunities. In addition, in the general education classroom all students with disabilities are provided with the same opportunities, materials and resources supported by a variety of funding sources including, but not limited to Title I, Title III and 31a. Furthermore, Resource Room materials and resources further support the instruction of students with disabilities, as applicable, and in alignment to their outlined IEP.

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

The Extended Learning Opportunities that are available for students include during school, after school and summer school tutorial program services. During school, after school and summer school tutorial program services are available for students in grades K-12. During school, after school and summer school tutorial programs offer a "double dose" of the classroom instruction to help further target student achievement in a small group setting, with the availability of the additional use of resources, materials, manipulative and technology to further support classroom instruction.

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

During school, after school and summer school tutorial program services are available for students in grades K-12 who are identified as needing additional support through tiered interventions as outlined in the Academy's Response to Intervention/ Multi-Tiered System on Support (RtI/MTSS) plan. Student enrollment in these programs is shared with parents through Enrollment Letters, translated in both English and Arabic, phone communication with available translation as may be needed, or parent meetings with available translation as may be needed. Multiple sources of data are used to identify students for each program. Such data sources may include, but are not limited to, State assessment data, Classroom formative and summarize assessment data, School wide assessments such as Scranton testing results, in addition to 31a identification worksheet criteria. Teacher and Instructional Administrators' recommendations play an important role as well with recommendations.

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?

The evidence that Star International Academy has to indicate that the state content standards are being implemented with fidelity include:

- K-12 grade level vertical planning
- K-12 grade level horizontal planning
- K-12 Standards Checklist
- K-12 Unit Planners
- K-12 Grade book/ Power Standard Grading Strands
- K-12 Curriculum Scope and Sequence Materials
- K-12 Curriculum Materials with aligned content/ standards based instruction
- K-12 Standardized testing achievement results
- K-12 Collaboration and Planning Sessions between Teachers and Instructional Administrators

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.

Star International Academy uses the 2015 Youth Risk Behavior Surveys to improve student learning. Such survey allows students and educators to address outside factors that may be a barrier to learning. Additionally, administering such surveys opens opportunity for dialogue between student and educators to discuss support measures and limit distractions to learning.

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

An analysis of student reading proficiency revealed that the student cohorts maintain proficiency from year to year or show yearly growth as measured by the Michigan Educational Assessment Program (MEAP), Scantron, EXPLORE/PLAN, and the Michigan Merit Exam (MME).

19b. Reading- Challenges

A grade level disaggregation of the proficiency results has shown that there have been challenges in grades 3 and 6 per the MEAP data. Although this is noted, with the MEAP cut off scores changing, this needs to be taken into consideration. Scantron data indicates a decline in second grade reading performance results.

19c. Reading- Trends

A grade level disaggregation of the proficiency results per the MEAP has shown that there has been a positive trend in grades 4,5,7, and 8 and a negative trend in grades 3 and 6 . Additional breakdown of the MEAP reading proficiency has shown the following student subgroup trends: Economically disadvantaged students have been trending upwards, 0.71% every year for the past 5 years. *English learners have shown a 1.9% increase in the percentage of proficient students in reading. *Students with disabilities show variation in the percentage of proficient readers because of the limited size of the subgroup. The student cohorts maintain proficiency from year to year or show yearly growth. Based on a three year analysis (12' - 14') of K - 8 reading growth, by measuring actual growth against expected growth at the national level, there has been a positive trend of 3% each year in the percentage of students meeting growth targets. A grade level

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disaggregation of the percent of students meeting or exceeding growth targets has shown that there has been a positive trend in grades K, 1, 5, 6, 7, and 8, and no trend or negative trend in grades 2 and 3. A grade level disaggregation of the percent of students at or above college-readiness benchmark per then EXPLORE and PLAN assessments has shown that there have been positive trends in grades 8, 9, and 10. The MME results show similar positive trends in grade 11. Additional breakdown of the MME reading proficiency has shown the following student subgroup trends:- Economically disadvantaged students have been trending upwards, 4.29% every year for the past 5 years.-English learners have shown a 1.71% increase in the percentage of proficient students in reading.

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.

Based on the reading trends noted prior, Star International Academy will address any challenges noted or declines within specific grade levels with targeted planning and instruction to ensure alignment of curriculum, and differentiation of instruction within the classroom. Additionally, identification of students who do not perform at grade level or above, will be monitored and provided with tiered instruction within the MTSS/RTI process, use of supplemental reading materials which include, but are not limited to, Imagine-IT program, Comprehensive Assessment Reading Strategies, proposed Prentice Hall Literature aligned to the Common Core standards, and leveled reading books and novels. Data review of student performance and achievement will take place to impact decision making ongoing with instructional practices, alignment and research based program implementation.

20a. Writing- Strengths

Based on a five year analysis (10'-14') of grade 11 writing proficiency on the MME, there has been a 4.3% increase in the number of students proficient in writing per year since 2010.

20b. Writing- Challenges

Based on a four year analysis (11'-14') of grade 4 and 7 writing proficiency on the MEAP, there has been a 2.3% decrease in student proficiency per year since 2011. MSTEP data is not yet available.

20c. Writing- Trends

A grade level disaggregation of the MEAP proficiency results has shown that there has been a negative trend in grade 4 and 7 in writing.

Additional breakdown of the MEAP writing proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending downwards, 2.1% every year for the past 4 years.
- English learners have shown a 2.1% decrease in the percentage of proficient students in writing.

Additional breakdown of the MME social studies proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending upwards, 4.2% every year for the past 5 years.
- English learners have shown a 6.6% increase in the percentage of proficient students in writing.

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.

The Academy has purchased the scientifically research-based literacy program Imagine It! Program for grades K-5. The program includes a comprehensive and structured writing process which will be implemented with consistency to ensure program implementation fidelity. Staff will be provided with ongoing and sustained comprehensive professional development to ensure timely and appropriate execution of the program. The Academy's secondary English team has further aligned the grade 11 curriculum to account for increased rigor and relevance in line with the Common Core Writing Standards.

21a. Math- Strengths

The student cohorts maintain proficiency from year to year or show yearly growth as supported by MEAP, Scantron, EXPLORE/PLAN, and MME. MSTEP data is not yet available.

21b. Math- Challenges

Based on a five year analysis (09'-13') of 3 - 8 mathematics proficiency on the MEAP, there has been a 1.5% decrease in student proficiency per year since 2009. Please note that the MEAP cut off scores were changed, and therefore this data does not take this into account. Based on a five year analysis (10'-14') of 8 - 10 mathematics proficiency on the EXPLORE/PLAN, there has been a 0.1 point decrease on average

in student scores per year since 2010. Based on a five year analysis (10'-14') of grade 11 mathematics proficiency on the MME, there has been a 2.05% decrease in the number of students proficient in mathematics per year since 2010.

21c. Math- Trends

The student cohorts in grades 3-8 maintain proficiency from year to year or show yearly growth. A grade level disaggregation of the proficiency results has shown that there has been a negative trend in grades 3 - 7, and a positive trend in grade 8 (3.8% increase in student proficiency each year on average 09'-13'). It is important to note that the cut off scores for MEAP changed and there impact such data.

Additional breakdown of the MEAP mathematics proficiency has shown the following student subgroup trends:

- African American students have been trending downwards, 5.67% every year for the past 3 years. This subgroup has shown large changes in overall proficiency because of its limited size.
- Students with disabilities have shown minimal changes in overall student mathematics proficiency. This subgroup is also subject to large changes in overall proficiency because of its limited size. An analysis of student cohorts revealed an alternative perspective on student mathematical proficiency.

A grade level disaggregation of the percent of students at or above college-readiness benchmark has shown that there has been a positive trend in grades 8 and 9, and a downward trend in grade 10 (0.4% decrease in student proficiency each year on average 10'-14'). An analysis of student cohorts revealed an alternative perspective on student mathematical proficiency. While overall grade level proficiency shows minor fluctuations from year-to-year. The student cohorts show different trends in the percentage of students at or above the college-readiness benchmark from year to year. The percent of students at or above college-readiness benchmark in mathematics data per the MME has shown a positive trend. Additional breakdown of the MME mathematics proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending downwards, 1.22% every year for the past 5 years.
- English learners have shown a 0.44% increase in the percentage of proficient students in mathematics.

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.

Instructional strategies need to be consistently in place and aligned with noted research based practices in the School Improvement Plan. RTI/MTTS process will need to consistently be monitored and supported across grade levels to address the continued need for tiered and differentiated instruction to address needs of the various student subgroups. In grades K-5, the challenges will be addressed through implementation of the Everyday Mathematics program for grades K-5 and ongoing and sustained professional development for staff on effective implementation of program components and differentiated instruction. For grades 6-8, the Connected Mathematics 3 program will further be considered as an aligned instructional tool. Additionally, teachers will receive ongoing professional training opportunities on differentiated instructional strategies. For grades 9-12, the Core-Plus Mathematics program will be considered for purchased with resources and instructional components with careful alignment and instructional strategies evidenced in class. College readiness materials aligned to

the SAT given the recent transition from ACT to SAT will also be purchased. Internal instructional coach, and instructional administrators will continue to provide additional support to teachers on best practices within the classroom. Additionally, there will be continued consideration of purchase of the online math homework and formative assessment program, MathXL.

22a. Science- Strengths

Based on a three year analysis (12' - 14') of 3 - 8 science growth, by measuring actual growth against expected growth at the national level, there has been a positive trend of 6% each year in the percentage of students meeting Scantron growth targets.

22b. Science- Challenges

Based on a five year analysis (09'-13') of 5 and 8 science proficiency on the MEAP, there has been a 0.1% decrease in student proficiency per year since 2009. It is important to note the change in the MEAP cut off scores during this trend period. Based on a five year analysis (10'-14') of grade 11 science proficiency on the MME, there has been a 0.41% decrease in the number of students proficient in science per year since 2010.

22c. Science- Trends

A grade level disaggregation of the percent of students meeting or exceeding growth targets has shown that there has been a positive trend in grades 4, 5, 6, 7, and 8, and no trend in grades 3. Based on a five year analysis (10'-14') of 8 - 10 school science proficiency on the EXPLORE/PLAN, there has been a 0.5 point increase on average in student scores per year since 2010.

A grade level disaggregation of the MEAP proficiency results has shown that there has been a negative trend in grade 5, and a positive trend in grade 8. Additional breakdown of the MEAP science proficiency has shown the following student subgroup trends: enca. *Economically disadvantaged students have been trending upwards, 0.55% every year for the past 5 years. *English learners have shown a 0.12% increase in the percentage of proficient students in science. Based on a three year analysis (12' - 14') of 3 - 8 science Scantron growth, by measuring actual growth against expected growth at the national level, there has been a positive trend of 6% each year in the percentage of students meeting growth targets.

A grade level disaggregation of the percent of students at or above college-readiness benchmark has shown that there has been a positive trend in grades 8, 9, and 10. An analysis of student cohorts revealed an alternative perspective on student science proficiency. While overall grade level proficiency shows minor fluctuations from year-to-year. The student cohorts show growth in the percentage of students at or above the college-readiness benchmark from year to year. The percent of students at or above college-readiness benchmark in science has shown a positive trend in grade 11 per MME data. Additional breakdown of the MME science proficiency has shown the following student subgroup trends: * Economically disadvantaged students have been trending upwards, 0.94% every year for the past 5 years. *English learners have shown a 3.8% increase in the percentage of proficient students in science.

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.

To support the common core non-fiction literacy standards for grades K - 5 the real life readers will be further maximized in the classrooms as an important resources. To address the proficiency in science in K - 8 the Academy is recommending the purchase of Delta Education Foss Science Curriculum aligned to the Next Generation Science Standards and the Grade Level Content Expectations. Additionally, the K-2 grades will be purchasing Composition Notebooks to be utilized as Science Notebooks as a tool in documenting learned vocabulary and Science knowledge. Additional laboratory equipment and materials will be proposed to be purchased to further support the implementation of inquiry based science instructional practices and close the middle school science gap. Middle school and high school, 7 and 9 - 12, lab materials are being purchased to support the existing core curriculum. Per the identified needs in grade 9 to address the science proficiency additional copies of the supplemental lab manuals and practice workbooks will be considered for additional ordered; specifically the Miller and Levine lab manuals, workbooks, and on-level corresponding text book are being recommended for purchased. To close the science gap especially for English language learners the supplemental Miller and Levine materials to differentiate for English learners will continue to be used. The science curriculum has been redesigned to incorporate rigorous units of study that are more closely aligned to the state standards.

23a. Social Studies- Strengths

Based on a five year analysis (10'-14') of grade 11 social studies proficiency on the MME, there has been a 1.54% increase in the number of students proficient in social studies per year since 2010.

23b. Social Studies- Challenges

Based on a five year analysis (09'-13') of 6 and 9 social studies proficiency on the MEAP, there has been a 3.2% decrease in student proficiency per year since 2009. It is important to recognize the change in the MEAP cut off scores during this trend period.

23c. Social Studies- Trends

A grade level disaggregation of the proficiency results has shown that there has been a negative trend in grade 6 and 9. Additional breakdown of the MEAP social studies proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending downwards, 2.5% every year for the past 5 years.
- English learners have shown a 0.8% decrease in the percentage of proficient students in social studies.

Additional breakdown of the MME social studies proficiency for grade 11 has shown the following student subgroup trends:

- Economically disadvantaged students have been trending upwards, 1.81% every year for the past 5 years.
- English learners have shown a 4.2% increase in the percentage of proficient students in social studies.

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.

Based on the MEAP data from 2013 there is a need for additional supplemental resources to close achievement gaps. Therefore, U.S. history desk maps and a program guide are being requested to supplement grade level content expectations for middle school. Additionally, using the History Alive, and Econ Alive resources through TCI will further support the curriculum. TCI curriculum is being recommended for all K-11th grade social studies classes, with the exception of grade 3 which the Hillsdale Publisher Meet Michigan program.

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?

Of the 610 elementary students that completed the elementary version of the school-wide evaluation survey, the highest overall satisfaction rating was of teachers wanting students to do their best work, and feeling as though teachers help students learn things they will need to know in the future. Of the 622 middle school and high school students that were surveyed, the highest satisfaction came from Social Studies with a rating of 69% which combined the ratings of excellent and good. Second, Math, English and Physical Education came in next.

24b. Student Perception Data

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

Of the 610 elementary students that completed the elementary version of the school-wide evaluation survey, the overall lowest satisfaction rating was that the students did not like attending the after-school program and feeling as though other students do not respect the things of others. Of the 618 middle school and high school students that were surveyed, the lowest satisfaction rate was 71% which combined the ratings of fair and poor for all students being treated with respect, and the second item was that students needed to respect the property of others more.

24c. Student Perception Data

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

For the 2015-16 school year, all stakeholders will collaborate to implement a Positive Behavior Intervention Support system that works to ensure that mutual respect amongst stakeholders in the building is further evidenced by all stakeholders. The Deans of Student Affairs will facilitate additional school-wide initiatives and assemblies to address these areas of concern. Furthermore, the structure of the after-school program will be reviewed with possible changes proposed aligned to stakeholder feedback.

25a. Parent/Guardian Perception Data

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

Of the 41 parents that were surveyed, the highest overall satisfaction was with the custodial, maintenance, and building services with a rating of 95% which combined the ratings of excellent and good. The second highest level of satisfaction was parents feeling as though their

children are prepared for the next grade level with a rating of 85%. At 83%, there was an overwhelming satisfaction of academic programs, English Language Arts, fairness and consistency of administration with the school discipline policy, instructional time being protected with minimal interruptions, rules are applied with fairness, as well as the respect of cultural and social differences of students and parents by administration.

25b. Parent/Guardian Perception Data

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

Of the 41 parents that were surveyed, the lowest overall satisfaction was with food services with a rating of 34% which combined the ratings of fair and poor. The next lowest rating of satisfaction was the after-school achievement campers and tutorial programs with 32%.

25c. Parent/Guardian Perception Data

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

The school leaders will further investigate the reasons supporting such a low rating among parents. Parents have expressed their concerns in regards to the new portion size requirements with the Federal school lunch requirements. Furthermore, the structure of the after-school program will be reviewed with possible changes proposed aligned to stakeholder feedback.

26a. Teacher/Staff Perception Data

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

Of the 102 staff members that were surveyed, the highest overall satisfaction was with custodial services and cleanliness and safety of the school grounds of 90+% which combined the ratings of good and excellent. The second highest rating was for student health and medical services with a rating of 87%. Follow-up ratings with high levels of satisfaction are school leaders expect all staff to hold students to high academic standards and school leaders ensure all staff members use supervisory feedback to ensure student learning, and the English and Math departments were rated positively.

26b. Teacher/Staff Perception Data

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

Of the 102 staff members that were surveyed, the lowest overall satisfaction was with the attitude of our students toward the school with a rating of 60% which combined the ratings of fair and poor. At 59% of satisfaction, the attitude of teachers toward the school was the second.

26c. Teacher/Staff Perception Data

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

For the 2015-16 school year, all stakeholders will collaborate to implement a positive behavior intervention support system that works to ensure that mutual respect amongst stakeholders in the building is fairly and consistently in place. Additionally, team building opportunities will further be planning for and implemented to promote positive collaboration amongst all stakeholders.

27a. Stakeholder/Community Perception Data

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

Based on shared feedback, the highest level of overall satisfaction among stakeholders/community is the careful attention and care given to students, curriculum, and evidenced knowledge exhibited amongst educators. Furthermore, positive feedback was shared about the rigor of the curriculum, and that proactive support for college and career readiness is present.

27b. Stakeholder/Community Perception Data

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

Based on shared feedback, the lowest level of overall satisfaction among stakeholders/community shared is the waitlist and need for additional space for enrollment.

27c. Stakeholder/Community Perception Data

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

The Academy will ensure there is ongoing communication and collaboration with stakeholders to address areas of lowest satisfaction.

Summary

28a. Summary

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

In reviewing the strengths and challenges of demographic data, the Academy continues to have high demand on student enrollment. The Academy has reflected that the attendance and discipline data are positive and support the conducive learning environment that exists in the school building, and do not show significant problems that need to be addressed as the school ; however, the Academy is working to ensure that there is an action plan in place to address the repeat offenders affecting the overall attendance and discipline data. One of the strengths identified with the demographic data is that our attendance numbers continue to show an increasing trend and the attendance average is at 94% or above.

In regards to the process data, it is a strength of the Academy, that all indicators are implemented. There is room for ongoing improvement opportunities by ensuring systems are in place to address grade level interdisciplinary connections at the secondary level.

In reflecting on achievement/ outcomes, an identified strength is that students within their cohort are maintaining or increasing proficiency as they move from one grade to another. Additionally, our 11th grade students are showing an increase in proficiency in both writing and social studies. An opportunity for the Academy to further address is the noted decline in proficiency; however, action plans have been in place to address these declines as these trends are from previous years' achievement data. As the Academy receives the upcoming state standardized proficiency expectations, it is our hope that these trends will have been addressed with the established action plan.

In reflecting on the strengths of the perception data across all stakeholders that completed the survey, positive feedback aligned to the school offerings, programs, academic rigor, and services were evidenced.

28b. Summary

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

The challenges identified in the demographic, process, and perception data allow the Academy to further plan for and monitor action plans to provide an optimal learning environment for all students. The data received from all school-wide evaluations of programs and services completed by a variety of stakeholders provides the Academy with ongoing feedback for reflection and planning to ensure that ongoing student achievement remains the focus and in alignment with the school-wide goals. Such data and reflection of it may positively impact student achievement to allow for ongoing and continuous school improvement processes, improvements in curriculum alignment and instructional planning and the need to address positive collaboration between students and educators.

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 challenges identified in the demographic, process, and perception data allow the Academy to ensure that action plans are in place to provide an optimal learning environment for all students at all times as this is aligned with its mission and vision. This data received from all school-wide evaluations of programs and services completed by a variety of stakeholders provides the Academy with ongoing feedback for reflection and planning to ensure that ongoing student achievement remains the focus and in alignment with the school-wide goals. This data is further utilized in completion of the comprehensive needs assessment to identify programs, initiatives, or resources needed to address the challenges. Additionally, such data has been reflected upon and addressed in the School Improvement Goals, strategies and objectives. Furthermore, supplemental materials have been reviewed to address the challenges and further support the core curriculum, curriculum alignment, planning and instruction.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	- Scantron EdPerformance Assessment Series in Reading, Language Arts, and Mathematics as a pre- and post-assessment for grades 1-5.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	http://www.starpsa.org/docs/2014_AER_SIA.pdf	Annual Education Report

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Grade-level counselors have met with students to assist the completion of the Educational Development Plans to ensure transition to high school course requirements in line with the State of Michigan's guidelines with the use of Career Cruising.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The team of counselors, in addition to the school improvement team, meet annually to review the Education Development Plans to ensure academic course work is aligned with the State of Michigan's requirements.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	This policy is included in the Staff Handbook, as well as the school's website, that is disseminated to every staff member. The policy is also located in the Parent/Student Handbook that is provided to every student.	

Single Building District Improvement Plan

Star International Academy

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Name/Position: Nawal Hamadeh, Superintendent, Founder & CEO Address: PO Box 1440, Dearborn, MI 48121 Telephone Number: 313-565-0507	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	The School-Parent Involvement Plan is reviewed on an annual basis by the school improvement team. Additionally, the plan is shared with all stakeholders at the beginning of the year and throughout the year. The school's Family Engagement Liaisons ensure the plan is adhered to by following through with the activities in accordance to Section 1118.	2015-16 Star International Academy Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The NCLB compact is reviewed and updated on an annual basis by the school improvement team. The compact is included in the Parent/Student Contracts that are collected at the beginning of the school year. Additionally, the NCLB compact is reviewed with parents during Parent/Teacher conferences twice throughout the year.	SIA NCLB School-Parent Compact 2015-2016

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes	Star International Academy has several additional components that support the School Improvement Plan which includes, but is not limited to: School Improvement Binders, Meeting Minute Binders, Teacher Mentoring Program supported with Meeting Minutes, curriculum maps, horizontal planning documents, vertical planning documents, unit planners, Rubicon Atlas Online Curriculum Management Tool, Parent/Teacher Conferences, activity logs, attendance records, parent communication logs, Professional Development Logs, and PowerSchool log entries.	

Single Building District Improvement Plan

Star International Academy

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes	The Continuous Improvement and Monitoring Systems workbooks are continuously monitored, reviewed and completed with the school improvement team consisting of the Director of Special Programs, the school social workers, school counselors, special education staff, and the school principal.	

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes	The Continuous Improvement and Monitoring System data is thoroughly reviewed and analyzed to ensure appropriate completion of the CIMS workbook.	

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	The school has protective measures in place that are in accordance with all State and Federal Internet Safety laws that limit the Internet access to educational websites. Additionally, the Chief Technology Officer is able to review websites that were accessed on any computer in our network to ensure safety. All instructional staff have access to i-Safe, which provides 21st Century online safety learning curriculum that is utilized with all students.	

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes	The Chief Technology Officer, as well as the IT department, is able to monitor the use of the Internet on all computers that access our network.	

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes	The Internet Safety Policy is provided to students and parents at the beginning of the year in the Parent/ Student Contracts. Please see the attached document.	2015-16 Internet Safety Agreement

Single Building District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	The Internet Safety Policy is in accordance to all State and Federal regulations including the Technology Planning and CIPA requirements.	

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes	The Internet Safety Policy is reviewed on an annual basis by the Board of Education which provides public notice and hearings for all stakeholders.	

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	Yes, the district uses the school-wide assessment data to identify the needs of the school to provide additional wireless capacity as the Academy grows closer to a one-to-one ratio of one device per student.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	Smartboards, document readers, Smart Response systems, and amplification systems are utilized in every classroom. The school has two computer labs in Star Hass and one computer lab in Star George, as well as computers in both libraries. Carts of tablets, e-book readers, and wireless laptop carts are available for teachers to integrate technology across the curriculum within their classrooms. Multiple curricular resources online eSuite components were purchased to support the instruction in the classrooms.	

Single Building District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes	The elementary schedules have embedded technology sessions to ensure that all students receive technology instruction in compliance with the Michigan's Educational Technology Standards and the National Educational Technology Standards. For secondary students, technology is embedded in the schedules and classroom instruction, in addition to technology classes are integrated within students' schedules throughout the week. Additionally, teachers are able to check out technology wireless laptop carts for embedded technology in all coursework as needed.	

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	The addition of Science, Engineering, Technology and Mathematics (STEM) into elementary teacher schedules allows students to further their knowledge of technology literacy across the curriculum. All secondary students have a technology lessons/class embedded into their schedule. Curricular resources that provide eSuite options, as well as Arabic, after-school tutoring and summer school use an online learning tool to support technology literacy for all students.	

Label	Assurance	Response	Comment	Attachment
22.	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.	Yes	This policy is available in the Parent/Student Handbook, the Employee Handbook, as well as the school's website.	

Label	Assurance	Response	Comment	Attachment
23.	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	Name/Position: Nawal Hamadeh, Superintendent, Founder & CEO Address: PO Box 1440, Dearborn, MI 48121 Telephone Number: 313-565-0507	

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Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes	Please see the attached Parent Involvement Plan that is reviewed annually by the School Improvement Plan.	SIA Parent Involvement Plan 2015-16

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes	Star International Academy has several additional components that support the Improvement Plan which includes, but is not limited to: School Improvement Binders, Meeting Minute Binders, Teacher Mentoring Program supported with Meeting Minutes, curriculum maps, horizontal planning documents, vertical planning documents, unit planners, Parent/Teacher Conferences, activity logs, attendance records, Parent Communication Logs, Professional Development Logs, and PowerSchool log entries.	

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 Comprehensive Needs Assessment was conducted through detailed descriptive and inferential statistical analysis of external norm referenced student achievement data from the following: Michigan Educational Assessment Program (MEAP) for grades 3-9, Michigan Merit Exam (MME) for grade 11, PLAN for grade 10, EXPLORE for grades 8-9, and SCANTRON for grades K-8. PowerSchool Grade Book was used to gather criterion referenced formative and summative performance, discipline and attendance data to gain a clear understanding of the effectiveness of the school's programs/process, curriculum and instructional practices, and to track student demographic subgroup performance.

Additionally, surveys were used to measure stakeholders' perception of how well the school and its programs are performing. All students in grades 2-12 completed online perception and program/process surveys during class, and were provided clarification on questions, if any arose. There were two student surveys, one for grades 2 - 5 and another for grades 6 - 12 which enabled simplified language to be used for the younger students. All faculty and staff were asked to complete the survey and provided with ample time to complete the online surveys anonymously and submitted electronically to provide program/process data and perception data. Parent/guardian surveys were mailed to the homes of all families. Approximately 65 parents/guardians completed the surveys. Hence, students, parents, staff, and members of the school community were surveyed to measure their perception of the school's performance.

To ensure thorough completion of the Comprehensive Needs Assessment the school utilizes the School Improvement Framework (SIF) process cycle which has four major components that cycle in a continuous praxis:

- Gather Data: Where are we now (status) and where do we want to be (goals)?
- Study/Analyze: What did the data/information we collected tell us?
- Plan: How do we organize our work so that it aligns to our goals and resources?
- Do: Staff members implement the strategies and action steps outlined in the plan.

The study/analyze phase was conducted through an analysis of the four measures of data (student achievement data, school programs/process data, perceptions data and demographic data). The study was conducted by a School Improvement Team of stakeholders who collaborated to conduct the analysis and came to a consensus on the implications of the results. The Academy's stakeholder groups consisted of students, parents, staff, and community partnerships. Furthermore, ongoing assessment, evaluation, mentoring/training and support of the comprehensive needs assessment and school improvement process is facilitated by Support Office staff members who work closely with the School Improvement Team leaders at Star International Academy. Thus, the Comprehensive Needs Assessment was conducted through the collaboration of stakeholders and detailed analysis of student achievement data, school program/process data, perceptions data, and demographic data.

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 scorecard for Star International Academy is currently on yellow. The bottom 30% of students require additional support in all subject areas. Within mathematics, African American and students with disabilities have also been identified as needing additional assistance.

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Students with disabilities also require extra support in reading. Lastly, in science, English language learners, white and economically disadvantaged students need additional attention to improve student achievement.

MATHEMATICS (MEAP, SCANTRON, PLAN/EXPLORE, AND MME)

MEAP (MATHEMATICS)

Based on a five year analysis (09'-13') of 3 - 8 mathematics proficiency on the MEAP, there has been a 1.5% decrease in student proficiency per year since 2009.

A grade level disaggregation of the proficiency results has shown that there has been a negative trend in grades 3 - 7, and a positive trend in grade 8 (3.8% increase in student proficiency each year on average 09'-13'). Below is a list of average yearly gains/losses in the percentage of the proficient students within a grade level: It is important to note the changes in MEAP cut off scores during this trend period.

- Grade 3 students decreased 2.5%.
- Grade 4 students decreased 1.5%.
- Grade 5 students decreased 1.2%.
- Grade 6 students decreased 4.3%.
- Grade 7 students decreased 2.2%.
- Grade 8 students increased 3.8%.

The following analysis applies only to student subgroups where more than 10 students are assessed in each grade level.

An analysis of student cohorts revealed growth in math proficiency from year to year.

- Class of 2019 increased 0.9%.
- Class of 2018 decreased 2.4%.
- Class of 2017 increased 0.1%.
- Class of 2016 increased 2.0%.
- Class of 2015 decreased 1.2%.

SCANTRON (MATHEMATICS)

Based on a three year analysis (12' - 14') of K - 8 mathematics growth, by measuring actual growth against expected growth at the national level, there has been a positive trend of 2.5% each year in the percentage of students meeting growth targets.

A grade level disaggregation of the percent of students meeting or exceeding growth targets has shown that there has been a positive trend in grades K, 1, 4, 6, 7, and 8, and no trend or negative trend in grades 2, 3, and 5. Below is a list of average yearly gains/losses in the percentage of students meeting growth targets within a grade level:

- Grade K students increased 2%.
- Grade 1 students increased 3%.
- Grade 2 students decreased 9%.
- Grade 3 students decreased 6.5%.
- Grade 4 students increased 5.5%.
- Grade 5 students decreased 8.5%.
- Grade 6 students increased 8%.
- Grade 7 students increased 1.5%.
- Grade 8 students increased 2%.

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PLAN/EXPLORE (MATHEMATICS)

Based on a five year analysis (10'-14') of 8 - 10 mathematics proficiency on the EXPLORE/PLAN, there has been a 0.1 point decrease on average in student scores per year since 2010.

A grade level disaggregation of the percent of students at or above college-readiness benchmark has shown that there has been a positive trend in grades 8 and 9, and a negative trend in grade 10 (0.4% decrease in student proficiency each year on average 10'-14'). Below is a list of average yearly gains/losses in the percentage of the students at or above college-readiness benchmark within a grade level:

- Grade 8 students increase 1.6%.
- Grade 9 students increase 0.3%.
- Grade 10 students decreased 0.4%.

An analysis of student cohorts revealed an alternative perspective on student mathematical proficiency. While overall grade level proficiency shows minor fluctuations from year-to-year. The student cohorts show different trends in the percentage of students at or above the college-readiness benchmark from year to year:

- Class of 2014 increased 1.1%.
- Class of 2015 increased 2.7%.
- Class of 2016 decreased 2.5%.
- Class of 2017 decreased 4.0%.

MATHEMATICS

Causes for Gaps

Elementary K - 5: Students require additional hands-on experiences with manipulative as a needed resource in the understanding and problem solving process. More instructional activities that incorporate inquiry and higher order thinking skills are needed. Teachers consistently implementing researched based practices to differentiate instruction in the classroom is ongoing. Additional writing opportunities in math are also required. Additional training on implementation of the core curriculum is ongoing.

Middle School 6 - 8: Students require additional reading skills when it comes to problem solving. Instructional practices will need to further focus on higher order thinking skills in the Bloom's Taxonomy and will incorporate hands-on experiences and real world applications. Students need performance tasks that require them to transfer skills within mathematics and also across disciplines. Teachers consistently implementing researched based practices to differentiate instruction in the classroom is ongoing.

High School 9 - 12: Students will be designing and solving investigations using the learned knowledge. Students require additional content knowledge to transfer between concepts across the curriculum. Instructional practices will need to further focus on higher order thinking skills in the Bloom's Taxonomy and will incorporate hands-on experiences and real world applications. Teachers consistently implementing researched based practices to differentiate instruction in the classroom is ongoing.

ACTION PLAN TO ADDRESS CAUSES (MATHEMATICS)

K-5:

- Consider purchase of online suite for everyday mathematics to provide students with additional opportunities for at-home practice. Individual student logins.
- Professional development for teachers on Everyday Mathematics from an outside consultant on the online program and review of curriculum components and proper implementation with fidelity.
- Consider purchase of the Everyday Math e-suite, Everyday Math student journals for consumables, progress in mathematics supplemental workbooks and teacher resources.
- Rtl/MTSS admin to ensure support and monitoring of the Rtl/MTSS program.

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- Mentors and curriculum coordinators to provide additional support to teachers on best practices within the classroom.
- Potential pull-out.

6-8:

- Consider purchase of Connected Mathematics 3 program with all resources and instructional components for all students and teachers (hard copies and digital copies).
- Continued purchase of an online math homework and formative assessment program, MathXL.
- Online professional developments through Pearson on proper implementation of Connected Mathematics 3.
- Instructional Coach
- Internal instructional coach to provide additional support to teachers on best practices within the classroom..
- Rtl/MTSS admin to ensure support and monitoring of the Rtl/MTSS program.

9-12:

- Consider purchase of Core-Plus Mathematics program with all resources and instructional components for all students and teachers (hard copies and digital copies).
- Continued purchase of an online math homework and formative assessment program, MathXL
- Consider purchase of college readiness materials aligned to the SAT given the recent transition from ACT to SAT.
- Ongoing and sustained professional developments on differentiated instruction.
- Internal instructional coach to provide additional support to teachers on best practices within the classroom..
- Rtl/MTSS admin to ensure support and monitoring of the Rtl/MTSS program.

ELA (MEAP, MME, SCANTRON, AND PLAN/EXPLORE)

MEAP (READING)

Based on a five year analysis (09'-13') of 3 - 8 reading proficiency on the MEAP, there has been a 0.5% increase in student proficiency per year since 2009.

A grade level disaggregation of the proficiency results has shown that there has been a negative trend in grades 3 and 6, and a positive trend in grades 4,5,7, and 8. Below is a list of average yearly gains/losses in the percentage of the proficient students within a grade level: Note that while this data is reflected, the changes in MEAP cut off scores do impact and limit such data comparison from year to year.

- Grade 3 students decreased 1.9%.
- Grade 4 students increased 0.94%.
- Grade 5 students decreased 0.59%.
- Grade 6 students decreased -1.4%.
- Grade 7 students increased 1.1%.
- Grade 8 students increased 3.9%.

The following analysis applies only to student subgroups where more than 10 students are assessed in each grade level.

Additional breakdown of the MEAP reading proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending upwards, 0.71% every year for the past 5 years.
- English learners have shown a 1.9% increase in the percentage of proficient students in reading.
- Students with disabilities show variation in the percentage of proficient readers because of the limited size of the subgroup.

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The student cohorts maintain proficiency from year to year or show yearly growth.

- Class of 2019 increased 0.51%.
- Class of 2018 increased 5.7%.
- Class of 2017 increased 4.12%.
- Class of 2016 increased 5.27%.

MEAP (WRITING)

Based on a four year analysis (11'-14') of grade 4 and 7 writing proficiency on the MEAP, there has been a 2.3% decrease in student proficiency per year since 2011. Note that while this data is reflected, the changes in MEAP cut off scores during this period needs to be considered.

A grade level disaggregation of the proficiency results has shown that there has been a negative trend in grade 4 and 7. Below is a list of average yearly gains/losses in the percentage of the proficient students within a grade level:

- Grade 4 students decreased 3.2%.
- Grade 7 students increased 1.5%.

The following analysis applies only to student subgroups where more than 10 students are assessed in each grade level.

Additional breakdown of the MEAP writing proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending downwards, 2.1% every year for the past 4 years.
- English learners have shown a 2.1% decrease in the percentage of proficient students in writing.

SCANTRON (READING)

Based on a three year analysis (12' - 14') of K - 8 reading growth, by measuring actual growth against expected growth at the national level, there has been a positive trend of 3% each year in the percentage of students meeting growth targets.

A grade level disaggregation of the percent of students meeting or exceeding growth targets has shown that there has been a positive trend in grades K, 1, 5, 6, 7, and 8, and no trend or negative trend in grades 2 and 3. Below is a list of average yearly gains/losses in the percentage of students meeting growth targets within a grade level:

- Grade K students increased 2%.
- Grade 1 students increased 3%
- Grade 2 students decreased 11%.
- Grade 3 students decreased 1%.
- Grade 4 students no change.
- Grade 5 students increased 1%.
- Grade 6 students increased 3%
- Grade 7 students increased 4%
- Grade 8 students increased 0.5%
-

PLAN/EXPLORE (READING)

Based on a five year analysis (10'-14') of 8 - 10 reading proficiency on the EXPLORE/PLAN, there has not been significant changes

Single Building District Improvement Plan

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regarding average student scores per year since 2010.

A grade level disaggregation of the percent of students at or above college-readiness benchmark has shown that there have been positive trends in grades 8, 9, and 10. Below is a list of average yearly gains in the percentage of the students at or above college-readiness benchmark within a grade level:

- Grade 8 students increased 1.4%.
- Grade 9 students increased 2%.
- Grade 10 students increased 3.5%.

An analysis of student cohorts revealed an alternative perspective on student reading proficiency. While overall grade level proficiency shows minor fluctuations from year-to-year. The student cohorts show growth in the percentage of students at or above the college-readiness benchmark from year to year:

- Class of 2014 increased 4.2%.
- Class of 2015 increased 1.2%.
- Class of 2016 increased 4.5%.
- Class of 2017 increased 6%.

MME (READING)

Based on a five year analysis (10'-14') of grade 11 reading proficiency on the MME, there has been a 1.83% increase in the number of students proficient in reading per year since 2010.

The percent of students at or above college-readiness benchmark in reading has shown a positive trend. Below is a list of average yearly gains/losses in the percentage of the students at or above college-readiness benchmark within grade 11:

- Grade 11 students increase 1.14%.

Additional breakdown of the MME reading proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending upwards, 4.29% every year for the past 5 years.
- English learners have shown a 1.71% increase in the percentage of proficient students in reading.

MME (WRITING)

Based on a five year analysis (10'-14') of grade 11 writing proficiency on the MME, there has been a 4.3% increase in the number of students proficient in writing per year since 2010.

Additional breakdown of the MME social studies proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending upwards, 4.2% every year for the past 5 years.
- English learners have shown a 6.6% increase in the percentage of proficient students in writing.

ENGLISH LANGUAGE ARTS

Causes for Gaps

Elementary K - 5: Ongoing training is needed on meeting EL student needs. Students continue to work on strategies necessary to read for understanding with academic vocabulary development being emphasized. Parental involvement sessions continue to be planned for about how to get children to read at home and the importance of reading outside of school. Teachers consistently implementing researched based practices to differentiate instruction in the classroom is ongoing.

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Middle School 6 - 8: Additional training is needed on meeting EL student needs, and how to use the available resources to address these needs. Students require further opportunities for the completion of authentic reading/ writing assessments. Similarly to elementary, parental involvement sessions about how to get children to read at home and the importance of reading outside of school. Teachers consistently implementing researched based practices to differentiate instruction in the classroom is ongoing.

High School 9 - 11: Additional training needed on meeting EL student needs, and resources to address these needs. Students struggle with the application of content vocabulary. The need for additional opportunities for reading and writing across the curriculum is evidenced. Teachers consistently implementing researched based practices to differentiate instruction in the classroom is ongoing.

ACTION PLAN TO ADDRESS CAUSES (ELA)

K - 5:

- Continuing to implement the research based curricular resource, Imagine IT! which includes skills practice workbooks, English Language, Reteach, Intervention workbooks, Language Arts handbook, Skills Practice workbooks 1 and 2, Leveled Readers packages, Phonics kits, assorted novels, an administrator's guide and e-Suite CD-ROM for teachers.
- Ongoing and sustained comprehensive professional development to ensure timely execution of Imagine IT!.
- There is an ongoing need to address Sheltered Instruction Observation Protocols with the students that have limited English proficiency.
- Through the ongoing implementation of curriculum based measures, educators in grades K - 5 will be able to further identify students' strengths and weaknesses in the 12 standards-based reading skills.
- ThinkStretch workbooks will continue to be implemented from PK - 5 to support retention of grade level content knowledge in English language arts.
- Consideration of the ongoing purchase of a one year subscription to Reading A to Z, RAZ-Kids, will be acquired to address reading and literacy skills to close the identified achievement gap in grade K - 2.

6 - 8:

- The Academy will continue to consider the purchasing of grade level appropriate novels and anthologies to support content expectations and common core literacy strategies.
- Align instructional practices to skill and rubric based assessments, and to facilitate said implementation a district-wide English language resource will be created.
- Professional developments on: multiple Intelligences, differentiation, rigor/relevance framework.
- To enable educators to increase differentiation throughout instruction the Academy will procure: individual student whiteboards to increase student engagement, word meaning journals to support vocabulary acquisition, hands-on and interactive educational games to support the English language arts curriculum.

9 - 12:

- For the continued development of test taking strategies and to support reading and English language arts strategies SAT practice and AP Literature and Composition resources will be purchased.
- As the Academy's staff continues to work towards targeted vocabulary instruction the Meriam Webster Dictionary Supplements will be purchased for grades 9 - 11.
- Teachers consistently implementing researched based practices to differentiate instruction in the classroom is ongoing.

SCIENCE (MEAP, MME, SCANTRON, AND PLAN/EXPLORE)

MEAP (SCIENCE)

Based on a five year analysis (09'-13') of 5 and 8 science proficiency on the MEAP, there has not been a significant change in student proficiency per year since 2009.

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A grade level disaggregation of the proficiency results has shown that there has been a negative trend in grade 5, and a positive trend in grade 8. Below is a list of average yearly gains/losses in the percentage of the proficient students within a grade level:

- Grade 5 students decreased 1.86%.
- Grade 8 students increased 1.65%.

The following analysis applies only to student subgroups where more than 10 students are assessed in each grade level.

Additional breakdown of the MEAP science proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending upwards, 0.55% every year for the past 5 years.
- English learners have shown a 0.12% increase in the percentage of proficient students in science.

SCANTRON (SCIENCE)

Based on a three year analysis (12' - 14') of 3 - 8 science growth, by measuring actual growth against expected growth at the national level, there has been a positive trend of 6% each year in the percentage of students meeting growth targets.

A grade level disaggregation of the percent of students meeting or exceeding growth targets has shown that there has been a positive trend in grades 4, 5, 6, 7, and 8, and no trend in grades 3. Below is a list of average yearly gains/losses in the percentage of students meeting growth targets within a grade level:

- Grade 3 no change.
- Grade 4 students increased 0.5%.
- Grade 5 students increased 6.5%.
- Grade 6 students increased 12.5%.
- Grade 7 students increased 1.5%.
- Grade 8 students increased 1.5%.

PLAN/EXPLORE (SCIENCE)

Based on a five year analysis (10'-14') of 8 - 10 school science proficiency on the EXPLORE/PLAN, there has been a 0.5 point increase on average in student scores per year since 2010.

A grade level disaggregation of the percent of students at or above college-readiness benchmark has shown that there has been a positive trend in grades 8, 9, and 10. Below is a list of average yearly gains/losses in the percentage of the students at or above college-readiness benchmark within a grade level:

- Grade 8 students increased 1.3%.
- Grade 9 students increased 0.9%.
- Grade 10 students increased 2.6%.

An analysis of student cohorts revealed an alternative perspective on student science proficiency. While overall grade level proficiency shows minor fluctuations from year-to-year. The student cohorts show growth in the percentage of students at or above the college-readiness benchmark from year to year:

- Class of 2014 increased 1.4%.
- Class of 2015 increased 6.3%.
- Class of 2016 increased 4.0%.
- Class of 2017 increased 3.0%.

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MME (SCIENCE)

Based on a five year analysis (10'-14') of grade 11 science proficiency on the MME, there has been a 0.41% decrease in the number of students proficient in science per year since 2010.

The percent of students at or above college-readiness benchmark in mathematics has shown a positive trend. Below is a list of average yearly gains/losses in the percentage of the students at or above college-readiness benchmark within grade 11:

- Grade 11 students increased 0.87%.

Additional breakdown of the MME science proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending upwards, 0.94% every year for the past 5 years.
- English learners have shown a 3.8% increase in the percentage of proficient students in science.

SCIENCE

Cause for Gaps

Elementary K - 5: Students require further assistance in attaining the authentic inquiry applications of science content. Informational text is shared with students but additional need to model necessary skills to analyze and interpret informational text independently is needed by educators. Additional planning is needed to ensure students have the opportunity to perform experiments and practice inquiry in science. Instructional resources will be maximized to facilitate hands-on and inquiry based learning.

Middle School 6 - 8: Students require ongoing reading and critical thinking skills necessary for reading and comprehending informational text. Instructional resources will be maximized to provide the students with opportunities to conduct authentic scientific experiments and inquiry based labs. Additional planning to highlight connections between mathematics and science is also required to make authentic interdisciplinary connections.

High School 9 - 12: Students struggle with language proficiency and application of vocabulary. They require further opportunities for trans-disciplinary teaching/ learning and the use of more reading and writing across the curriculum. Educators need to consistently implement researched based practices to differentiate instruction in the classroom is ongoing.

ACTION PLAN TO ADDRESS CAUSES (SCIENCE)

To support the common core non-fiction literacy standards for grades K - 5 the Science and Social Studies Weekly Readers may be ordered. To address the lack of proficiency in science in 3 - 6 in support of the core curriculum the Academy may be purchasing Delta Education Foss Science Curriculum aligned to the next generation science standards and the grade level content expectations to support the use of hands-on, inquiry based investigations. Additionally, the K-2 grades may be purchasing Composition Notebooks to be utilized as Science Notebooks as a tool in documenting learned vocabulary and Science knowledge. Additional laboratory equipment and materials may be purchased to support the implementation of inquiry based science instructional practices and close the middle school science gap. Middle school (6 - 7) grade level supplemental workbooks and lab materials such as various sized cylinders are also being requested to support the existing core curriculum and to accommodate the additional grade six and seven sections. To support the effective implementation of the common core literacy standards for science in grade 6 - 10 the Scholastic Science World magazines may be purchased. Per the identified needs in grade 9 additional copies of the supplemental lab manuals and practice workbooks will be ordered. The Miller and Levine lab manuals and workbooks are designed to close the science gap especially for English language learners. With an increase emphasis on inquiry based science instruction per the high school content expectations, and the next generation science standards, a Chemistry Guided Inquiry teacher resource, Pearson Chemistry, and student activity supplement for grade ten chemistry to further support instructional

planning may be purchased.

SOCIAL STUDIES (MEAP, MME)

MEAP (SOCIAL STUDIES)

Based on a five year analysis (09'-13') of 6 and 9 social studies proficiency on the MEAP, there has been a 3.2% decrease in student proficiency per year since 2009.

A grade level disaggregation of the proficiency results has shown that there has been a negative trend in grade 6 and 9. Below is a list of average yearly gains/losses in the percentage of the proficient students within a grade level:

- Grade 6 students decreased 1.3%.
- Grade 9 students increased 5.0%.

The following analysis applies only to student subgroups where more than 10 students are assessed in each grade level.

Additional breakdown of the MEAP social studies proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending downwards, 2.5% every year for the past 5 years.
- English learners have shown a 0.8% decrease in the percentage of proficient students in social studies.

MME (SOCIAL STUDIES)

Based on a five year analysis (10'-14') of grade 11 social studies proficiency on the MME, there has been a 1.54% increase in the number of students proficient in social studies per year since 2010.

Additional breakdown of the MME social studies proficiency has shown the following student subgroup trends:

- Economically disadvantaged students have been trending upwards, 1.81% every year for the past 5 years.
- English learners have shown a 4.2% increase in the percentage of proficient students in social studies.

SOCIAL STUDIES

Causes for Gaps

Elementary Level K - 5: Students require further opportunities to apply knowledge through authentic integration of informational texts across curriculum, and the reading skills/strategies necessary to comprehend and apply the content information shared. Transdisciplinary skill development is also needed to help students transfer ELA skills to social studies. Additional interdisciplinary connections need to be incorporated into planning that focus on inclusion of social studies content. Leveled reading social studies resources are needed to facilitate differentiation of content. Educators need to consistently implement researched based practices to differentiate instruction in the classroom is ongoing.

Middle School 6 - 8: Students require further research techniques in order to write a concise research paper. Additional authentic reading and writing assessments for students to research and apply learned content is needed. Transdisciplinary skill development is required to help students forge connections between content areas. Educators need to consistently implement researched based practices to differentiate instruction in the classroom is ongoing.

High School 9 - 12: Students require more authentic integration of reading and writing into the subject. Students continue to work on skills/strategies necessary to read informational text and comprehend and apply the information learned. Additional training is needed on meeting EL student needs and resources to address these needs. Educators need to consistently implement researched based practices to differentiate instruction in the classroom is ongoing.

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ACTION PLAN TO ADDRESS CAUSES (SOCIAL STUDIES)

Additionally based on the MEAP data from 2013 there is a need for additional supplemental resources to close achievement gaps.

Therefore, U.S. history desk maps and a program guide are being requested to supplement grade level content expectations for middle school. Additionally, using the History Alive, and Econ Alive resources through TCI will further support the curriculum. TCI materials are being proposed for grades K-11 with the exception of grade 3 which the Meet Michigan program is being recommended from Hillsdale Publishing.

Demographic Data

An analysis of state enrollment reports (mischooldata.org) and internal data (Power School records) regarding discipline, mobility, and attendance has yielded the following conclusions:

The K-12 student population has increased steadily, an annual increase of 5%, over the past 5 years to a total enrollment of 1,682. During this time student mobility has also decreased significantly; 19% of the school's population was mobile in 2009-2010 down to only 1.8% in 2013-2014. The school reenrolled 98.2% of its current students.

With enrollment increasing, attendance rates have remained above 95% for the past three years which is higher than local area schools; furthermore, the Academy's chronic absences of 8.3% is 20-25% lower than local area schools.

The increase in student enrollment has also resulted in changes within specific subgroups. African American enrollment has risen to 5.6% of the school's population, up approximately 0.5% per year for the past five years. Hispanic/Latino and Asian subgroups have remained steady at less than 2% of the school population. Economically disadvantaged students have risen 4.5% over the past three years and now comprise 89.9% of the school's enrollment. Additionally, the English learner population has increased by 3.6% to its highest level constituting 37.7% of the school's student body.

The changes in student body composition have prompted objectives and activities within the school-wide goals to be written specifically to address subgroups and ensure all student needs are met. The increased enrollment also prompts the need for instructional staff which is also reflected within the goals in the form of instructional technicians and coaches, and/or interventionists.

PROGRAM AND PROCESS DATA

Based on the results gathered from stakeholder surveys and additional written feedback within the surveys the following conclusions were drawn:

- The following programs were rated good or excellent by a majority of stakeholders:
- PlayWorks
- Everyday Mathematics
- Imagine IT!
- TCI History, Government, Geography Alive!
- Full Option Science System (FOSS)
- Connected Mathematics 3

Sustained and ongoing professional development sessions are required in the following areas:

- Everyday Mathematics
- Imagine IT!
- TCI History, Government, Geography Alive!

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- Full Option Science System (FOSS)
- Connected Mathematics 3
- Core-Plus Mathematics
- Differentiation
- Sheltered Instructional Observation Protocol

Furthermore, Response to Intervention/Multi Tiered System of Support program data and teacher walkthrough process data has shown a need for additional modeling of instructional interventions that correspond with the students' identified deficit area(s). An analysis of the RtI/MTSS process data shows a need to have additional formative assessments that are reviewed every four to six weeks to monitor the effectiveness of interventions and to allow students to change tier as needed.

Program data have identified an ongoing need to utilize walkthrough tools to monitor the effectiveness and consistency of EL services in all classrooms as applicable with ongoing feedback and mentoring. Program data also indicates the need to use the Michigan Department of Education Program Evaluation Tool to assess the EL Program effectiveness supported by data and validity. There is an ongoing need for all staff to consider and utilize student achievement data, in addition to performance expectations and other risk factors that may impact student achievement such as attendance, behavior, and family history.

PERCEPTION DATA

School-wide evaluation surveys were used to measure stakeholders' perception of how well the school and its programs are performing. All students in grades 2-12 completed online perception and program/process surveys during class, and were provided clarification on questions, if any arose. There were two student surveys, one for grades 2 - 5 and another for grades 6 - 12 which enabled simplified language to be used for the younger students. All faculty and staff were asked to complete the survey and provided with ample time to complete the online surveys anonymously and submitted electronically to provide program/process data and perception data. A new format of the Parent School-Wide Evaluation Survey was created this year based on the shared feedback from last school year in an attempt to increase the number of surveys completed. Parent/guardian surveys were mailed to the homes of all families. Approximately 65 parents/guardians completed the surveys. Hence, students, parents, staff, and members of the school community were surveyed to measure their perception of the school's performance.

Student Perception Data:

Of the 610 elementary students that completed the grade 2-5 version of the school-wide evaluation survey, the highest overall satisfaction ranking was students feeling as though teachers want them to do their best work and feeling as though teachers help students to learn things they will need to know in the future. Of the 622 middle and high school students that were surveyed, the highest overall satisfaction ratings were supporting the core content areas of Social Studies (69% satisfaction), Math, and English as well as Physical Education. The conclusion of these results support the Academy's efforts in ensuring that staff is providing high quality education to support the learning of all students.

Of the 610 elementary students that were surveyed, the overall lowest satisfaction ranking was that students did not like attending the after-school program. Additionally, students in grades 2-5 were unsatisfied with how other students treat the things of others. This was similar to the results of students in grades 6-12. Of the 622 students in grades 6-12 that completed the survey, the lowest satisfaction rating of 71% of students rating as fair or poor was all students being treated with respect; the second lowest was the need for students to respect the property of others more. As a result of the information, the Academy will continue to reflect on the effectiveness of the after-school program

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and propose changes based on shared feedback for the 2015-16 school year. Furthermore, an action plan will be put into place with all educators to positively address the shared feeling of mutual respect of all through the implementation of an ongoing positive behavior and intervention support system and school-wide initiatives to address these items. A system to monitor and continuously evaluate these initiatives will be put into place.

Parent Perception Data:

There were 65 parents that completed the School-Wide Evaluation Survey for the 2014-15 school year. In reviewing the indicators that received the highest ratings of satisfaction, there was an overwhelmingly high level of satisfaction with the safety of the building, custodial services, as well as maintenance of the building. The next highest rating of satisfaction was 85% of parents feeling that their children are being prepared for the next grade level. Furthermore, there was a high level of satisfaction with the following:

- Academic programs
- English language arts
- Fairness and consistency of administration with the school discipline policy
- Instructional time being protected with minimal interruptions
- Rules are applied with fairness
- Respect of cultural and social differences of students and parents by administration.

These ratings of satisfaction are proof of ongoing success with the implementation of 2014-15 school goals and initiatives.

Of the 65 parents that were surveyed, the lowest overall satisfaction rating was with the food services which received a rating of 34%. In reviewed shared feedback throughout the year, there has been a level of dissatisfaction of portion sizes due to the Federal school lunch regulations. The Director of Food Services and applicable administrators will further investigate the reasons of dissatisfaction. The next lowest rating of satisfaction was with the After-School Achievement Campers Program and tutorial programs. This was similar to the feedback from the elementary student surveys. The After-School Coordinator will collaborate with all stakeholders to make recommendations for changes for the program aligned to stakeholder feedback for the 2015-16 school year.

Teacher/Staff Perception Data

There was a total of 149 staff members that completed the School-Wide Evaluation Survey. Of those surveyed, the highest overall satisfaction was with the cleanliness and safety of the building, and custodial services with over 90% satisfaction rate. This was calculated by adding the number of staff that rated excellent and good. The second highest rating was for the student health and medical services with a rating of 87%. Follow-up ratings with high levels of satisfaction are:

- School leaders expect all staff to hold students to high academic standards.
- School leaders ensure all staff members use supervisory feedback to ensure student learning
- English, Reading and Writing
- Mathematics

Reflection of these satisfactory indicators are positive and support the ongoing planning for the 2015-16 school year. Furthermore, with the adoption of new programs such as SRA Imagine It, Connected Math, Math XL, and others, the ratings of for English, Reading and Writing and the Mathematics has shown improvement.

In reviewing the indicators on the School-Wide Evaluation, the staff indicated that the attitude of students toward the school and the attitude of the teachers toward the school were the highest levels of dissatisfaction. More than 60% of the staff felt rated these two indicators as top concerns. This was similar to the results of the student perceptions of not feeling like they are treated with respect. Ongoing efforts to implement a positive behavior intervention support system, with a focus on building mutual respect amongst all stakeholders will be a focus

for the 2015-16 school year. Furthermore, the Dean of Student Affairs with collaboration of all staff will be working to implement and monitor initiatives that address the need for mutual respect ongoing throughout the year.

Stakeholder/Community Perception

Based on shared feedback of various stakeholders and community leaders, there is a high level of satisfaction in regard to feeling welcomed in the school building, the services offered and the level of organization of school-wide events. It was also noted and shared that external stakeholders value the level of knowledge the staff exhibit during instruction, professional development, activities, field trips, etc. Furthermore, positive feedback was shared that the school is proactively addressing a focus on college and career readiness with the facilitation of the career fair, college visits, and supporting students with the application and admissions into colleges and universities.

The lowest levels of satisfaction from various stakeholders and community leaders is the current waitlist of students. The Academy recognizes the need to work with all stakeholders and address all needs.

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 school goals were collaboratively written by stakeholders with the aid of the district support center to address the identified areas of concern based on the needs assessment. Each goal and its supporting strategies and activities aligns to an academic area, student subgroup, or program/process.

For example Goal 1 (All students will be proficient in mathematics.) was selected because three subgroups were identified as areas of improvement on the accountability scorecard. Furthermore, the objectives were written to specifically target the whole school as well as highlight the subgroups within the school's population that are the most at risk:

Objective 1: 85% of all students will demonstrate a proficiency in all Common Core State Standards in Mathematics by 06/30/2022 as measured by state level assessments, where an annual 5.2% increase will occur from the baseline of 34% in 2011-12.

Objective 2: 85% of the bottom 30% of students will demonstrate a proficiency in all Common Core State Standards in Mathematics by 06/30/2022 as measured by state level assessments, where an annual 13% increase will occur from the baseline of 0% in 2011-12.

Objective 3: 85% of the subgroup of African American students will demonstrate a proficiency in all Common Core State Standards in Mathematics by 06/30/2022 as measured by state level assessments, where an annual 13% increase will occur from the baseline of 0% on MEAP and 10% on MME 2011-12.

Objective 4: 85% of the subgroup of Special Education will demonstrate a proficiency in all Common Core State Standards in Mathematics by 06/30/2022 as measured by state level assessments, where an annual 12% increase will occur from the baseline of 12% on MEAP and 0% on MME 2011-12.

Finally scientifically researched strategies, activities, and programs are chosen to address the high priority areas:

- Academic programs for K-5 (Everyday Mathematics), 6-8 (Everyday Mathematics, McDougal Littell and Connected Mathematics 3), and 9-12 (McDougal Littell, Pearson, Brooks/Cole, Core-Plus Mathematics) were chosen based on program/process data collected through stakeholder surveys and student academic achievement.

- Professional developments are planned for to address the implementation of these programs based on program/process data collected through stakeholder surveys.

- Staffing of coaches and/or interventionists (coaching and RtI/MTSS roles) were identified as a possible need based on the academic decline of student subgroups (African American, Bottom 30%, and Students with Disabilities) and the demographic data that indicates that these

subgroups are increasing in size.

- Professional developments are planned for additional training on peer support systems and effective implementation strategies that help the most at-risk students based on the subgroup achievement data and staff perception that they required additional training.

- Supplemental resources will be provided to help close the achievement gap and provide the necessary resources to ensure best instructional practices are in place at all times. Based on stakeholder feedback on program/process data collected through stakeholder surveys and student academic achievement data.

- Scheduled weekly or bi-weekly collaboration time is also required to ensure consistent implementation of all curriculum resources and programs. This was included because of stakeholder survey feedback and staff perception data.

- RtI/MTSS will continue to be in place and additional professional development on effective implementation will be provided based on program/process data collected through stakeholder surveys and student academic achievement.

All strategies, programs, staffing, and resources are discussed and chosen by the School Improvement Team of stakeholders with the assistance of the district's support center staff members, and the goals are finalized. The manner in which the aforementioned goal was selected and constructed was replicated for the remaining school goals. Thus, it is clear that the school goals are connected to priority needs through an analysis of multiple types of data.

- The use of Career Cruising is used to support secondary students with a self-exploration and planning program that helps people of all ages achieve their potential in school, career and life in alignment with career and college readiness.

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?

The goals address the needs of the whole school population because the objectives, strategies, and actions within the goals are directly aligned to the identified priority needs through the Comprehensive Needs Assessment analysis of the school accountability scorecard and multiple sources of data. The goals also provide special recognition to children who are disadvantaged in that the Comprehensive Needs Assessment was used to develop the goals. Strategies and activities within the goals address the needs of the whole school population and moreover the needs of the school's disadvantaged population.

The school goals are directly aligned to the identified priority needs through the Comprehensive Needs Assessment analysis of the school accountability scorecard. English Learners' achievement data and program data has shown a need for training on additional layer of services for English learners. Process data has identified an ongoing need for Professional Development on the District's Response to Intervention Plan regarding research-based tiered interventions. Student subgroup data, specifically English Learners' and Economically Disadvantaged data, has demonstrated a need for Professional Learning Communities to implement and provide supplemental mentoring and coaching to instructional staff in the areas of Sheltered Instructional Observation Protocol (SIOP). Based on student achievement data there is an ongoing need to prioritize effective planning to inform instruction, with ongoing monitoring of students' progress and mastery of Limited English Proficiency Standards, and there is an ongoing need to have experienced teachers and instructional administrators model instruction and best practices to meet the needs of all students, with special recognition paid to the school's English Learners' and Economically Disadvantaged populations. Additionally, data-driven decision-making and services ensure that data management systems are utilized for electronic communication and student progress monitoring, thus enabling comprehensive analysis of multiple sources of data. The administration, monitoring and use of supplemental assessment data allows for instructional decisions to be aligned with identified areas of need, and that Tier II and III interventions and programs such as tutorial services are provided before, during, after school and/or summer enrichment to the school's Disadvantaged population.

Therefore, the Comprehensive Needs Assessment addresses the entire school population and Michigan Department of Education identified

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subgroups which include special recognition to children who are disadvantaged. The achievement gaps and trend data from the needs assessment are used to identify scientifically research-based strategies and activities to address the needs of all students and for subgroups of students identified by the Comprehensive Needs Assessment as requiring supplemental programs and services, including special recognition to children who are disadvantaged.

Component 2: Schoolwide Reform Strategies

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

All strategies in the school-wide plan focus on helping all students reach the State's standards because the specific strategies described below are scientifically research-based, and focus on ensuring students reach appropriate proficiency levels on the State's standards. They are used to provide supplemental programs, services, and interventions to students.

Mentors, instructional administrators, and the Director of Staff Mentoring and Coaching are all responsible and collaborate to train teachers on the effective application of all strategies within the school-wide plan. Implementation of all strategies are well monitored through weekly collaboration sessions with teachers led by instructional administrators to review unit and instructional planning and through the use of the McREL PowerWalkthrough Observation Tool. Teachers receive specific feedback pertaining to the effectiveness of the implementation and specific ways to ensure continuous improvements. Teachers will ongoing be encouraged to take leadership roles in professional development sessions.

The following are the groupings of strategies the Academy uses in designing its programs and aligning services to further meet the school improvement goals. The specific researched strategies are itemized below and are described in later sections.

- Professional Learning Communities and Creating a Collaborative Culture (DuFour, Marzano, 2011)
- Rigor COMPASS Model (Williamson, Blackburn 2010)
- Rigor/Relevance Framework (Nussbaum, Daggett 2008)
- Differentiation (Tomlinson 1999)
- Higher Order Thinking Skills (Brookhart 2010)
- Relationships/Brain Research (Nussbaum, Daggett 2008)
- Response to Intervention/Multi-Tiered System of Supports
- Sheltered Instructional Observation Protocol
- Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002)

Staff Professional Learning Communities

Staff professional learning communities provide supplemental mentoring and coaching to instructional staff. The Academy will foster collaborative learning among teachers and stakeholders within a culture of continuous school improvement focused on the students' best interests and academic achievement. Instructional Administrators play a role in scheduling and planning for professional development, grade level and department planning to create a collaborative and aligned environment. This will be implemented through scheduling common planning time, grade level collaboration, departmental collaboration, and opportunities for action research led by staff. Educators are encouraged to share in this leadership planning and address vertical and horizontal planning on a proactive basis.

The Rigor COMPASS Model (Williamson, Blackburn 2010) was adopted by the Academy to provide students with a rigorous and challenging academic experience appropriate to prepare students for post-secondary success. The COMPASS model stands for:

- Creating a positive and supportive school culture
- Ownership and shared vision
- Managing data
- Professional development

- Advocacy

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- Shared accountability
- Structure to support success

The Academy follows the Rigor/Relevance Framework (Nussbaum, Daggett 2008) which is based on the two dimensions of higher standards and student achievement. This framework provides the Academy staff with the guidance needed to align all programs and services with the level of rigor and expectations. The framework is composed of two continuums, a low end of the continuum focuses on acquisition while the high end focuses on using acquired knowledge within four quadrants: Acquisition, Application, Assimilation, and Adaptation. The Academy continues to utilize the framework in the development of curriculum and assessment offering a common language with which to express a more rigorous and relevant curriculum.

The Academy practices differentiation (Tomlinson 1999) to ensure instruction is tailored to meet individual student needs. Instructional administrators collaborate to train teachers on the appropriate methods to differentiate content, process, products, and the learning environment, thus ensuring the best learning experience possible is obtained by all students. Teachers utilize various differentiated strategies including: the use of learning centers, student lead instruction, heterogeneous grouping, leveled reading, Sheltered Instructional Observation Protocol (SIOP), varied assessment types, technology incorporation, use of manipulative, and additional methodologies based on Gardner's Multiple Intelligence Framework.

The strategy of higher order thinking skills known as HOTS (Brookhart 2010) is the foundation of the Academy's instructional program in which students are trained on the use of HOTS through rigorous, student-led, project-based, and standards/criteria referenced instruction and assessments. Through the use of higher order thinking skills as reflected in unit objectives, instructional plans, and assessments, teachers train and assess students on proficiency levels as related to: analysis, evaluation, creation, use of logic and reasoning, judgment, problem solving, creativity, and creative thinking.

Star International Academy believes in the importance of a holistic curriculum that integrates the arts, career and college readiness education, physical education, and second language in addition to the core curricular subjects. Through implementing the strategy of relationships/brain research (Nussbaum, Dagget 2008), the Academy has developed rigorous arts and physical education programs providing students with the opportunity to develop emotional intelligence, motivation, concentration, confidence, and teamwork skills needed to improve their academic achievement.

Response to Intervention/Multi-Tiered System of Supports (RTI/MTSS) is a framework focused on providing a tiered instruction to best meet the individual needs of each student. Tiers of support provide individualized interventions to support students in closing the achievement gap. The Academy is focused on providing ongoing and sustained professional development to support the implementation of tier one instructional strategies as a foundation of the RTI/MTSS.

The Sheltered Instructional Observation Protocols (SIOP) is a framework for planning and delivering instruction in all content areas to English learners as well as other students. The goal is to help teachers integrate academic language development into their lessons, allowing students to learn and practice English as it is used in the context of school. Using this planning framework, teachers accommodate students in the manner in which they teach so that the language and resources they use to explain concepts and information is comprehensible to these students. The instructional strategies address the academic and linguistics needs of English learners.

The School Parent Involvement Plan (PIP) is designed to engage and inform families and the community about instructional processes. The Academy's PIP is based on the Epstein Model (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002). The model is composed of six components:

- Parenting: The Academy provides parents with ample resources from the Parent Institute in the form of flyers, workshops, individualized

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meetings, and professional development to promote student learning at home and increase parental involvement in their student's learning process and are organized by the family engagement liaisons.

-Communicating: The Academy utilizes different forms of communication methods to ensure parents are informed about the Academy's programs and students' progress. This is done through progress reports, which are sent every four to six weeks in compliance with the District's RtI/MTSS plan, parent teacher conferences (translators are available as needed), parent curriculum and assessment night, parent memos, parent emails, newsletters, class websites, workshops, and surveys. School wide and high priority correspondence is translated before it is shared with parents.

-Volunteering: The Academy provides parents with the opportunity to volunteer in the classroom and at school-wide levels. Parents usually volunteer by supporting student performances, classroom activities, sports events, field trips, and attend workshops and trainings for their own learning and education.

-Learning at home: The Academy's staff provides parents with feedback and training on how to provide support to their children. This is done through feedback communicated during Parent Teacher Conferences or during individualized meetings/conferences designed to target needs of a particular student as part of the RtI/MTSS process. The Family Engagement Liaisons also coordinate workshops designated to train parents on best practice strategies to use when helping children with their homework and when preparing for assessments.

-Decision-making: Through participation in the Parent Teacher Council and serving on the school improvement committees, parents have the opportunity to participate in the school-wide decision-making process. Parents' feedback is also taken into account as parent surveys are administered annually to gather their input and further reflect on necessary school improvement as identified in the Comprehensive Needs Assessment.

-Collaborating with the community: The Academy works in partnership with a variety of agencies within the community, such as:

- Playworks
- American Red Cross Blood Drive
- Oakwood Health Systems
- Gleaner's Food Bank
- Purple Heart
- University of Michigan - Dearborn
- Wayne RESA
- ACCESS (Arab Community Center for Economic and Social Services)
- ADC (Arab-American Anti-Discrimination Committee)

The Academy uses the following programs to implement the school wide strategies and resources to focus on helping ALL students reach the State's standards.

Elementary, Grades K-5

English Language Arts: McGraw Hill SRA Imagine It!, Curriculum Associates CARS, Think Stretch, Leveled Novels

Mathematics: McGraw Hill Everyday Mathematics, Sadlier Oxford Progress in Mathematics

Science: Houghton Mifflin Discovery Works, McGraw Hill Science, McGraw Hill A Closer Look, Delta

Specialty Full Option Science System

(FOSS) Kits

Social Studies: Houghton Mifflin Working Together, Build Our Nation, McGraw Hill Communities, Hillsdale Publisher's Meet Michigan (Grade 3), Teacher's Curriculum Institute (TCI) for grades K-2, 4-5

Health & Fitness/Positive School Culture: Playworks

Secondary, Grades 6-12

English Language Arts

Grade 6- 12: Pearson Literature 2015, Prentice Hall Literature, Sadlier Oxford Vocabulary Workbooks and Writing, Novels, SAT Test Prep

Grades 6-8: Curriculum Associates FOCUS and STARS, Reality Central

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Grade 12 Advanced Placement: Clip Notes AP Literature Support Workbook

Mathematics:

Grades 6-8: McGraw Hill Everyday Mathematics, McDougal Littell Mathematics Course 2 and 3, Pearson Connected Mathematics 3, Pearson Math XL, Math Manipulatives

Grades 9-12: McDougal Littell Algebra, Geometry, Algebra II, Addison Wesley Pre-Calculus, McGraw-Hill Core Plus, Pearson Math Manipulatives

Grade 12 Advanced Placement: Brooks Cole-Stuart Single Variable Calculus

Social Studies:

Grades 6-11: Prentice Hall Eastern and Western Hemisphere, McDougal Littell American History, Globe Fearon U.S. History, Holt Rinehart Civics and Economics, Prentice Hall World History, Teacher's Curriculum Institutes (TCI)

AP U.S. History: Wadsworth AP American Pageant

Grades 12 Law (Elective): McGraw-Hill Street Law

Science:

Grades 6-8: McGraw Hill Science, Globe Fearon Life, Physical, Earth, and Prentice Hall Physical Science, Delta Specialty Full Option Science System (FOSS) Kits

Grade 9: Schraer Stoltz Biology, Miller & Levine Biology On-Level

Grade 10: Holt Rinehart Chemistry

Grade 11: Glencoe Principles and Problem, Pearson Integrated Science

AP Biology: Pearson Campbell and Reece Biology, Flynn Inquiry Based Lab Coursework,

Science hands on manipulatives: Scientific Frey, Delta Education

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).

All research-based methods and strategies in the school-wide plan are designed to increase the quality and quantity of instruction. The Academy has adopted a strategic approach to implement, monitor, and evaluate reform strategies with fidelity to ensure all strategies are effective in improving instructional quality as aligned to the goal of closing the achievement gap. The Academy has adopted a list of scientifically research-based strategies which are aimed to target instructional methods across all grade levels. The strategies are itemized below and address different aspects of the instructional process including: the importance of a Professional Learning Community, the effectiveness of differentiated instruction, addressing the learner's multiple intelligences, and ensuring a shared accountability amongst all stakeholders in the best interest of the whole child.

- Professional Learning Communities and Creating a Collaborative Culture (DuFour, Marzano, 2011)
- Rigor COMPASS Model (Williamson, Blackburn 2010)
- Multiple Intelligences (Nicholson-Nelson 1998),
- Differentiation (Tomlinson 1999)
- Higher Order Thinking Skills (Brookhart 2010)
- Relationships/Brain Research (Nussbaum, Daggett 2008)
- Response to Intervention/Multi-Tiered System of Supports

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- Sheltered Instructional Observation Protocol
- Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002)

With the implementation of the above noted programs, there are clear expectations with research based best practices to support teachers with curriculum alignment, and address the instruction of the various content areas. Each program has specific expectations with daily instructional time and outlined scope and sequence for the school year. Such resources positively impact the planning and instruction of curriculum to maximize student performance and attainment of grade level expectations and Common Core standards. At the elementary level, teachers' schedules reflect the integration of Literacy Across the Curriculum (LAC) and Science, Technology, Engineering and Mathematics (STEM) to support the implementation of the program(s) with fidelity and alignment to the research that supports the program. Ongoing review of student achievement and data results will be used to continuously address student proficiency of curriculum expectations.

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

The research-based reform strategies in the school-wide plan that align most with the findings of the Comprehensive Needs Assessment are the "Rigor/Relevance Reform Model" and "The Rigor COMPASS Model." While all adopted scientifically research-based strategies are well suited to close the achievement gaps that are identified in the Comprehensive Needs Assessment (CNA), the Academy's School Improvement Action Research Teams found that the above two models are imperative to ensuring a major reform in the school-wide plan targeting all areas of need.

-The Rigor/Relevance Reform Model and the Rigor COMPASS Model were adopted by the Academy to provide students with a rigorous and challenging academic experience appropriate for students' post-secondary success. The COMPASS model stands for: creating a positive and supportive school culture, ownership and shared vision, managing data, professional development, advocacy, shared accountability, and structure to support success. These are fundamental elements deemed as necessary for any school leader to implement within the school community to ensure a rigorous environment that positively impacts student achievement. Through the adoption of a balanced standards-based and criteria-referenced assessment policy, the Academy has further increased the level of rigor in its instructional, assessment, and program expectations to ensure alignment of the curriculum to the career and college readiness standards.

Mentors, instructional coaches, and instructional administrators have been provided access to school-wide assessment data to further interpret, analyze, and share data results and action plans with teachers and all other instructional staff members. Data-driven planning and instruction is expected across grade levels using the results from the various State and local assessments administered including, but not limited to:

- Michigan Student Test of Educational Progress (M-STEP) with review of Michigan Education Assessment Program (MEAP) trend data
- EXPLORE/PLAN/SAT with review of EXPLORE/PLAN/ACT trend data
- Scantron EdPerformance Series district assessment (grades K-8 for all students, grades 9-10 tier II/III students)
- World Class Instructional Design Assessment (WIDA)
- Formative and Summative assessments aligning with the expectations of the standardized tests.

Data is incorporated in the weekly planning and daily instruction through targeted lessons focused on reinforcement of high priority standards as identified in the CNA. At the beginning of the year as well as throughout the year, instructional staff participate in "data dig" meetings that are coordinated by Central Office administrators in collaboration with building administrators.

The school-wide Professional Development Plan has been developed based on staff members' growth needs as identified in the McREL

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Power Walkthrough data, mid-year McREL teacher observations and end-of-year teacher evaluations, staff surveys, and program needs per gaps identified in the CNA. Teachers and other instructional staff members are provided with training on the school-wide reform strategies each year during the staff orientation and supported throughout the year with ongoing mentoring using of the scientifically research- based strategies. Staff members are also sent to off-site professional development sessions, and are provided with opportunities to share out the necessary training materials with stakeholders throughout the building. Additionally, consultants supporting various curricular resources are brought in to provide initial and ongoing professional development to support the implementation of the resources. These consultants are also available for ongoing communication throughout the year.

The Academy has also developed an Essential Agreement Document, in addition to an Instructional and Interventions Rubric that is shared and communicated with all staff at the beginning of the school year detailing the guidelines expected of all staff members to follow in line with the school-wide reform strategies and plans. Instructional administrators meet annually to review and revise this rubric for the following school year to ensure its full alignment with the District's Response to Intervention/Multi-Tiered System of Supports (RtI/MTSS) Plan and the No Child Left Behind (NCLB) Compact expectations. The Rigor/Relevance Framework (Nussbaum, Daggett 2008) was also found as a needed reform strategy to further implement, monitor, and evaluate instructional practices and student achievement. This model is based on the two dimensions of higher standards and student achievement. This framework provides the Academy staff with the guidance needed to align all programs and services with the level of rigor and expectations anticipated on the Common Core aligned standardized assessment. The Academy continues to utilize the framework in the development of curriculum and assessments considering that it offers a common language with which to express the notion of a more rigorous and relevant curriculum.

The Academy has completed the alignment of the school-wide curriculum to the Common Core State Standards. A team composed of representatives from various grade levels, subject areas, and positions have collaborated to create a master curriculum aligned to the Common Core State Standards for English Language Arts and Mathematics and Grade Level Content Expectations and High School Content Expectations. The utilization of Michigan Department of Education's companion documents for Science were referenced as a resource to create the master curriculum for Science. These units of study will be posted in the Rubicon Atlas Curriculum Management Tool allowing all staff to access the curriculum and resources to support classroom instruction.

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.

Star International Academy follows the District's Response to Intervention/ Multi-Tiered System of Supports (RtI/MTSS) Plan to provide timely and effective assistance to students who are experiencing difficulty mastering the State's academic achievement standards. The plan is updated yearly to further refine the process for identifying students, provide appropriate services, and to ensure implementation of school-wide interventions with fidelity. All students receive Tier I interventions including:

- Core instruction based on best practices
- Differentiated instruction
- Sheltered Instructional Observation Protocol (SIOP) strategies
- Michigan Core Curriculum
- School-wide Positive Behavior Intervention Support
- Family engagement activities
- School-wide Reform Strategies
- Dean of Student Affairs/Goal Setting/ Check-in and out process

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Students who do not show adequate progress to Tier I interventions after 4-6 weeks may require more intense academic intervention. These students are then provided Tier II interventions as aligned to the District's Response to Intervention Multi-Tiered System of Supports (RtI/MTSS) Plan.

Students receiving tier II services receive the above mentioned tier I interventions as well as:

- Small group (4-6) targeted instruction for a minimum of 30 minutes, three to five times a week
- Use of additional supplemental technology devices/resources
- During school Tutorial program
- After school Tutorial program
- Summer School tutorial program
- Reading Specialist/ Interventionist
- Differentiated instruction/assignments
- Dean of Student Affairs/Goal Setting/ Check-in and out process

Tier II students are enrolled in tutorial programs during school and strongly encouraged to enroll in after school tutoring as well as summer school programs. The grade level RtI/MTSS Coordinator and the teacher(s) meet to identify specific and measurable goals based on a variety of data sources to determine applicable tiered interventions to further support targeted instruction. After the six week intervention time frame, the RtI/MTSS team reviews data to determine the student's lateral movement within the tiers, as needed. If the student is not showing significant progress toward the identified goals with tier II interventions, the team will determine if movement to tier III is recommended.

Students recommended to receive tier III interventions are discussed in a collaborative meeting including the grade level teacher(s), interventionists, applicable department coordinators, and parents as needed. Parents are invited to attend these meetings in order to involve them in the learning support process and to help ensure that parents are knowledgeable and aware of specific learning strategies that can be employed at home. Tier III interventions are characterized by increased frequency, duration and intensity of the research-based interventions such as:

- Individualized/small group (1-3) targeted instruction for a minimum of 30 minutes, three to five times a week
- Increased use of additional supplemental technology devices/resources
- During school tutorial program
- After school tutorial program
- Summer school tutorial program
- Reading Recovery (1st grade)
- Reading specialist/ interventionist
- Differentiated instruction/assignments

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

The Academy ensures the needs of students are being met through ongoing and sustained review of the various data sources that are included in the Comprehensive Needs Assessment (CNA). The CNA was conducted through detailed descriptive and inferential statistical analysis of external norm referenced student achievement data from the following:

- Michigan Student Test of Educational Progress (M-STEP) with review of Michigan Education Assessment Program (MEAP) trend data
- EXPLORE/PLAN/SAT with review of EXPLORE/PLAN/ACT trend data

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- Scantron EdPerformance Series district assessment (grades K-8 for all students, grades 9-10 tier II/III students)
- World Class Instructional Design Assessment (WIDA)
- Formative and Summative assessments aligning with the expectations of the standardized tests.

These data sources are used to gather criterion referenced formative and summative performance data to gain a clear understanding of the effectiveness of the school's programs/process, curriculum and instructional practices, and to track student demographic subgroup performance. Ongoing review of student performance is addressed through grade book reviews by instructional administrators, academic monitoring by administrators, counselors and instructional coaches as well. Additionally, surveys were used to measure a variety of stakeholders' perception of how well the school is performing. Students, parents, staff, and members of the school community were surveyed to measure their perception of the school's performance, and inferential and descriptive statistics were employed to complete the analysis of the results.

Component 3: Instruction by Highly Qualified Staff

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

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	Yes, all of the teachers meet the No Child Left Behind (NCLB) requirements for highly qualified.	2014-15 SIA H HQ LEA Assurances

Component 4: Strategies to Attract Highly Qualified Teachers

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

This school year's teacher turnover rate is 19.57%.

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

The level of experience for key teaching and learning personnel during the 2014-15 school year is as follows:

0-3 years of teaching experience= 65 teachers

4-8 years of teaching experience= 22 teachers

9-15 years of teaching experience= 5 teachers

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

The school has implemented various initiatives to attract and retain highly quality teachers regardless of the turnover rate. The initiatives include reinforcing effort and providing staff recognition through emails, shout-outs, appreciation boards, National Teacher Appreciation Week, daily treats, and Educator of the Month recognition. The Academy also holds annual staff recognition assemblies to identify and celebrate educators that go above and beyond the call of duty. The school also utilizes the School Improvement Team and other committee activities to identify areas of School Improvements based on data/need to continually support the Professional Learning Community. Surveys are sent out to teachers, students and parents annually to provide feedback on program quality to make yearly amendments based on stakeholder feedback.

The Academy has established a partnership with the University of Phoenix to offer teachers continuing education opportunities, as well as designated times for mentoring, collaboration and professional development opportunities. The school has partnered with multiple universities to increase the presence and attractiveness for students to complete their student teaching experience at the academy and potentially join the school after receiving appropriate certifications. Educators also have the opportunity to participate in a comprehensive compensation package which includes competitive wages, medical insurance, dental insurance, vision insurance, short term disability, long term disability, life insurance, and tuition reimbursement, 401K matching, and paid time off.

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

The district has implemented specific initiatives to attract and retain highly qualified teachers regardless of the turnover rate. Recruiting occurs at a variety of different levels in the mass media including utilizing a variety of different job boards such as: ZipRecruiter, Teachers-

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Teachers, MAPSA, LinkedIn, Indeed, K12 Job Spot, K12 Jobs, Monster, University Hosted Job Boards (Michigan Based), CareerBuilder and GlassDoor. Additionally the district attends and recruits highly qualified teachers extensively all over the State of Michigan by attending education job fairs at the following universities/organizations: Western Michigan University, Michigan State University, Central Michigan University, Eastern Michigan University, University of Michigan-Ann Arbor, University of Michigan-Dearborn, University of Michigan-Flint, Wayne State University, Saginaw Valley State University, Calvin College, Grand Valley State University, Aquinas College, Hope College, Cornerstone University, We Teacher Charter Schools and Teach for America.

To attract and retain highly qualified teachers the district promotes and sponsors staff recognition events which are held to recognize educators that go above and beyond the call of duty. Furthermore, the district utilizes stakeholder feedback survey's which are used to make program improvements by utilizing staff perception data. Educators have access to supplemental resources and technology, district-wide, to facilitate their teaching practices. District-wide team-building activities as well as an open door policy are in place to enforce and support a positive culture and the retention of staff. The district calendar has half days scheduled on Fridays for PD days beyond those required by sections 1526 & 1527 of Michigan School Code. Teachers are also provided PD activities aligned to their individual growth plans and SIP needs before, during and after school. Teachers are offered additional PD opportunities at local educational agencies, ISDs, Universities, professional organizations in which a substitute is provided. Major area's include Understanding Assessment Results, Improving Teaching and Learning Techniques, Curriculum Alignment, Technology Integration and Supplemental & Support Training.

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?

The Academy has implemented initiatives to lower the turnover rate of highly qualified teachers including, but not limited to, the Staff Tuition Incentive Program (STIP), Professional Development sessions, merit pay, and the opportunity to voice issues online through the My Input Matters (MiM) survey. Furthermore, all staff members have the opportunity to serve on School Improvement Teams, thus teachers are empowered to take part in the decision-making process impacting school-wide programs, services, and policies. Additionally, the school conducts exit surveys to make program improvements and increase the likelihood that highly qualified candidates will stay with the school.

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.

Star International Academy's staff members receive several different types of professional development opportunities in alignment with the Comprehensive Needs Assessment and the goals of the School Improvement Plan. Those opportunities are outlined in the Academy's Professional Development Plan, and are determined based on student achievement results, stakeholder feedback, staff performance indicator needs and utilization of the School Improvement Framework (SIF) standards in addition to McREL High Performing School Standards.

The Academy provides opportunities and will continue to plan for professional development aligned to the Goals outlined below, such as:

English Language Arts

*Raz-Kids Webinar

*SRA Imagine It Phase 1: Initial Implementation Training

*SRA Imagine It Phase 2: Implementation with fidelity and ongoing support

*Supporting Low Level Readers in the Content Area Classroom (Elementary and Secondary)

*AP Institute - AP Literature

*Fountas and Pinnell Leveled Literacy Intervention (LLI) Training

*Reading Recovery Conference

*MAPSA Conference

*WIDA ELD Standards in Action Conference

*RESA/ISD Aligned Professional Development

*Sheltered Instruction Observation Protocols

*Core vs. Supplemental Materials and maximized use

Social Studies

*TCI Training to support implementation

*AP Institute - US Government & Politics

*AP Institute - AP US History

*RESA/ISD Aligned Professional Development

*Sheltered Instruction Observation Protocols

*Core vs. Supplemental Materials and maximized use

Mathematics

*EMATHS Online Geometry Units

*MSTA 63RD Annual Conference

*Connected Mathematics 3 Training- Grade 6-8

*Institute of Educational Excellence Professional Development and Coaches

*Everyday Mathematics Phase 1: Initial Implementation Training

*Everyday Mathematics Phase 2: Implementation with fidelity and ongoing support

*TI-Nspire Calculator Training

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- *Using Assessments to Deepen Students' Understanding of Fractions
- *RESA/ISD Aligned Professional Development
- *Sheltered Instruction Observation Protocols
- *Core vs. Supplemental Materials and maximized use

Science

- *FOSS Science Kits-Delta Education
- *FOSS Curriculum Implementation for the Middle School Modules
- *AP Biology Experienced Teacher Workshop
- *Activating Michigan's New Science Standards NOW: NGSS Practices 1,2 & 3
- *The Elementary Science Curriculum Network Series, grades 4-5
- *MDSTA Fall Conference (Math/Science/Engineering)
- *RESA/ISD Aligned Professional Development
- *Sheltered Instruction Observation Protocols
- *Core vs. Supplemental Materials and maximized use

Response to Intervention/Multi-Tiered System of Supports

- *Response to Intervention/ Multi-Tiered System of Supports Training
- *Using Technology with Classroom Instruction That Works
- *Kagan Cooperative Learning Workshop - Higher Level Thinking Skills
- *Jonathan Erwin - Classroom Management, Differentiated Instruction, Student Engagement and Motivation
- *Using Technology with 'Classroom Instruction That Works'
- *Formative Assessment Series
- *Developing Quality Rubrics
- *Examining Student Work
- *Sheltered Instructional Observation Protocols (SIOP)
- *Special Populations Conference
- *RESA/ISD Aligned Professional Development
- *Images and Perception Conference
- *Michigan Association of State/Federal Program Services Fall and Winter Institutes

Professional Development Aligned to Supporting All School-Wide Goals:

- *Hamadeh Educational Services (HES) Essential Agreements
- *Instructional and Interventions Practices Rubric
- *HES Pillars
- *Parent/Student Handbook
- *School-wide Discipline Policies
- *No Child Left Behind Compact
- *Effective Classroom Management Systems in the Classroom
- *Positive Behavior Interventions System
- *School Scorecard Data and the School Improvement Plan (SIP)
- *Mentoring Program: Effective Mentoring and Leadership aligned to the SIP/ Danielson Model

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- *Backwards Planning Design with Unit Planning
- *Data Dig Meetings: Accessing student data, school /grade /class/student-level findings per assessment and content area,
- *Core vs. Supplemental Resources aligned to funding sources
- *Expectations for tutorial staff
- *McREL Teacher Evaluation System, Power Walkthroughs, and Professional Development Goals
- *Smartboard and Smart Response Training/Technology Use Policies and Procedures
- *Homeless Liaison: Homeless Identification
- *Scantron EdPerformance Series Training
- *Mutli-Tiered Systems of Supports
- *Rubicon Atlas Curriculum Mapping tool
- *PowerSchool Training and Gradebook support
- *Professional Learning Communities and Creating a Collaborative Culture (DuFour, Marzano, 2011)
- *Rigor COMPASS Model (Williamson, Blackburn 2010)
- *Multiple Intelligences (Nicholson-Nelson 1998),
- *Differentiation (Tomlinson 1999)
- *Higher Order Thinking Skills (Brookhart 2010)
- *Relationships/Brain Research (Nussbaum, Daggett 2008)
- *Response to Intervention/Multi-Tiered System of Supports
- *Sheltered Instructional Observation Protocol
- *Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002)
- *MERA, MSTC, MPHAA
- *DAS Conferences

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

Staff members receive ongoing and sustained professional development that is aligned with the Comprehensive Needs Assessment in addition to the Academy's professional development plan. Staff members participate in professional development activities at the start of the school year through educator orientation and ongoing mentoring/coaching support throughout the school year. The Academy provides half-day Fridays that are dedicated to mentoring/coaching and school improvement activities which are documented in detailed meeting minutes with supporting evidence and artifacts. Utilizing McREL teacher evaluation system, the administrative team is able to provide professional development that is continuously moving forward as needs are reassessed, bi-annually through formal observations and ongoing throughout the year using power walkthroughs. Staff members have the opportunity to evaluate current professional development sessions and provide suggestions on upcoming sessions based on stakeholder feedback and identified needs. Ongoing professional development is sustained throughout the year by support from instructional administration, Support Center specialists, peer mentors and instructional coaches. In addition, outside representatives provide training on a variety of resources through workshops either at school or off-site. Staff members with fewer than three years of teaching experience also receive assigned mentor with greater than three years of teaching experience to support ongoing and sustained professional development and growth. Educators, upon receiving professional development, are asked to then train other educators to take a leadership role and ensure shared professional development amongst the staff with continuity and support by all.

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Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		SIA Professional Development Plan 2015-16

Component 6: Strategies to Increase Parental Involvement

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

Parents are, and will continue to be, involved in the design of the school-wide plan through their participation in the School Improvement Teams subcommittees, which are composed of administrators, teachers, students, and parents. Parents are also involved through their attendance in monthly Parent Teacher Committee (PTC) meetings. Parent Professional Development sessions are held on a monthly basis through which parents contribute their thoughts and ideas to the design, implementation and evaluation of the School Improvement Framework Cycle and school-wide programs and offerings. Parental Involvement in the School Improvement Process assists in the design of the school-wide plan through active participation in committees and Parent Teacher Council (PTC) meetings, providing feedback on school-wide activities, collaboration with Family Engagement Liaisons, mentoring opportunities from staff and to parents on policy and school plans, and participation in a bi-annual review of the Parental Involvement Policy and No Child Left Behind Parent Compact. Parents are also involved in the design of the school-wide plan by sharing feedback through stakeholder feedback surveys and ongoing Parent Curriculum and Assessment Nights, Parent Orientation, and Parent-Teacher Conferences.

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

Parents are and will continue to be involved in the implementation of the school-wide plan through direct partnership and collaboration within Star International Academy School Improvement Plan Committees. As active participants in the school community, parents volunteer time at school-wide and classroom level events that directly correlate with the Academy's goals, action plans, and activities as outlined in the school-wide plan. Parents heavily contribute to the effective implementation of the planned activities through volunteering to work closely with the Academy's staff on planning and executing school-wide activities such as Trivia Bingo, The Dome Theater, The Health Fair, Family Fun Day, Muffins with Moms, and Donuts with Dads. Such events bridge the gap between home and school, which are directly aligned with Star International Academy's School Improvement Framework. Furthermore, parents are able to be fully engaged in parent professional development sessions. Parents are also invited to lead presentations and contribute to the design and administration of professional development sessions through collaboration of the Parent Teacher Council and Family Engagement Liaisons. Additional implementation of the school-wide plan is reflected in parental participation in the parent professional development sessions that are designed and led by the Academy's Family Engagement Liaisons. These focus on high priority areas to further educate parents about effective parenting skills as related to dealing with topics including but not limited to bullying, homework strategies, health and hygiene, and standardized assessments. Parents take away the strategies to further implement at home. The open door policy encourage parents to participate in classroom lessons and activities and assist in ensuring implementation of school-wide initiatives.

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

Parents are involved in the evaluation of the school-wide plan through their roles in School Improvement Plan (SIP) subcommittees as well as through their feedback provided in parent surveys. Parents have the opportunity to reflect and evaluate all components of the school-wide plan with a focus on the Academy's school-wide events such as family nights, conferences, and school-wide policies. During parent professional development sessions, parents are able to share feedback pertaining to various school-wide initiatives and activities. The Family Engagement Liaisons work to address this feedback as needed to the appropriate administrators, and action plans are put in place to focus on continuous improvement.

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The Academy also utilizes surveys to further gather parental feedback and input on the school-wide plan. Surveys are completed on an annual basis. Additionally, at least biannually, parents reflect on the No Child Left Behind (NCLB) Compact and provide ongoing feedback. The Academy's Family Engagement Liaisons communicate directly with parents who express having difficulty completing the survey due to language barriers or other barriers to completion. Liaisons contact the identified parents and complete the survey questions over the phone. The compiling of the survey and involvement of the parents is all in part to create an accurate and valid evaluation of the school-wide plan, getting as much feedback to incorporate into the School Improvement Framework for the current year and goals for the following school year.

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	Yes, Star International Academy does have a Title I Parent Involvement Policy that addresses how the school carries out required activities of ESEA Section 1118 (c) through (f). The Academy's ESEA includes Section 1118 C, Policy Improvement, Section 1118 D Shared Responsibility, Section 1118 E Building Capacity and Involvement and Section 1118 F Accessibility. Additional details of the policy are outlined and described in the Academy's Parent Involvement Plan attached in the appendices section.	SIA Parent Involvement Plan 2015-16

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

The school complies with the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f) by implementing the following as detailed in the Academy's Parent Involvement Plan:

* 1118 (e) (1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress:

-School staff annually and ongoing share the State's Standards and Curriculum with parents, Course Syllabi and class instructional materials. Core and supplemental curriculum and resources, in addition to the grading policies and assessment expectations are displayed and shared with parents during Parent Orientation, Parent Curriculum and Assessment Night, and Parent-Teacher Conferences. Parent weekly newsletters are also shared with parents of elementary students on an ongoing basis. Furthermore, State assessments, such as the Michigan Student Test of Educational Progress (M-STEP) and WIDA are explained to parents in addition to district wide assessments such as Scantron and QRI testing.

Additional measures taken to ensure parent understanding are noted below:

- Action Plans are created to target grade level high priority areas.
- State assessment data is used to identify At-Risk students to receive additional services.

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- Student progress reports are sent home to inform parents of student progress.
- Power School Parent Portal is available and accessible to parents at all time.
- Parent PD sessions are conducted on a monthly basis that cover various academic and behavior management strategies that will assist parents in helping their children at home.

*1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement:

-Staff will provide parents with appropriate materials and offer training within the Academy to enable parents to support their child's academic progress. These include parent Professional Development sessions to target high priority areas such as behavior/discipline and academic achievement. Also, parent Professional Development sessions on curriculum materials are provided at the annual Curriculum Night on the Leveled Reading, Everyday Math, English, Science, and Social Studies curriculums and programs. Furthermore, the Parent Institute Brochures are shared with parents to address a variety of topics aligned to working with students and supporting their success. Parents are also provided with the availability of Parent Guides aligned with Think Stretch Summer Learning Workbooks, in addition to printed targeted instruction from Scantron with the answer keys which are aligned to students' suggested learning objectives.

*1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to and communicate with parents in order to coordinate and implement parent involvement programs, and to build relationships between the parents and the school:

-On-going Professional Development for staff on effective ways to increase parent involvement occurs annually and ongoing. Staff receive training on the Epstein Model to plan and align activities with parent needs and research based practices. Furthermore, staff are provided with training prior to Parent Orientation, and Parent Curriculum and Assessment nights to ensure a shared understanding of expectations and preparations. Parent Feedback on surveys is used during School Improvement Planning to improve programs, services, and resources.

*1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children:

The Academy provides several different opportunities for parents to be involved in their child's education through programs offered. Parent Teacher Council meets monthly to discuss and plan for student and parent activities aligned with State Curriculum and Parent Involvement Policy. Parents participate in School Improvement Teams including Family Activities and Assistance team (FAA), Response to Intervention team (Rtl), Supplemental PD team (SPD), Preschool Transitions team (PTS), Safe & Secure Learning team (SSL), School Recognitions Activities team (SRS), and Program Fidelity Team (PFT), and School-wide Reform Strategies Team (SRS). Other opportunities provided to parents are volunteering in classroom or school-wide events, ISD-Hearing Impaired Consultation, and other consultation from the School Psychologist, Speech Therapist, and Social Worker. The Family Engagement Liaisons focus efforts in planning and ensuring parent involvement in a range of family engagement activities such as Family Fun Day, The Dome Theatre, Family Health Fair, and much more! Parents are sought out to participate in field trips, school assemblies, student shadowing opportunities, Parent-Teacher Conferences, music concerts, and much more. The Epstein Model is followed to ensure that the essential components of parenting, communicating, volunteering, learning at home, decision making, and collaboration with community are addressed and supported whether it be in person or via materials shared with parents. Additionally, during parent professional developments and meetings, light refreshments and snacks are made available.

*1118 (e) (5) Shall ensure information is shared with parents in a language and format they can understand:

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The majority of our families are Arabic speaking. The Academy ensures that any information shared with parents is translated to the Arabic language. Interpreters are also available during Parent Orientation, Parent Curriculum and Assessment Night, Parent-Teacher Conferences and all meetings with parents. Upon request, forms are modified and translated into English or Arabic. Also, parent-friendly language is used in the classroom specifically and building in general, as well as school letters and other documents sent home are translated to ensure parent understanding.

*1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request:

Parents are provided with other reasonable support such as ongoing participation and input in the School Improvement Teams. Parents also have the opportunity to participate in the end of the school year School Improvement Parent Surveys as well as various parent surveys offered throughout the school year, to provide feedback and suggestions. Various Family Engagement Activities, participation in the monthly Parent Teacher Council Meetings, and co-leading of afterschool clubs and activities are available to parents throughout the year. Parents also receive assistance based on request with completion of enrollment applications, Parent-Student contracts, late pick up, after school tutoring, student mentoring, and much more!

*1118 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children:

Parents with limited English proficiency, disabilities and parents of migratory children are provided with any support needed and any of the following:

- Translated school-wide communications, both written and verbally, as may be presented in person, electronically, via phone, and mail
- Access to ramps and elevators throughout the building as well as meetings held on the first level to minimize transportation
- Access to assistive communication devices are available upon request as needed
- Designated parking for the handicap
- Translation devices for Arabic language as needed
- Any other requests aligned to the Americans with Disabilities Act (ADA)

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

Star International Academy has established a School Improvement Action Research Team (ART) subcommittee referred to as the FAA, which stands for Family Activities and Assistance team. This team of educators with parent representation have reviewed and will continue to review the Parent Involvement components of the School Improvement Plan. Ongoing reflection and evaluation of the parent involvement within the school at monthly and bimonthly School Improvement meetings, and implementation of the Epstein model is evidence.

Additionally, ongoing Family Engagement Liaison meetings to review and plan for parent involvement is and will continue to be evidenced. Furthermore, during monthly parent professional development sessions lead by Family Engagement Liaisons, the Epstein Model/Program was shared with parents, in addition to a follow up session was held for review and evaluation of the Parent Involvement Plan. Such measures will continue to proactively take place.

The evaluation will further include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have Limited English Proficiency (LEP/ELL), have limited Literacy, and are of any racial or ethnic minority background). The Academy will use the findings of the evaluation about our parental involvement, and to

revise, if necessary, the school's Parent Involvement Policies.

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

The results of the evaluation will be used to improve the school-wide program. First, the School Improvement Team (SIT) will analyze the data and look for patterns and trends that show areas of strength and areas that need improvement. Collaboration with key stakeholders will then take place to create and discuss strategies required for positive changes. Based on this collaboration, the School Improvement team will develop a timeline to implement the necessary changes of the school-wide program. The plan will include important action items/activities reflective of the appropriate goals, strategies, timeline for implementation, family engagement events, and a corresponding budget in line with the federal funds allocated in the Academy's Consolidated Application.

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

The School Parent Compact was developed with consistent involvement of parents through district and School Improvement Team educators, committees and processes including the Parent Teacher Council with a maintained focus on the design, implementation and evaluation of the School Improvement Plan. The Academy's Support Center personnel further reviewed the compact to ensure thorough coverage of all guidelines and full alignment with the No Child Left Behind Act. The compact is then shared with all Academy staff for use and implementation.

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

Star International Academy utilized the School Parent Compact twice a year as a reinforcement of State and school guidelines. The School Parent Compact is reviewed and signed once during parent orientation which is held in August every year, and ongoing at Parent-Teacher Conferences, which are held in November, February and May every school year. The Parent Compact is used to reinforce school and State guidelines, policies, and school expectations and to remind parents of the role they play in their child's education. Parents, students, and educators play a collaborative role during this discussion.

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

Star International Academy utilized the School Parent Compact twice a year as a reinforcement of State and school guidelines. The School Parent Compact is reviewed and signed once during parent orientation which is held in August every year, and ongoing at Parent-Teacher Conferences, which are held in November, February and May every school year. The Parent Compact is used to reinforce school and State guidelines, policies, and school expectations and to remind parents of the role they play in their child's education. Parents, students, and educators play a collaborative role during this discussion.

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The School's School-Parent Compact is attached.	SIA NCLB School-Parent Compact 2015-2016

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

Star International Academy has ongoing opportunity to share individual student academic achievement results with parents. Staff members that speak the Arabic language, which is the predominant secondary language of the student body, that include teachers, tutorial staff, administrators, and other support personnel are made available to assist with language barriers as applicable for translation purposes. Ongoing opportunity for parents to come into the school building and have assessment results and ratings explained to them in the English language as well is available. The staff mentioned previously is available at any time for translation services during conferences, phone calls, and meetings. The Academy uses translated documents at all time. Parent stakeholder feedback surveys are sent in both English and Arabic as well. Translated guides for WIDA assessment results are available.

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?

Star International Academy's Preschool Transition Plan for connecting with preschool age children involves more than a once a year visitation to the kindergarten classroom. The program includes providing training to preschool parents and preschool teachers on the skills these students will need when they enter kindergarten. The activities include, but are not limited to, inviting preschool children and their parents (both existing and new students from other preschool programs) to kindergarten open house as evidenced by translated letters inviting parents to open house and sign-in sheets that are kept in the Academy's parent involvement binders. Lastly, an end of the year Preschool Parent Transition meeting will be held for parents. This meeting consists of ideas and strategies from the Kindergarten teachers to help the preschool children and parents have a better transition experience come Fall.

Some activities to "reach out" and "reach back" to families beyond talking to parents upon entering preschool and kindergarten are summarized below (both existing and new students from other preschool programs):

1. Periodic contact with families of preschoolers occurs either via telephone or face-to-face share information about the child and their routines, and their school setting. Parents walk their children into the building and are welcomed and encouraged to stay with the students and get them started in the morning if they choose. During this time parents talk with the lead and associate teachers about student progress. The parents are asked to gradually shorten their stay within the classroom as the year goes on. This helps foster independence of the children. Classroom newsletters and notes also go home on a weekly basis and phone calls are made as well when deemed necessary. Letters and emails are sent encouraging classroom volunteers as well.

2. Periodic contact with children themselves is done by staff members to begin to develop a relationship with students prior to school entry. Before school begins, each family has a 60 minute home visit. During the initial home visit the parents are asked several open-ended questions to develop a strong parent teacher partnership such as: Tell me about your child? What does your child like to do at home? What are some of the family activities that you and your child do together? Who does your child interact with both at home and outside of the home? What does your child like best about school? Parents are also invited to a Preschool Parent Orientation where important school readiness topics are discussed and then parents are released to the assigned Preschool classroom where they are given additional information such as school policies and procedures, classroom routines and expectations, and children are encouraged to participate in several activities and/or play in the classroom centers.

3. As part of the transition activities, the preschool students visit/tour the Kindergarten classrooms to listen to a story, ask the current Kindergarten students questions, take part in hands-on activities, and have snack together. The children rotate throughout the other five Kindergarten classrooms. In preparation for Kindergarten, preschool students also go to the cafeteria to have lunch since they are only accustomed to family style meals in their preschool classroom. Kindergarten Reading Buddies are also implemented towards the middle of the year. At the mid-year mark, preschool teachers are asked to create a monthly transition calendar of events, which is then shared with the Kindergarten teachers. Activities and events are then planned for, organized, and implemented monthly until the end of the year.

4. Some of the home learning activities that are administered to preschool students are: Picture/Family Tree Activities, All About Me Themes, Saying Goodbye, etc. An example of the home activities is the December homework packet which usually includes a reading log, letter practice (color the picture that starts with the letters "Ee" and "Pp" and draw a picture of what you find in your house that starts with those letters), self-help tips for parents (self-feeding, independent dressing and grooming, hygiene and toileting, and helping with daily chores like

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table setting and picking up toys), tip of the month (read favorite stories more than one time. Ask the child to re-tell parts of familiar stories), name writing practice, and a creative project. The creative project is creating a snowflake however the parents and child would like. Parents are encouraged to use many materials to create this project to make an original masterpiece.

5. The Academy plans for informational meetings and parental involvement activities. The preschool program offers supervision for early arrival as well as late dismissal. All special events and concerts are scheduled during the school day whereby parents can stay and volunteer afterward. All parents receive weekly newsletters and phone calls as needed to communicate needs and are encouraged to interact amongst one another whether their child is in the same class or not. Parents can also track their child's behavior through a new technology tool called Classroom DoJo, which all the preschool teachers use daily. Parents have the opportunity to meet one another during Curriculum Night, Parent Orientation, field trips and other school-wide events. The children and parents also encouraged to participate in bi-monthly fieldtrips. Parents are also given the opportunity to watch their children perform songs in Arabic and English throughout the year. Parents are also invited and encouraged to participate with Preschool Graduation. Parents are encouraged to attend field trips and volunteer in the classroom. This is evident through parent letters and parent sign in sheets.

6. Information Dissemination (letters, newsletters, online resources, etc.): During parent teacher conferences an individual student report is printed along with additional activities which parents are encouraged to do with their child(ren). Parents are also given access to the online screener "Ages and Stages" which also provides additional resources for parents. During the initial home visit, parents are given "Creative Curriculum Learning Games 48-60 Months," and during the final home visit parents are given "Math Right From the Start" both resources are by Teaching Strategies.

7. Home Visits (minimum two per year): Before school begins each family has a 60 minute home visit. During the home visit the parents are asked several open ended questions to develop a strong parent teacher partnership such as: Tell me about your child. What does your child like to do at home? What are some of the family activities that you and your child do together? Who does your child interact with both at home and outside of the home? What does your child like best about school? During this home visit the parents are given the following resource, Creative Curriculum Learning Games 48-60 Months. The developmental screener Ages and Stages is also discussed along with a family questionnaire.

Toward the end of school, a final 60 minute home visit is done and parents are asked the following questions: How is your child doing at home now that they have been in school for a while? How do you feel s/he is doing at school? (Offer your perspective.), In what ways did your child and your family benefit from being involved with our program this year?, What goals do you have over the summer and also for Kindergarten?, and Do you have suggestions for how we can improve upon our program in the future? During this home visit the parents are given the following resource, Math Right from the Start. Parents are given the "ABC's of Kindergarten" document and different summer strategies to use to better prepare their child for the next year.

8. Maintain informal contact with preschool "graduates" as many continue within Hamadeh Educational Services sister academies: Universal Learning Academy, Universal Academy, or Noor International Academy. They are also given a survey to ask about their preschool experience which includes the following questions: How did you like breakfast and lunch?, How did you like our 'Out of School' field trips (Apple Orchard, Pump It Up, Detroit Zoo, Hands On Museum)?, How did you like your monthly homework packet?, How did you like the project piece of the homework?, How did you like the reading log in the homework?, How did you like performing at assemblies?, How did you like your preschool graduation?

A Child Follow Up Survey is also done yearly, by the child's kindergarten teacher, first grade teacher, and the child's second grade teacher. These surveys are kept in the child's formal student file.

9. Facilitate early registration and summer activities (prior to orientation): Early registration begins in February and March of each school

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year. Each family is prequalified by Great Start to Readiness eligibility and risk factor requirements which are: Low Family Income, Diagnosed Disability or Identified Developmental Delay, Severe or Challenging Behavior, Primary Home Language Other than English, Parent/s with Low Educational Attainment, Abuse/Neglect of Child or Parent, and Environmental Risk. Summer activities include a booklet for students to work on and are titled, "Summer Learning Program Think Stretch" and Preschool Orientation.

10. Bilingual staff members are made available for parents with home language other than English (Arabic is the primary language of many of the Academy's parents/students) as well as availability of English-Arabic talking electronic dictionary and audio phrasebook with pen scanners (Partner EA900) for communication with Arabic speaking parents. In all preschool classrooms, the associate teacher speaks fluent Arabic and communicates with families as needed. There is also an Arabic department whose staff members are involved in translating preschool documentation for families. Some examples of these documents include: enrollment packet, letters, and field trip information.

11. Parent Orientation for all students (meet staff, visit classes, communicate responsibilities and expectations, etc.): Parent Orientation for all students includes going over the School Improvement Plan and Title One, then the parents go to their child's classroom to meet the teacher and get more specific information from their child's teacher. Preschool parents are also invited to a Preschool Parent Orientation where important topics are discussed and then released to their assigned preschool classroom. In the classroom, they are given additional information and children are encouraged to participate in several activities and/or play in the classroom centers.

12. Ongoing collaboration between Preschool & Kindergarten staff (curriculum alignment and vertical planning, assessments, scheduling/activities, etc.): The Preschool and Kindergarten teaching teams meet several times throughout the school year to discuss the following: summer packets, survey topics (for current and former preschool students), Preschool and Orientations processes, portfolios (end of year assessments, work samples, Teaching Strategies GOLD { Prekindergarten Gradebook}, ASQ, alignment (literacy and math activities because the Kindergarten curriculum is closely aligned to the Pre-Kindergarten curriculum Reggio Emilia), and Kindergarten showcases (display of student work after a unit of study).

13. Staff, parent & student learning opportunities include transition, expectations, homework help, parental involvement, separation anxiety, how to build self-esteem and independent learners, how to integrate reading, writing, counting, and learning the alphabet into daily life, etc. Throughout the year, the Preschool Families, are invited to all the school-wide events including the "Dome," Field Day, Book Fairs, and assemblies. Parents are also encouraged to attend these events. The Academy also connects with preschool-aged children, beyond once a year visitation to the kindergarten classroom, by holding the Preschool Spring Concert, awards assemblies, and Arabic Culture Day in addition to the activities detailed above.

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 Academy uses several assessments for Pre-Kindergarten students to identify training needs for preschool parents and/or preschool teachers. These sessions are aligned to the skills preschool age children will need when they enter kindergarten. The Academy uses the High Scope Quality Assessment Tool called The Preschool Program Quality Assessment (PQA) in addition to the ASQ screener and teacher developed assessments which also align our teaching needs.

The following are a list of trainings the Pre-Kindergarten teachers are provided with: Michigan Association for the Education of Young Children Early Childhood Conference, Creating a Safe Emotional Climate for Children, Creative Curriculum, ASQ, The Power of Play, Adult

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Interaction, and Encouragement vs Praise, Conference, Writing Anecdotal Notes, Planning and Recall Training, Let's Be Friends Training, Talk to Me and Word Plan Training, Let's Sing Training, Hold the Praise - Try Encouragement Instead Training, and Backyard Science. The following topics are provided for parents: Curriculum content and standards, Study Skills and Approaches to Learning, Life Skills & Discipline Help at School/Home, Kindergarten Transition Workshops/Meetings, Collaborative Learning and Team Building, Parent Institute Resources, Love and Logic and the Epstein Model for parental Involvement.

Preschool parents are also invited to attend a Preschool Parent Transition meeting in May that is held by the Kindergarten teachers. This meeting outlines key aspects of kindergarten, summer kindergarten readiness, rules and procedures of the classroom, and a chance for the parents to ask questions about the kindergarten program.

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?

Through the utilization of the School Improvement Processes of design, implement, and evaluate, teachers provide their input into the decisions regarding the use of school-based academic assessments in several ways throughout the school year. Along with other stakeholders, such as administrators, tutorial staff, parents, and students, Star International Academy teachers are directly involved in a data-informed, decision-making process regarding the selection, implementation, and interpretation of these grade level curriculum assessments which are documented in unit planning documents and PowerSchool Gradebook. Teachers create grade level curriculum assessments (formative and summative) based on the levels of knowledge, understanding and acquisition of skills that are appropriate per grade and content area based on the Michigan's Grade Level Content Standards and Common Core standards. This process is done in collaboration with the instructional administrators. Teachers use tools, such as Smart Response software, Scantron EdPerformance Series, ACT Plan/Explore, ACT Cambridge, M-STEP, Tableau software, and formative and summative assessments to assess students and track progress over extended periods of time.

Teachers and the administrative team collaborate to plan for and administer school-based assessments. On a departmental level, teachers actively participate in the decision-making process regarding assessments by planning and creating assessments with guidance of mentors, instructional coaches, and department administrators. During these collaboration sessions, the focus is on data-driven decisions in the creation of school-based assessments that are aligned with state standards. The data is then analyzed to target gaps in student achievement, inform instructional practices, and make decisions about programming for students. Within each unit, there is an ongoing reflection process in place, allowing for continuous improvement of school-based assessment. Additionally, teachers meet in Professional Learning Communities (PLCs) to share ideas and make decisions regarding instruction and assessments across content areas. The nature of the meeting allows teachers to share student assessment data among all grade-level teachers. These meetings also provide for collaboration that lead to decisions about the implementation of Interdisciplinary Assessments for particular grade levels.

Finally, the Program Fidelity Team, a team within the School Improvement Team, consisting of stakeholders including teachers, administrators, support staff, parents, students, and community members, annually evaluates the use of supplemental assessments and determines whether to continue, modify, remove, or add programs. In collaboration with Support Center administration, assessment tools are screened for validity/reliability to ensure they are meeting scientifically research-based definitions and school level needs. Feedback is provided to the school for each assessment tool that is evaluated, and teams make decisions based on feedback. Once end of the year evaluation school improvement activities have been completed, Support Center compiles the assessment schedule for the following year and provides it to school staff for feedback. Following, the schedule is submitted to the board for final approval and implementation.

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 student achievement data analysis for the purpose of improving the academic achievement of all students in several ways. Teachers analyze student data individually, as departments and grade levels, at the school-wide level, and within the School Improvement Teams. Teachers are provided data/reports summarizing student assessment data using our data systems such as PowerSchool Grade Book, Scantron Performance Series, World-class Instructional Design Assessment (WIDA), ACT Cambridge, Goals and SY 2014-2015

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Measures Assessment, PLAN/Explore, ACT, and M-STEP. This information is used to make decisions regarding instruction and programming for students. All of these sources of assessment data, along with other demographic information, are compiled on the Tableau data dashboards available to teacher mentors and instructional administrators, to be used during mentor meetings and collaboration sessions. For 2015-16 and beyond, data will be compiled using Illuminate Education which will allow teachers and staff to access data more specific to their needs. The Illuminate Education system will allow for access to data to inform educational decisions through building-level and team-level collaboration.

Classes are equipped with interactive response managers, supporting teachers immediate access/feedback to student progress. This reinforces the best practice of guiding instruction based on students' mastery of content. Teachers are able to access PowerSchool Gradebook to analyze the achievement data related to formative and summative assessments. Teachers meet regularly in grade level or department teams with instructional coaches to review formative and summative assessments and evaluate student progress to make decisions about instruction. Data assessment software enables teachers to view individualized student data based on multiple and varied academic assessments and to identify At-Risk students and target instruction individually. Professional development was provided on the ongoing use of data tools and how the data can be utilized to support student growth in alignment with school improvement goals and closing the achievement gap.

Teachers with less than three years of certified teaching experience are assigned mentors as part of the mentoring program in which they are mentored in areas including but not limited to the use of achievement data to guide classroom instruction. Teachers regularly meet with mentors to analyze and review the data information and make decisions regarding what instructional and assessment strategies may be implemented in order to improve student achievement. Teachers also receive additional mentoring hours as part of the Academy's Supplemental Professional Development program, providing information related to student achievement data and data-driven decision-making as outlined in the Academy's Professional Development Plan (PDP). In addition to teacher mentoring sessions, instructional staff meet with instructional coaches/department coordinators at a minimum of bi-weekly to further review data and make decisions about instructional practices and programming.

Teachers receive training and are involved in the student achievement data analysis by using mischooldata.org, Tableau data dashboards created by the Director of Research and Evaluation, PowerSchool Teacher grade books, EXPLORE/PLAN/ACT students achievement reports, and Scantron gains reports. Teachers are given some reports, while others can be pulled proactively. Data is integrated with collaboration, planning and ongoing school improvement processes.

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.

Star International Academy follows the District's Response to Intervention/ Multi-Tiered System of Supports (RtI/MTSS) Plan to provide timely and effective assistance to all students who are experiencing difficulty mastering the State's academic achievement standards. The plan is updated yearly to further refine the process for identifying students, provide appropriate services, and to ensure implementation of school-wide interventions with fidelity. All students receive Tier I interventions including:

- Core instruction based on best practices
- Differentiated instruction
- Sheltered Instructional Observation Protocol (SIOP) strategies
- Michigan Core Curriculum
- School-wide Positive Behavior Intervention Support
- Family engagement activities
- School-wide Reform Strategies
- Dean of Student Affairs reflection time, goal setting and check in and out process

Students who do not show adequate progress to Tier I interventions after 6 weeks may require more intense academic intervention. These students are then provided Tier II interventions as aligned to the District's Response to Intervention Multi-Tiered System of Supports (RtI/MTSS) Plan.

Students receiving Tier II services receive the above mentioned Tier I interventions as well as:

- Small group (4-6) targeted instruction for a minimum of 30 minutes, three to five times a week
- Use of additional supplemental technology devices/resources
- During school tutorial program
- After school tutorial program
- Summer school tutorial program
- Reading specialist/ interventionist
- Differentiated instruction/assignments

Tier II students are enrolled in tutorial programs during school and strongly encouraged to enroll in after school tutoring as well as summer school programs. The grade level RtI/MTSS Coordinator and the teacher(s) meet to identify specific and measurable goals based on a variety of data sources to determine applicable tiered interventions to further support targeted instruction. After the six week intervention time frame, the RtI/MTSS team reviews data to determine the student's lateral movement within the tiers, as needed. If the student is not showing significant progress toward the identified goals with Tier II interventions, the team will determine if movement to Tier III is recommended.

Students recommended to receive tier III interventions are discussed in a collaborative meeting including the grade level teacher(s), interventionists, applicable department coordinators, counselors, principal and parents as needed. Parents are invited to attend these meetings in order to involve them in the learning support process and to help ensure that parents are knowledgeable and aware of specific

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learning strategies that can be employed at home. Tier III interventions are characterized by increased frequency, duration and intensity of the research-based interventions such as:

- Individualized/small group (1-3) targeted instruction for a minimum of 30 minutes, three to five times a week
- Increased use of additional supplemental technology devices/resources
- During school tutorial program
- After school tutorial program
- Summer school tutorial program
- Reading Recovery (1st grade)
- Reading specialist/ interventionist
- Differentiated instruction/assignments

Star International Academy follows a protocol when identifying students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Core elementary and secondary teachers complete the appropriate Michigan Department of Education (MDE) Office of Field Services Identification of Eligible 31a Students' Worksheet (after Fall and Spring Assessment windows). Teachers analyze and review data from Scantron EdPerformance assessment, World-Class Instructional Design and Assessment (WIDA), formative and summative assessment data, EXPLORE/PLAN/ACT, Michigan Student Test of Educational Progress (M-STEP), Michigan Merit Exam (MME), District Attendance Percentage (less than 94%), and other risk factors which include teen pregnancy, incarcerated parents, victims of abuse or neglect, and free lunch to identify students who are or may be at-risk of experiencing difficulty mastering the State's academic achievement assessment standards. Students identified within these rosters are enrolled in Power School (student data management system) under Special Programs Enrollment which then identifies the tiered interventions that the student will receive as identified by the RtI/MTSS team.

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?

Star International Academy follows the District Response to Intervention/Multi-Tiered System of Supports (RtI/MTSS) Plan to provide timely and effective assistance to students who are experiencing difficulty mastering the State's academic achievement standards. The plan is updated yearly to further refine the process for identifying students, providing appropriate services, and to ensure implementation of school-wide programs with fidelity to support ongoing academic achievement. Students who are in Tier I receive core instruction based on best practices, differentiated instruction, Sheltered Instructional Observation Protocol (SIOP) strategies, Michigan Core Curriculum and School-wide Positive Behavior Intervention Support. Students who do not respond to Tier I strategies may require more intense academic intervention. Students who do not demonstrate measurable progress with Tier I interventions are provided Tier II interventions as described in the District Response to Intervention/Multi-Tiered System of Supports (RtI/MTSS) Plan.

Tier II students are enrolled in tutorial programs during school and offered the opportunity and encouraged to attend tutorial programs after school and during the summer. Students in Tier II also receive supplemental reading support provided by the Academy's Reading Specialist and Reading Interventionist. Student progress in Tier II is documented and monitored every four to six weeks. After the four to six weeks, the Grade Level RtI team meets to review data to determine the student's lateral movement within the tiers. If the student is not responding to Tier II interventions the RtI team will meet to review student data to determine movement to Tier III. Tier III interventions are characterized by increased frequency, duration and intensity of the research based interventions offered in Tier II. Monitoring and documentation of students' progress and responses to Tier III interventions continue for four to six weeks.

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

Students' individual needs are addressed in the classroom through the use of the District Response to Intervention/Multi-Tiered System of Supports (RtI/MTSS) Plan, Sheltered Instruction Observation Protocol (SIOP), Michigan Core Curriculum, and School wide Positive Behavior Intervention Support to provide differentiated instruction to students. The Academy uses the following differentiated instructional practices:

- Marzano
- Pollock's Summarizing and Note Taking strategies
- Cooperative Learning Strategies
- Setting Objectives and Providing Feedback Strategies
- Pre-Differentiation strategies by Tomlinson
- Rigor COMPASS Model by Williamson and Blackburn
- Rigor/Relevance Framework: Quadrant A-D by Nussbaum and Daggett
- Small group instruction
- Utilization of technology resources
- Utilization of the differentiation companion documents aligned with core and supplemental resources

Student data is analyzed using multiple sources such as, State assessments, alternate assessments, formative and summative assessments, stakeholder feedback, and student portfolios/grade book. This data is analyzed every four to six weeks to determine the effectiveness of instructional practices, and if any additional interventions are required to ensure each individual student's needs are being addressed.

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.

Using Star International Academy's School Improvement Plan Goals, programs are coordinated and integrated toward the achievement of the school wide goals in a variety of ways. Gap areas are identified using multiple sources of data, which include, but are not limited to:

- State standardized assessments (M-STEP, and the Michigan Merit Exam (MME)),
- Alternate assessments (Scantron, Developmental Reading Assessment(DRA), Qualitative Reading Inventory(QRI), PLAN, and EXPLORE)
- Student portfolios
- Internal student performance data through PowerSchool Gradebook
- Stakeholder feedback.

Using the identified gap areas, students are enrolled in Special Program enrollment in Power School (the Academy's data management system), and monitored through the District's Response to Intervention (RtI) process. Data is monitored every 6 weeks to determine eligibility for Section 31a funded tutorial services which consist of during, after school and summer school tutorial programs. A budget is created based upon the gap areas to identify supplemental Title I purchases for the integration of programs.

All programs are aligned with the identified student needs, and as noted within the school-wide goals. Additionally, programs integrated toward the achievement of students, are aligned with the State standards and expectations. Supplemental programs are purchased to also address any gaps in curriculum resources to further address achievement gaps and content learning of students.

FEDERAL RESOURCES, PROGRAMS & GRANTS:

Supplemental Resources for English Language Arts, Mathematics, Science, Social Studies, Arabic, and Electives including but not limited to:

McGraw Hill SRA Imagine It! Supplemental Resources

Curriculum Associates Comprehensive Assessment of Reading Strategies

Think Stretch Summer Learning Packets

Leveled Reading Books and Novels

McGraw Hill Everyday Mathematics Supplemental Resources

Carolina Curriculum Science Kits

Delta Specialty Full Option Science System (FOSS) Kits

Teacher's Curriculum Institute (TCI)

Playworks

Science hands-on manipulatives: Scientific Frey, Delta Education, Flinn

Math hands-on manipulatives: Pearson, McGraw Hill, Lakeshore Learning

Raz-Kids

Time for Kids

Social Studies and Science Weekly Readers

Pearson Connected Mathematics 3

Pearson Reality Central Literature

Sadlier Oxford Vocabulary

SY 2014-2015

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Sadlier Oxford Progress in Mathematics

Technology Resources

Family Engagement Resources

Special Education Resources and Materials

Staff Professional Development (Internal and External)

Standardized Testing Materials

Reading Interventionist

Reading Specialist

Instructional Coaches

ESL Program Implementation Coordinator

Career Cruising

Myon Reading

STATE RESOURCES, PROGRAMS & GRANTS:

Core and Supplemental Resources for English Language Arts, Mathematics, Science, Social Studies, Arabic, and Electives including but not limited to:

McGraw Hill SRA Imagine It! Core and Supplemental Resources

Leveled Reading books and Novels

McGraw Hill Everyday Mathematics Core and Supplemental Resources

Houghton Mifflin Discovery Works Core and Supplemental Resources

Houghton Mifflin Working Together Core and Supplemental Resources

Build Our Nation Core and Supplemental Resources

McGraw Hill Communities Core and Supplemental Resources

Science hands-on manipulatives: Scientific Frey, Delta Education, Flinn

Math hands-on manipulatives: Pearson, McGraw Hill

Fountas and Pinnell Leveled Literacy Intervention Kits

LEAP Frog Crammers

McDougal Littell Mathematics Course 2 and 3

Pearson Math XL

School-wide Office Supplies and Materials

School-wide Nurse Supplies and Materials

School-wide Athletic Department Supplies and Materials

Furniture Supplies

Building, Maintenance and Transportation Supplies and Materials

Standardized Testing Materials

College and Career Readiness Resources

KeyStone Credit Recovery Resources and Materials

ScootPad Site License

McGraw Hill Science

McGraw Hill A Closer Look

Pearson Campbell and Reece Biology

Flynn Inquiry Based Lab Coursework

Great Start Readiness Program

Sadlier Oxford Vocabulary Workbooks and Writing

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Curriculum Associates FOCUS and STARS
Reality Central McDougal Littell Algebra
McDougal Littell Geometry
McDougal Littell Algebra II
Addison Wesley Pre-Calculus
Brooks Cole-Stuart Single Variable Calculus
Prentice Hall Eastern and Western Hemisphere
McDougal Littell American History
Globe Fearon U.S. History
Holt Rinehart Civics and Economics
Prentice Hall World History
Wadsworth AP American Pageant
McGraw-Hill Street Law
McGraw Hill Science
Globe Fearon Life Science
Globe Fearon Physical Science
Globe Fearon Earth Science
Prentice Hall Physical Science
Schraer Stoltz Biology
Miller & Levine Biology On-Level
Holt Rinehart Chemistry
Glencoe Principles and Problem, Pearson Integrated Science
Tuition Incentive Scholarship
Pearson Connected Mathematics
Delta Specialty Full Option Science System (FOSS) Kits
Teacher's Curriculum Institute (TCI)
Tutorial Staff

The following resources are being proposed for purchase for the 2015-2016 school year:

Hillside Publisher's Meet Michigan Core and Supplemental Resources
Pearson Literature Common Core Aligned 2015
Prentice Hall Literature
SAT Prep Workbooks
McGraw-Hill Core Plus
Teacher's Curriculum Institute (TCI)

LOCAL RESOURCES, PROGRAMS & GRANTS:

Nawal Hamadeh Scholarship
Oakland University School Improvement Grant
Oakland University Public School Academy Scholarship
Lebanese American Heritage Club Scholarship
Oakwood Scholarship
National Association of Federal Education Program Administrator Scholarship
University of Phoenix Scholarship
University of Michigan-Dearborn Scholarship

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Wayne State University Scholarship
Oakland University Scholarship
Eastern Michigan University Scholarship
University of Detroit Mercy Scholarship
Madonna University Scholarship
Lawrence Technological University Scholarship
College for Creative Studies Scholarship
University of Toledo Scholarship
Ohio State University Scholarship
Albion College Scholarship
Alma College Scholarship
Kroger Scholarship
Comcast Scholarship
Arab-American Anti-Discrimination Committee Martin Luther King Scholarship
Staff Tuition Incentive Program

The coordination and integration of these federal, state, and local programs, resources, and grants are used to ensure that the Academy is able to continually support student achievement in alignment with the school-wide goals to close the achievement gap. Core and supplemental resources purchased through a variety of funding resources support the initiatives outlined in the school-wide reform strategies.

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.

Star International Academy uses the resources to implement the ten required school-wide components, through the School Improvement Process of plan, implement, monitor and evaluate. Through the use of the Comprehensive Needs Assessment (CNA), goals are designed around the students' needs via analyzing multiple data sources such as State assessments, alternate assessments, student portfolios/grade book, and stakeholder feedback. The noted resources below within each of the Title I ten required components, will be used within all applicable grade levels on a daily and weekly basis, and referenced within ongoing unit planners, grade level collaboration meetings, and horizontal and vertical planning documents. Such important and aligned resources will be maximized through the use of them during teacher lead mini lessons, student lead instruction, centers based and collaborative learning opportunities amongst students, small group instruction with Tier II and Tier III students within the RTI/MTSS process, and student independent practice. Teachers, support staff, and instructional administrators will also maximize the use of such resources as well during planning and curriculum alignment sessions, mentoring sessions, and during ongoing professional development opportunities. Furthermore, such resources will be shared with parents on an ongoing basis during Parent Orientation Nights, Parent-Teacher Conferences and Parent Curriculum and Assessment Nights.

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.

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Star International Academy coordinates and integrates the following Federal, State, and Local services based on student needs and in support of schoolwide goals. Star International Academy implements any and all programs based on the School Improvement Plan (SIP) action plan process, which includes plan, implement, monitor and evaluate.

Violence Prevention Programs: The Second Step Violence Prevention Program was purchased for all grades and are available to all teachers, support staff, and administrators. Family Engagement Liaisons provide monthly Professional Development for parents regarding a variety of topics such as bullying prevention, cyber bullying, and strategies to help students at home which is all funded through Title I funds.

Nutrition Programs: Star International Academy's Wellness Policy is a school-wide initiative to promote healthy eating while providing healthy snacks and beverages school-wide. Smart Snacks ensures that whenever the school holds a fundraiser, incentive, or school-wide event, healthy food options are available.

Great Start Readiness Program: Star International Academy follows the Great Start To Readiness Program (GSRP) implementation plan, which offers no cost, full day, preschool programs. GSRP mandates that we only enroll preschool students (age 4) that are "high-risk" for school failure. We look at aspects such as low income (below the Federal Poverty Level), IEP's, Homelessness, Environmental Risk Factors, Challenging Behavior, Language, and Low Parent Education Levels.

Evaluation:

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

The Academy annually evaluates the implementation of the school-wide program using the School Improvement Framework per results gained from analysis of the State's annual assessments, Interim assessments, student' portfolios/grade book and stakeholder feedback. The Academy utilizes School Improvement Action Research Team (ART) subcommittees to plan for the implementation, implement the program(s) with fidelity, and evaluate the effectiveness.

School Improvement strategies/activities are evaluated by the Action Research Team subcommittees using the Program Evaluation form. This form summarizes progress made based on data related to student performance, staff performance, and stakeholder feedback which pertain to school improvement goals. The team then determines whether implementation was effective and whether or not to continue or remove activities related to school improvement plan strategies/goals based on multiple years of data.

The team also determines the need for additional interventions, resources, strategies and documents the specific needs through the use of the Program Evaluation form. The form identifies gaps/needs in achievement, new resources, Professional Development activities, an action implementation plan as well as a resources profile for budget planning.

The Academy's School Improvement Team (SIT) is composed of eight subcommittees with each serving as an action research team. All subcommittees meet regularly and include at least one administrator, teacher, paraprofessional, parent and student.

The School Improvement Framework Cycle is composed of four fundamental stages through which teams collect data, study and analyze the data, plan for implementation, and follow through with fidelity. Below is a description of the study/analyze stage of the cycle through which the Academy teams evaluate the effectiveness of the school-wide program.

During the Study/Analyze stage, the teams critically examine the implementation process to ensure implementation was effective. Analysis would focus on areas such as the quantity and quality of training/mentoring, use of curricular materials/resources, timely execution of programs as planned and scheduled, and providing appropriate student services.

School stakeholders also participate in School Improvement Surveys which provide additional data sources for evaluation of activities pertaining to School Improvement strategies/goals. This includes gathering parent feedback through surveys regarding parental involvement activities following each schoolwide event.

Summary data is provided in the Annual Education Report (AER) which is posted online at the school website with a printed copy available in the Academy's main office for review. The data is also communicated annually at the Title I Parent Orientation Meeting in August.

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.

Evaluation of the results achieved by the schoolwide program using data from the state's annual assessments and other indicators of academic achievement is a continuous process. The Academy's School Improvement Teams (SIT's), consisting of a group of stakeholders
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including students, parents, staff, and community partners, meet as data is available to evaluate and implement any necessary corrective measures/activities to ensure annual success in meeting school improvement goals as reported in the school's Comprehensive Needs Assessment.

Furthermore, the SIT's annually evaluate data pertaining to State assessments including the Michigan Educational Assessment Program (MEAP) (in the future MSTEP data will be used) and the Michigan Merit Exam (MME) to assess objective statements and determine if the Academy's goals have been met. The study/analyze phase is conducted through a statistical analysis of the four measures of data (student achievement data, school programs/process data, perceptions data and demographic data). Further evaluation will determine if the objectives require revision for following years to reflect 100% proficiency requirements by the year 2022. Other data sources are also used in determining whether or not the goals are met annually such as: Scantron Performance Series, EXPLORE/PLAN/ACT, TerraNOVA, World-Class Instructional Design Assessment (WIDA), Formative and Summative Assessment Data, Discipline/At-Risk Factors, District Attendance Percentages, Parent-Teacher Conference Attendance, Parent Involvement Data, Staff Performance Evaluations, and Annual Stakeholder Feedback Surveys.

Furthermore, ongoing assessment, evaluation, mentoring/training and support of the evaluation of the results achieved by the school-wide program using data from the State's annual assessments and other indicators of academic achievement, as documented in the Comprehensive Needs Assessment, is facilitated by Support Center staff members who work closely with the School Improvement Team leaders at Star International Academy. Thus the Comprehensive Needs Assessment is conducted through the collaboration of stakeholders and detailed analysis of different data measures.

Ongoing evaluation of results is incorporated with weekly collaboration and planning sessions amongst teachers and instructional administrators to impact curriculum, planning and instruction. All activities are documented with ongoing meeting minutes, action plans, data posting within classrooms, and more!

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 Academy determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards by using multiple data sources, in addition to maintaining or increasing the number of students who are at or above proficient. The Academy's School Improvement Action Research Team (ART) subcommittees meet to further examine the data and determine whether the School-wide program has been effective.

All data is disaggregated by subgroups so that gaps/needs may be identified and evaluation of improvement for these subgroups is also reviewed in completing the Academy's School Data Profile (SDP) and Comprehensive Needs Assessment (CNA). While the Academy continues to meet adequate yearly accountability requirements, the school improvement teams have aligned school improvement goals to the needs of students who are furthest from achieving the standards (At-Risk and/or High Priority (HP) students).

The Michigan Education Assessment Program (MEAP)/(forth coming MSTEP)Michigan Merit Exam (MME) results are used to determine if students met annual growth targets and proficiency objectives outlined in School Improvement Plan objective statement. Scantron Performance Series growth is defined as meeting or exceeding expected growth targets per grade/subject level for full range of assessment window from Fall to Spring and the school average of 85% of returning students will meet or exceed growth targets annually or demonstrate growth of minimum 5% annually until 85% met and maintained. EXPLORE/PLAN/ACT (forth coming SAT) achievement is defined as the

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school average of 85% of returning students will receive qualifying scores or demonstrate growth of minimum 5% annually until 85% is met and maintained. Formative and summative assessment data is summarized in students' end-of-year report cards; the results measure goal attainment if a school average of 85% of returning students demonstrate proficiency or minimum growth of 5% annually until 85% is met and maintained. Discipline/At-Risk factors include school average of less than 15% of students with significant disruptions to learning. Success of the school-wide program would be reflected in a decrease of minimum 2% each marking period until 15% or less is met and maintained. District attendance percentages would show a school average to meet attendance requirements of 90% and maintain district average of 94%. The goal would be to continue to increase percentage of returning students receiving attendance awards by 5% minimum annually until 90% is met and maintained.

Successful Parent-Teacher Conference Attendance/Parental Involvement is defined as 100% of parents attending at least one conference annually with a school average of 80% of parents of returning students meeting 20 annual hours of parental involvement or demonstrating growth of 5% minimum annually until 80% is met and maintained.

Successful staff performance evaluations are measured with a school average of 90% of returning instructional staff rated as proficient for each overall standard using the McRel evaluation tool and/or District created standard-based evaluations or an increase of 5% annually until 90% is met and maintained.

Successful annual stakeholder feedback surveys are measured with a school average of 90% satisfactory ratings or a growth of minimum 5% annually until 90% is met and maintained.

The above listed measures are used extensively by the ART subcommittees to further analyze and determine the effectiveness of the school-wide program in increasing the achievement of students who are furthest from achieving the standards.

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?

The Academy revises the plan as necessary based on the results of the Comprehensive Needs Assessment (CNA). The CNA is shared with all School Improvement Team subcommittees. The Action Research Team (ART) subcommittees review the results and gap analysis, and make the appropriate evaluations. The teams further revise the school improvement plan with a focus on updating the objectives, measures, strategies, activities and resources per Michigan Department of Education guidance, scientifically research based best practices and data-driven decision making involving all key stakeholders.

The Action Research Team (ART) subcommittees' leads are provided access to AdvancED to update applicable narratives for the plan as well as complete the School Data Profile and Goals Management activities. For the School Improvement Framework Standards, the academy has created an online survey that is administered and results are compiled for teams to use in determining school performance ratings as well as identifying areas of improvement. Each ART lead is responsible for facilitating school stakeholders in the Design/Plan, Implement & Evaluate components of the school improvement process/cycle, which provides a basis for plan revision(s) as necessary.

Support Center staff members further support the ARTs and building administrators by providing guidance/mentoring to school teams, researching interventions and providing proposed resources and professional development activities for review/evaluation and compiling data sources for school teams to review and evaluate.

School improvement activities are completed successfully with collaboration amongst all educators, school teams and with facilitated support

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from Support Center as provided by the management company, Hamadeh Educational Services, Inc.

2015-16 School Improvement Goals

Overview

Plan Name

2015-16 School Improvement Goals

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 at Star International Academy will become proficient in Social Studies.	Objectives: 2 Strategies: 3 Activities: 11	Academic	\$0
2	All students at Star International Academy will be proficient in Mathematics.	Objectives: 4 Strategies: 5 Activities: 21	Academic	\$0
3	All students at Star International Academy will be proficient in Science.	Objectives: 5 Strategies: 9 Activities: 35	Academic	\$0
4	All students at Star International Academy will be proficient in Reading and Writing.	Objectives: 3 Strategies: 3 Activities: 17	Academic	\$0
5	Star International Academy will work to improve the health and wellness of all students in order to promote a safe and supportive learning environment that will address student academics, community involvement, and engagement.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: All students at Star International Academy will become proficient in Social Studies.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all Grade-Level Content Expectations and High School Content Expectations in Social Studies by 06/30/2022 as measured by state level assessments, where an annual 5.4% increase will occur from the baseline of 31.3% in 2011-12.

Strategy 1:

Implementation of Multi-Tiered System of Support - All instructional staff will implement a multi-tiered system of support to target instruction with all students in order to increase social studies proficiency with a focus on Sheltered Instruction Observation Protocol, Differentiation, and Higher Order Thinking Skills using the Rigor COMPASS Model and Rigor Relevance Framework.

Research Cited: SIOP:Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008); Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010); Rigor COMPASS Model (Williamson, Blackburn 2010); Rigor Relevance Framework (Nussbaum, Daggett 2008); Darch, Carnine, and Gersten (1984); Fuchs et al. (2003a); Jitendra et al. (1998); Schunk and Cox (1986); Tournaki (2003); Wilson and Sindelar (1991)

Tier: Tier 1

Activity - Implementation of Multi-Tiered System of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the Multi-Tiered System of Support will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and state assessment data by Multi-Tiered System of Support Implementation Interventionists on a daily basis.	Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Title I Part A	Principal, Instructional Administration, MTSS Interventionist, Teachers and Support Staff

Activity - Professional Development TCI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers and instructional administrators for kindergarten through twelfth grade, with the exception of 3rd grade, will be trained in the ongoing and sustained implementation of Teachers Curriculum Institute (TCI) .	Curriculum Development, Professional Learning, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers, IT Staff, Support Staff
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Activity - TCI/Hillsdale Meet Michigan Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The comprehensive Teachers Curriculum Institute Resources will be provided to all kindergarten through twelfth grade classroom teachers and students, with the exception of 3rd grade which will be provided with Hillsdale Meet Michigan materials, in order to support the ongoing sustained implementation of Grade level Content Expectation and High School Content Expectations in Social Studies.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers, IT Staff, Support Staff

Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Nystrom Maps and Atlas' and Non-Fiction Social Studies Magazine consumables will be provided to kindergarten through twelfth grade classroom teachers and students in order to support the ongoing sustained implementation of Grade level Content Expectation and High School Content Expectations in Social Studies.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Monitor	08/24/2015	06/30/2016	\$0	Title I Part A	Principal, Instructional Administrators, Teachers, IT Staff, Support Staff

Activity - Monitoring Student Progress/Evaluating Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Multi-Tiered System of Support Interventionists will monitor student progress with weekly review of multiple data sources including but not limited to state assessment data, local assessment data, and formative and summative assessment data. Additionally, the MTSS Interventionists will meet weekly with teachers to support all students in order to plan targeted interventions and review student work/assessment results and determine interventions for individual students.	Direct Instruction, Academic Support Program, Behavioral Support Program, Teacher Collaboration	Tier 3	Getting Ready	08/17/2015	06/30/2016	\$0	Title I Part A	Principal, Instructional Administrators, Teachers, IT Staff, Support Staff
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional administrators across kindergarten through twelfth grade will receive professional development on Multi-Tiered System of Supports to improve student proficiency in Social Studies and ensure alignment and implementation of interventions.	Professional Learning, Academic Support Program, Behavioral Support Program, Teacher Collaboration	Tier 1	Monitor	08/24/2015	06/30/2016	\$0	Title II Part A	Principal, Instructional Administrators, Teachers, MTSS Interventionist, Support Staff

Measurable Objective 2:

85% of Bottom 30% students will demonstrate a proficiency in all Grade-Level Content Expectations and High School Content Expectations in Social Studies by 06/30/2022 as measured by state level assessments, where an annual 8.5% increase will occur from the baseline of 0% in 2011-12.

Strategy 1:

Tutorial Services - All students in the bottom 30% will be offered participation in during school, after-school, and summer school to support proficiency in Social Studies aligned with Literacy across the Curriculum with a focus on Sheltered Instruction Observation Protocol, Relationships/Brain Research, Differentiation, Multiple Intelligences, and Higher Order Thinking Skills as aligned to the Rigor COMPASS Model and Rigor/Relevance Framework.

Research Cited: SIOP: Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008); relationships/Brain Research (Nussbaum, Daggett 2008); Differentiation (Tomlinson 1999); Multiple Intelligences (Nicholson-Nelson 1998); Higher Order Thinking Skills (Brookhart 2010); Rigor COMPASS Model (Williamson, Blackburn 2010); Rigor Relevance Framework (Nussbaum, Daggett 2008); Educational Leadership (Safer, Fleischmann 2005)

Tier: Tier 3

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers and instructional administrators for kindergarten through twelfth grade will be trained in the ongoing research based best practices to support proficiency in Social Studies in alignment with Literacy across the Curriculum.	Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Implement	08/17/2015	06/30/2016	\$0	Title II Part A	Principal, Instructional Administrators, Teachers, MTSS Interventionist, Support Staff
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Activity - Implementation and Monitoring of Academic Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of academic progress monitoring and remediation will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and power school student achievement data by instructional administrators, counselors and interventionists ongoing on a bi-weekly rotational basis.	Supplemental Materials, Direct Instruction, Walkthrough, Academic Support Program, Materials, Behavioral Support Program, Teacher Collaboration	Tier 1	Monitor	08/24/2015	06/30/2016	\$0	No Funding Required	principals, instructional administrators, counselors and interventionists

Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Multi-Tiered System of Support Interventionists will meet weekly with teachers and subgroups of students within the bottom 30% in order to plan targeted interventions and review student work/assessment results and determine interventions for individual students.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/24/2015	06/30/2016	\$0	No Funding Required	Multi-Tiered System of Support Interventionists, teachers

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Strategy 2:

Parental Involvement - Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school with a focus on Parental Involvement using the Rigor COMPASS Model and Rigor/Relevance Framework

Research Cited: Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor/Relevance Framework (Nussbaum, Daggett 2008)

Tier: Tier 3

Activity - Parent PD's and Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	Title I Part A	Principals, Family Engagement Liaisons, Instructional Administrators, and Teachers

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1		08/24/2015	06/30/2016	\$0	Title I Part A	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers

Goal 2: All students at Star International Academy will be proficient in Mathematics.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

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85% of All Students will demonstrate a proficiency in all Common Core State Standards in Mathematics by 06/30/2022 as measured by state level assessments, where an annual 5.2% increase will occur from the baseline of 34% in 2011-12.

Strategy 1:

Multi-Tiered System of Support - All instructional staff will implement a multi-tiered system of support to target instruction with all students in order to increase mathematics proficiency with a focus on Sheltered Instruction Observation Protocol, Differentiation, and Higher Order Thinking Skills using the Rigor COMPASS Model and Rigor Relevance Framework.

Research Cited: SIOP:Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008); Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010); Rigor COMPASS Model (Williamson, Blackburn 2010); Rigor Relevance Framework (Nussbaum, Daggett 2008); Institute of Education Sciences (2009): Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools (Fuchs, Fuchs, Craddock et al. 2008) Darch, Carnine, and Gersten (1984); Fuchs et al. (2003a); Jitendra et al. (1998); Schunk and Cox (1986); Tournaki (2003); Wilson and Sindelar (1991)

Tier: Tier 3

Activity - Implementation of Multi-Tiered System of Support Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the Multi-Tiered System of Support will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and state assessment data by Multi-Tiered System of Support Implementation Interventionists on a daily basis.	Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/17/2015	06/30/2016	\$0	Title I Part A	Support Center Human Resource Administration, Building Principal, and other administration as applicable

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional administrators for sixth through eighth grade will be trained in the ongoing and sustained implementation of Pearson Connected Mathematics 3 and McGraw-Hill Core Plus in order to improve proficiency in Mathematics.	Professional Learning, Supplemental Materials, Direct Instruction, Materials, Teacher Collaboration	Tier 1	Implement	08/17/2015	06/30/2016	\$0	Title II Part A	Principal, Instructional Administrators, and Teachers

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Activity - McGraw-Hill Everyday Mathematics and Sadlier Oxford Progress in Mathematics Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The McGraw-Hill Everyday Mathematics eSuite, McGraw-Hill Everyday Mathematics Student Journals, and Sadlier Oxford Progress in Mathematics consumables, and manipulatives will be provided to all kindergarten through sixth grade classroom teachers and students in order to support the ongoing sustained implementation of Everyday Mathematics in the classroom and Common Core State Standards.	Supplemental Materials, Materials, Technology	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators and Teachers
Activity - Pearson Math XL and Manipulative Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Pearson Math XL and manipulatives will be provided to all sixth through twelfth grade classroom teachers and students in order to support the ongoing implementation of Pearson Math XL and use of hands-on manipulatives in the classroom and Common Core State Standards.	Supplemental Materials, Materials, Technology	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, and Teachers
Activity - Collaborative Planning/Monitoring Student Progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Multi-Tiered System of Support Interventionists will meet weekly with teachers to monitor student progress with weekly review of multiple data sources including but not limited to state assessment data, local assessment data, and formative and summative assessment data to support all students in order to plan targeted interventions and review student work/assessment results and determine interventions for individual students.	Direct Instruction, Academic Support Program, Behavioral Support Program, Teacher Collaboration	Tier 3	Getting Ready	08/17/2015	06/30/2016	\$0	Title I Part A	Principal, Instructional Administrators and Teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional administrators across kindergarten through twelfth grade will receive professional development on Multi-Tiered System of Supports to improve student proficiency in Mathematics and ensure alignment and implementation of interventions.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/24/2015	06/30/2016	\$0	Title II Part A	MTSS Interventionist with collaboration of Principal and Instructional Administrators

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Activity - SAT College and Career Readiness Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT College Readiness Materials will be purchased to support implementation of Common Core State Standards and College Readiness for eleventh graders.	Curriculum Development, Supplemental Materials, Materials, Career Preparation /Orientation	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, and Teachers
Activity - Pearson Connected Math & McGraw Hill Core Plus Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pearson Connected Math will continue to be implemented for grades sixth through eighth and McGraw Hill Core Plus will be purchased for grades nine through twelfth to support implementation of Common Core State Standards and College Readiness.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Title I Part A	Principal, Instructional Administrators, and Teachers
Activity - ScootPad Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ScootPad licenses will be purchased for all students to support ongoing and sustained skill practice in mathematics across grades kindergarten through eighth grade.	Supplemental Materials, Academic Support Program, Materials, Technology	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, IT Department, and Instructional Staff
Activity - Thinkstretch Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Thinkstretch Summer Program will be purchased for all students to support ongoing and sustained skill practice throughout the summer, as well as support family engagement, in mathematics across grades kindergarten through eighth.	Supplemental Materials, Parent Involvement, Academic Support Program, Materials	Tier 1	Implement	06/01/2016	09/06/2016	\$0	Title I Part A	Principal, Instructional Administrators, and Teachers
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Measurable Objective 2:

85% of Bottom 30% students will demonstrate a proficiency in all Common Core State Standards in Mathematics by 06/30/2022 as measured by state level assessments, where an annual 13% increase will occur from the baseline of 0% in 2011-12.

Strategy 1:

Participation in during school, after school, and summer school tutorial programs - All students of bottom 30% will be offered participation in during school, after-school, and summer school to support proficiency in mathematics with a focus on Relationships/ Brain Research and RtI/MTSS using the Rigor COMPASS Model and the Rigor Relevance Framework.

Research Cited: Relationships/ Brain Research (Nussbaum, Daggett 2008), Multiple Intelligences (Nicholson-Nelson 1998), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor Relevance Framework (Nassbaum, Dagget 2008); Writing in mathematics: An alternative form of communication for academically low-achieving students (Baxter, J. A., Woodward, J., & Olson, D. 2005). After School Achievement Program (ASAP) (Smith, D. W., Zhang, J. J., Cheng, E. Y., & Lam, E. T. C. 1998)

Tier: Tier 3

Activity - Curriculum Associates Comprehensive Assessment of Math Strategies and Strategies to Achieve Mathematics Success Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Associates Comprehensive Assessment of Math Strategies and Strategies to Achieve Mathematics Success will be provided to all kindergarten through eighth grade classroom teachers and students in order to support the ongoing implementation of Curriculum Associates Comprehensive Assessment of Math Strategies and Strategies to Achieve Mathematics Success materials in the classroom and Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Implement	09/01/2015	06/30/2016	\$0	Section 31a	Principals, Instructional Administrators, MTSS Intervention, Teachers and Support Staff
Activity - Keystone Online Learning and Remediation Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward and Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Monitor	09/01/2015	08/30/2016	\$0	Section 31a	Principals, Instructional Administrators, Support Staff and Teachers
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Activity - Monitoring Student Progress/Evaluating Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills through a bi-weekly rotating schedule.	Curriculum Development, Professional Learning, Supplemental Materials, Academic Support Program, Materials, Behavioral Support Program	Tier 3	Getting Ready	08/17/2015	06/30/2016	\$0	Title I Part A	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	Title I Part A	Principals, Family Engagement Liaisons, Instructional Administrators, and Teachers

Measurable Objective 3:

85% of Black or African-American students will demonstrate a proficiency in all Common Core State Standards in Mathematics by 06/30/2022 as measured by state level assessments, where an annual 13% increase will occur from the baseline of 0% on MEAP and 10% on MME 2011-12.

Strategy 1:

Provide Peer Tutoring - National Honor Society Students will provide peer tutoring with African American Students in order to increase mathematics proficiency with a

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focus on Professional Learning Communities and Creating a Collaborative Culture, and Relationships/Brain Based Research using the Rigor COMPASS Model and Rigor/ Relevance Framework

Research Cited: Relationships/ Brain Research (Nussbaum, Daggett 2008), Professional Learning Communities and Creating a Collaborative Culture (DuFour, Marzano 2011), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor Relevance Framework (Nassbaum, Dagget 2008); The effects of independent and peer guided practice during instructional pauses on the academic performance of students with mild handicaps (Hawkins, J., & Brady, M. P. 1994)

Tier: Tier 3

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be trained in effective peer mentoring and at-risk student strategies in order to address proficiency of mathematics among African American Students.	Professional Learning, Supplemental Materials, Academic Support Program, Extra Curricular	Tier 1		09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, National Honor Society Students and Teacher Leaders
Activity - Monitoring Student Progress/Evaluating Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional administration, counselors, and interventions will carefully review student achievement data to proactively research effective instructional strategies to support proficiency specifically among African American students with ongoing and sustained professional development and implementation with a minimum of monthly collaboration.	Curriculum Development, Professional Learning, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	No Funding Required	Principals, Instructional Administrators, Counselors, MTSS Interventionist, Teachers and Support Staff

Strategy 2:

Parental Involvement - Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school with a focus on Parental Involvement using the Rigor COMPASS Model and Rigor/ Relevance Framework

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Research Cited: Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor/ Relevance Framework (Nussbaum, Daggett 2008)

Tier: Tier 3

Activity - Parent PD's and Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Professional Learning, Academic Support Program, Extra Curricular, Community Engagement, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	Title I Part A	Principals, Family Engagement Liaisons, Instructional Administrators, and Teachers

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Title I Part A	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers

Measurable Objective 4:

85% of Students with Disabilities students will demonstrate a proficiency in all Common Core State Standards in Mathematics by 06/30/2022 as measured by state level assessments, where an annual 12% increase will occur from the baseline of 12% on MEAP and 0% on MME 2011-12.

Strategy 1:

Alignment of Curriculum, Strategies and Resources - All special education staff in collaboration with general education staff will align curriculum, instructional strategies, and curricular resources to support increased proficiency of special education students in Mathematics with a focus on Professional Learning Communities and Creating a Collaborative Culture, and Multiple Intelligences using the Rigor COMPASS Model and Rigor/ Relevance Framework
 Research Cited: Professional Learning Communities and Creating a Collaborative Culture (DuFour, Marzano 2011), Multiple Intelligences (Nicholson-Nelson 1998), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor Relevance Framework (Nassbaum, Dagget 2008); Instructional design in mathematics for students with learning disabilities (Carnine, D. 1997); Cognitive strategy instruction in mathematics for students with learning disabilities (Montague, M. 1997).

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Tier: Tier 3

Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All special education staff in collaboration with general education staff will align curriculum, instructional strategies, and curricular resources to support increased proficiency of special education students in Mathematics.	Curriculum Development, Professional Learning, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Teacher Collaboration	Tier 3	Getting Ready	08/17/2015	06/30/2016	\$0	No Funding Required	Principals, Instructional Administrators, and Teachers (Special Education and General Education)
Activity - Monitoring Student Progress/Evaluating Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Special Education Teachers, General Education Teachers, and instructional administrators will monitor special education student progress with weekly review of multiple data sources including but not limited to state assessment data, local assessment data, and formative and summative assessment data.	Curriculum Development, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 3		08/17/2015	06/30/2016	\$0	No Funding Required	Principals, Instructional Administrators, and Teachers (Special Education and General Education)
Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	Title I Part A	Principals, Family Engagement Liaisons, Instructional Administrators, and Teachers
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Goal 3: All students at Star International Academy will be proficient in Science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all State Standards in Science by 06/30/2022 as measured by state level assessments, where an annual 7.1% increase will occur from the baseline of 14.3% in 2011-12..

Strategy 1:

Implementation of Multi-Tiered System of Support - All instructional staff will implement a Multi-Tiered System of Support to target instruction with all students in order to increase social studies proficiency with a focus on Sheltered Instruction Observation Protocol, Differentiation, and Higher Order Thinking Skills using the Rigor COMPASS Model and Rigor Relevance Framework.

Research Cited: SIOP:Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008); Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010); Rigor COMPASS Model (Williamson, Blackburn 2010); Rigor Relevance Framework (Nussbaum, Daggett 2008); So...where's the content? Let assessment be your guide! (Long, K. 2000); A qualitative study of elementary teachers' and students' interaction with Full Option Science System: FOSS (Clementson, J.J. 1991); Darch, Carnine, and Gersten (1984); Fuchs et al. (2003a); Jitendra et al. (1998); Schunk and Cox (1986); Tournaki (2003); Wilson and Sindelar (1991)

Tier: Tier 1

Activity - Implementation of Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the Multi-Tiered System of Support will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and state assessment data by Multi-Tiered System of Support Implementation Interventionists on a daily basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 1		09/08/2015	06/30/2016	\$0	No Funding Required	Principals, MTSS Interventionist, Instructional Administrators, Teachers and Support Staff

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional administrators for kindergarten through eighth grade will be trained in the ongoing and sustained implementation of Delta Specialty Full Option Science System in order to improve proficiency in Science.	Curriculum Development, Professional Learning, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	08/17/2015	06/30/2016	\$0	Title II Part A	Principals, Instructional Administrators, and Teachers
Activity - Delta Specialty Full Option Science System Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Delta Specialty Full Option Science System will be provided to all kindergarten through eighth grade classroom teachers and students in order to support the ongoing sustained implementation of FOSS in the classroom and grade level content expectations with alignment to the Michigan Department of Education's Companion documents.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1		09/08/2015	06/30/2016	\$0	Title I Part A	Principals, Instructional Administrators, and Teachers
Activity - Miller and Levine On-Level Biology Program Components Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Miller and Levine On-Level Biology Program Components will be provided to grade nine science classroom teacher and students in order to support the ongoing implementation of Miller and Levine On-Level Biology Program Components and high school content expectations and Common Core Literacy Standards for Science.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principals, Instructional Administrators, and Teachers

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Activity - Supplemental chemistry lab resources and equipment Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The supplemental chemistry lab resources and equipment will be provided to grade ten science classroom teacher and students in order to support the ongoing implementation of chemistry high school content expectations and Common Core Literacy Standards for Science.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principals, Instructional Administrators, and Teachers
Activity - Glencoe Physics and Problems core text Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Glencoe Physics and Problems core text will be provided to grade eleven science classroom teacher and students in order to support the ongoing implementation of Physics high school content expectations and Common Core Literacy Standards for Science.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1		09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, and Teachers
Activity - Campbell and Reece Biology core text and Flinn's AP Biology Inquiry lab kit Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Campbell and Reece Biology core text and Flinn's AP Biology Inquiry lab kits will be provided to grade twelve science classroom teacher and students in order to support the ongoing implementation of Advanced Placement Biology college board enduring understandings and Common Core Literacy Standards for Science.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1		09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, and Teachers

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Measurable Objective 2:

85% of Bottom 30% students will demonstrate a proficiency in all State Standards in Science by 06/30/2022 as measured by state level assessments, where an annual 7.1% increase will occur from the baseline of 14.3% in 2011-12.

Strategy 1:

Bottom 30 % Extended Learning Opportunities - Teachers, support staff, and interventionists will provide extended learning opportunities and interventions to bottom 30% of students in order to increase proficiency in all state standards in Science with a focus on Differentiation, and Higher Order Thinking Skills using the Rigor COMPASS Model and Rigor Relevance Framework.

Research Cited: Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010); Rigor COMPASS Model (Williamson, Blackburn 2010); Rigor Relevance Framework (Nussbaum, Daggett 2008); After School Achievement Program (ASAP), (Smith, D. W., Zhang, J. J., Cheng, E. Y., & Lam, E. T. C. 1998)

Tier: Tier 3

Activity - Keystone Online Learning and Remediation Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward high school content expectations and Common Core State Standards for Sciences.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Implement	07/01/2015	06/30/2016	\$0	Section 31a	Principals, Instructional Administrators, and Teachers
Activity - Monitoring Student Progress/Evaluating Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills through a bi-weekly rotating schedule.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Principal, Instructional Administrators, MTSS Interventionist, Teachers, and Support Staff
Activity - Tutorial Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tutorial Staff will be assigned to provide a double dose of instruction through tiered interventions to white students to increase grade level Science proficiency.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Section 31a	Principals, Instructional Administrators, Teachers and Support Staff
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional administrators across kindergarten through twelfth grade will receive professional development on Multi-Tiered System of Supports to improve student proficiency in Science and ensure alignment and implementation of interventions.	Curriculum Development, Professional Learning, Academic Support Program	Tier 1		08/24/2015	06/30/2016	\$0	Title II Part A	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

Activity - Implementation of Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of tiered interventions as outlined by the RtI/MTSS process will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and student data by Instructional Administrators and the RtI/MTSS Interventionists on a bi-weekly basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Title I Part A	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

Strategy 2:

Parental Involvement for Bottom 30% Students - Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school with a focus on Parental Involvement using the Rigor COMPASS Model and Rigor/ Relevance Framework

Research Cited: Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor/ Relevance Framework (Nussbaum, Daggett 2008)

Tier: Tier 3

Activity - Parent PD's and Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Title I Part A	Principal, Family Engagement Liaisons, Instructional Administrators, and Teachers
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Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Title I Part A	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers

Measurable Objective 3:

85% of All Students will demonstrate a proficiency in all State Standards in Science by 06/30/2022 as measured by state level assessments, where an annual 7.2% increase will occur from the baseline of 13.4% in 2011-12..

Strategy 1:

Extended Learning Opportunities - Teachers, support staff, and interventionists will provide extended learning opportunities and interventions to white students in order to increase proficiency in all state standards in Science with a focus on Differentiation, and Higher Order Thinking Skills using the Rigor COMPASS Model and Rigor Relevance Framework.

Research Cited: Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010); Rigor COMPASS Model (Williamson, Blackburn 2010); Rigor Relevance Framework (Nussbaum, Daggett 2008); After School Achievement Program (ASAP) (Smith, D. W., Zhang, J. J., Cheng, E. Y., & Lam, E. T. C. 1998)

Tier: Tier 3

Activity - Monitoring Student Progress/Evaluating Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills and determine interventions for individual students through a bi-weekly rotating schedule.	Professional Learning, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
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Activity - Keystone Online Learning and Remediation Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward and Common Core State Standards.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Implement	07/01/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills through a bi-weekly rotating schedule.	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

Activity - Tutorial Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tutorial Staff will be assigned to provide a double dose of instruction through tiered interventions to white students to increase grade level Science proficiency.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff
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Activity - Implementation of Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of tiered interventions as outlined by the RtI/MTSS process will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and student data by Instructional Administrators and the RtI/MTSS Interventionists on a bi-weekly basis.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

Strategy 2:

Parental Involvement for White Students - Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school with a focus on Parental Involvement using the Rigor COMPASS Model and Rigor/ Relevance Framework

Research Cited: Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor/ Relevance Framework (Nussbaum, Daggett 2008)

Tier: Tier 3

Activity - Parent PD's and Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	Title I Part A	Principal, Family Engagement Liaisons, Instructional Administrators, and Teachers
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Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Title I Part A	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers

Measurable Objective 4:

85% of Economically Disadvantaged students will demonstrate a proficiency in all State Standards in Science by 06/30/2022 as measured by state level assessments, where an annual 7.3% increase will occur from the baseline of 11.7% in 2011-12..

Strategy 1:

Economically Disadvantaged Students Extended Learning Opportunities - Teachers, support staff, and interventionists will provide extended learning opportunities and interventions to economically disadvantaged students in order to increase proficiency in all state standards in Science with a focus on Differentiation, and Higher Order Thinking Skills using the Rigor COMPASS Model and Rigor Relevance Framework.

Research Cited: Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010); Rigor COMPASS Model (Williamson, Blackburn 2010); Rigor Relevance Framework (Nussbaum, Daggett 2008)

Tier: Tier 3

Activity - Keystone Online Learning and Remediation Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward and Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Monitor	07/01/2015	06/30/2016	\$0	Section 31a	Principals, Instructional Administrators, and Teachers
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Activity - Monitoring Student Progress/Evaluating Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills through a bi-weekly rotating schedule.	Curriculum Development, Professional Learning, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Title I Part A	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional administrators across kindergarten through twelfth grade will receive professional development on Multi-Tiered System of Supports to improve student proficiency in Science and ensure alignment and implementation of interventions.	Curriculum Development, Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/17/2015	06/30/2016	\$0	Title II Part A	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

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

Star International Academy

Tutorial Staff will be assigned to provide a double dose of instruction through tiered interventions to white students to increase grade level Science proficiency.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Section 31a	Principals, Instructional Administrators, Teachers and Support Staff
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Activity - Implementation of Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of tiered interventions as outlined by the RtI/MTSS process will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and student data by Instructional Administrators and the RtI/MTSS Interventionists on a bi-weekly basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	No Funding Required	Principal, Instructional Administrators, Teachers and Support Staff

Strategy 2:

Parental Involvement for Economically Disadvantaged Students - Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school with a focus on Parental Involvement using the Rigor COMPASS Model and Rigor/ Relevance Framework

Research Cited: Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor/ Relevance Framework (Nussbaum, Daggett 2008)

Tier: Tier 3

Activity - Parent PD's and Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Star International Academy

Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Title I Part A	Principals, Family Engagement Liaisons, and Instructional Administrators
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Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Title I Part A	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers

Measurable Objective 5:

85% of English Learners students will demonstrate a proficiency in all State Standards in Science by 06/30/2022 as measured by state level assessments, where an annual 8.4% increase will occur from the baseline of 1.1% in 2011-12..

Strategy 1:

English Learners Extended Learning Opportunities - Teachers, support staff, and interventionists will provide extended learning opportunities and interventions to English Learner students in order to increase proficiency in all state standards in Science with a focus on Differentiation, and Higher Order Thinking Skills using the Rigor COMPASS Model and Rigor Relevance Framework.

Research Cited: Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010); Rigor COMPASS Model (Williamson, Blackburn 2010); Rigor Relevance Framework (Nussbaum, Daggett 2008)

Tier: Tier 3

Activity - Keystone Online Learning and Remediation Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Star International Academy

Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward and Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Implement	07/01/2015	06/30/2016	\$0	Section 31a	Principals, Instructional Administrators, and Teachers
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Activity - Monitoring Student Progress/Evaluating Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills through a bi-weekly rotating schedule.	Curriculum Development, Professional Learning, Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Title I Part A	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional administrators across kindergarten through twelfth grade will receive professional development on Multi-Tiered System of Supports to improve student proficiency in Science and ensure alignment and implementation of interventions.	Professional Learning, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 3	Implement	08/24/2015	06/30/2016	\$0	Title II Part A	Principals, Instructional Administrators, Teachers and Support Staff

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

Star International Academy

Tutorial Staff will be assigned to provide a double dose of instruction through tiered interventions to white students to increase grade level Science proficiency.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Section 31a	Principals, Instructional Administrators, Teachers, and Support Staff
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Activity - Implementation of Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of tiered interventions as outlined by the RtI/MTSS process will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and student data by Instructional Administrators and the RtI/MTSS Interventionists on a bi-weekly basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 3	Implement	09/08/2015	06/30/2016	\$0	No Funding Required	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

Strategy 2:

Parent Involvement for English Learners - Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school with a focus on Parental Involvement using the Rigor COMPASS Model and Rigor/ Relevance Framework

Research Cited: Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor/ Relevance Framework (Nussbaum, Daggett 2008)

Tier: Tier 3

Activity - Parent PD's and Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Star International Academy

Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Title I Part A	Principal, Family Engagement Liaisons, and Instructional Administrators
Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Title I Part A	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers

Goal 4: All students at Star International Academy will be proficient in Reading and Writing.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all Common Core State Standards in English Language Arts by 06/30/2022 as measured by state level assessments, where an annual 3.1% increase will occur from the baseline of 54.2% in 2011-12 in Reading, and an annual 2.7% increase will occur from the baseline of 57.9% in 2011-12 in Writing..

Strategy 1:

Implementation of Multi-Tiered System of Support - All instructional staff will implement a multi-tiered system of support to target instruction with all students in order to increase social studies proficiency with a focus on Sheltered Instruction Observation Protocol, Differentiation, and Higher Order Thinking Skills using the Rigor COMPASS Model and Rigor Relevance Framework.

Research Cited: SIOP: Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008); Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010); Rigor COMPASS Model (Williamson, Blackburn 2010); Rigor Relevance Framework (Nussbaum, Daggett 2008); Darch, Carnine, and Gersten (1984); Fuchs et al. (2003a); Jitendra et al. (1998); Schunk and Cox (1986); Tournaki (2003); Wilson and Sindelar (1991); Skindrud and Gersten (2006)

Tier: Tier 1

Single Building District Improvement Plan

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Activity - Implementation of Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the Multi-Tiered System of Support will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and state assessment data by Multi-Tiered System of Support Implementation Interventionists on a daily basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$0	Title I Part A	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional administrators for kindergarten through fifth grade will be trained in the ongoing and sustained implementation of SRA Imagine IT in order to improve proficiency in Reading and Writing	Curriculum Development, Professional Learning, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Title II Part A	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Activity - Imagine IT Core and Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Imagine IT Core and Supplemental Materials will be provided to all kindergarten through fifth grade classroom teachers and students in order to support the ongoing sustained implementation of the Core Literacy Program Imagine IT in the classroom in alignment with the Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff

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Activity - SAT Supplemental Resource Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SAT Supplemental Resource Materials will be provided to all eleventh grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff
Activity - Prentice Hall Literature Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Prentice Hall Literature Materials will be provided to all sixth thru twelfth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff
Activity - Sadlier Oxford Vocabulary Workbooks and Writing Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Sadlier Oxford Vocabulary Workbooks and Writing Materials will be provided to all sixth thru twelfth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff
Activity - Supplemental Novel Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Supplemental Novel Materials will be provided to all kindergarten thru twelfth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff
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Activity - Pearson Literature CCSS aligned textbook Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Pearson Literature CCSS aligned textbook Materials will be provided to all sixth thru twelfth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff

Measurable Objective 2:

85% of Bottom 30% students will demonstrate a proficiency in all Common Core State Standards in Reading and Writing aligned to in English Language Arts by 06/30/2022 as measured by state level assessments, where an annual 8.5% increase will occur from the baseline of 0% in 2011-12 in Reading and an annual 6.8% increase will occur from the baseline of 16.7% in 2011-12 in Writing..

(shared) Strategy 1:

Extended Learning Opportunities - Teachers, support staff, and interventionists will provide extended learning opportunities and interventions to bottom 30% of students in order to increase proficiency in all state standards in Reading and Writing with a focus on Differentiation, and Higher Order Thinking Skills using the Rigor COMPASS Model and Rigor Relevance Framework.

Research Cited: Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010); Rigor COMPASS Model (Williamson, Blackburn 2010); Rigor Relevance Framework (Nussbaum, Daggett 2008); Educational Leadership (Safer, Fleischmann 2005); Fountas, Pinnell (2012)

Tier: Tier 3

Activity - Keystone Online Learning and Remediation Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Star International Academy

Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward high school content expectations and Common Core State Standards for Sciences.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Monitor	07/01/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, and Teachers
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Activity - READY – Common Core Edition (K-8th Grade) Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The READY – Common Core Edition (K-8th Grade) Materials will be provided to kindergarten through eighth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff

Activity - Fontas & Pinnell Leveled Literacy Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Fontas & Pinnell Leveled Literacy Intervention Materials will be provided to all kindergarten through fifth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Supplemental Materials, Direct Instruction, Materials, Behavioral Support Program	Tier 3	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff

Activity - CARS (3-5th Grade)/STARS workbooks (6-8th Grade) Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Star International Academy

<p>The CARS (3-5th Grade) Materials will be provided to all third through fifth grade classroom teachers and students, and the STARS workbooks (6-8th Grade) will be provided to all sixth thru eighth grade teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.</p>	<p>Supplemental Materials, Direct Instruction, Academic Support Program, Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/08/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Section 31a</p>	<p>The CARS (3-5th Grade) Materials will be provided to all third through fifth grade classroom teachers and students, and the STARS workbooks (6-8th Grade) will be provided to all sixth thru eighth grade teachers and students in order to support the ongoing</p>
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Activity - Monitoring Student Progress/Evaluating Effectiveness/Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Response to Intervention Multi-Tiered System of Supports Interventionist will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills and determine interventions for individual students through a bi-weekly rotating schedule</p>	<p>Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program, Teacher Collaboration</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/08/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Principal, Instructional Administrators, MTSS Interventionist, and Teachers</p>

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Activity - Tutorial Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutorial Staff will be assigned to provide a double dose of instruction through tiered interventions to white students to increase grade level Science proficiency.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff

Activity - Implementation of Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of tiered interventions as outlined by the RtI/MTSS process will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and student data by Instructional Administrators and the RtI/MTSS Interventionists on a bi-weekly basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	No Funding Required	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

(shared) Strategy 2:

Parental Involvement - Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school with a focus on Parental Involvement using the Rigor COMPASS Model and Rigor/Relevance Framework

Research Cited: Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor/Relevance Framework (Nussbaum, Daggett 2008)

Tier: Tier 3

Activity - Parent PD's and Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Star International Academy

Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Supplemental Materials, Parent Involvement, Academic Support Program, Materials, Community Engagement, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Title I Part A	Principal, Family Engagement Liaison, and Instructional Administrators
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Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Title I Part A	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers

Measurable Objective 3:

85% of Students with Disabilities students will demonstrate a proficiency in all Common Core State Standards in Writing aligned with English Language Arts in English Language Arts by 06/30/2022 as measured by state level assessments, where an annual 6.6% increase will occur from the baseline of 13.4% in 2011-12..

(shared) Strategy 1:

Extended Learning Opportunities - Teachers, support staff, and interventionists will provide extended learning opportunities and interventions to bottom 30% of students in order to increase proficiency in all state standards in Reading and Writing with a focus on Differentiation, and Higher Order Thinking Skills using the Rigor COMPASS Model and Rigor Relevance Framework.

Research Cited: Differentiation (Tomlinson 1999); Higher Order Thinking Skills (Brookhart 2010); Rigor COMPASS Model (Williamson, Blackburn 2010); Rigor Relevance Framework (Nussbaum, Daggett 2008); Educational Leadership (Safer, Fleischmann 2005); Fountas, Pinnell (2012)

Tier: Tier 3

Activity - Keystone Online Learning and Remediation Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Star International Academy

Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward high school content expectations and Common Core State Standards for Sciences.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Monitor	07/01/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, and Teachers
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Activity - READY – Common Core Edition (K-8th Grade) Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The READY – Common Core Edition (K-8th Grade) Materials will be provided to kindergarten through eighth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff

Activity - Fontas & Pinnell Leveled Literacy Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Fontas & Pinnell Leveled Literacy Intervention Materials will be provided to all kindergarten through fifth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Supplemental Materials, Direct Instruction, Materials, Behavioral Support Program	Tier 3	Implement	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff

Activity - CARS (3-5th Grade)/STARS workbooks (6-8th Grade) Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Star International Academy

<p>The CARS (3-5th Grade) Materials will be provided to all third through fifth grade classroom teachers and students, and the STARS workbooks (6-8th Grade) will be provided to all sixth thru eighth grade teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.</p>	<p>Supplemental Materials, Direct Instruction, Academic Support Program, Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/08/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Section 31a</p>	<p>The CARS (3-5th Grade) Materials will be provided to all third through fifth grade classroom teachers and students, and the STARS workbooks (6-8th Grade) will be provided to all sixth thru eighth grade teachers and students in order to support the ongoing</p>
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Activity - Monitoring Student Progress/Evaluating Effectiveness/Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Response to Intervention Multi-Tiered System of Supports Interventionist will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills and determine interventions for individual students through a bi-weekly rotating schedule</p>	<p>Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program, Teacher Collaboration</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/08/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Principal, Instructional Administrators, MTSS Interventionist, and Teachers</p>

Single Building District Improvement Plan

Star International Academy

Activity - Tutorial Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutorial Staff will be assigned to provide a double dose of instruction through tiered interventions to white students to increase grade level Science proficiency.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Section 31a	Principal, Instructional Administrators, Teachers and Support Staff

Activity - Implementation of Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of tiered interventions as outlined by the RtI/MTSS process will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and student data by Instructional Administrators and the RtI/MTSS Interventionists on a bi-weekly basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	No Funding Required	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

(shared) Strategy 2:

Parental Involvement - Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school with a focus on Parental Involvement using the Rigor COMPASS Model and Rigor/Relevance Framework

Research Cited: Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor/Relevance Framework (Nussbaum, Daggett 2008)

Tier: Tier 3

Activity - Parent PD's and Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Star International Academy

Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Supplemental Materials, Parent Involvement, Academic Support Program, Materials, Community Engagement, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Title I Part A	Principal, Family Engagement Liaison, and Instructional Administrators
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Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Title I Part A	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers

Goal 5: Star International Academy will work to improve the health and wellness of all students in order to promote a safe and supportive learning environment that will address student academics, community involvement, and engagement.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of All Students will collaborate to improve the health and wellness of students by increasing their fitness level and understanding of nutrition in Health/Physical Education by 06/30/2016 as measured by scheduling of health and wellness activities into the daily school routines..

Strategy 1:

Increase Fitness and Nutrition - The Academy will continue to incorporate Playworks into the schedule of all kindergarten through fifth grade students and continue to utilize the Health Breakfast program for all students.

Research Cited: John Hattie Strategies: Simulation and Games (Marzano 2003); Active Living Research (Beighle 2012); National School Climate Center (Mallonee, London, et. al. 2011)

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Tier: Tier 1

Activity - Playworks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Playworks offers students the opportunity to learn to lead, problem-solve, experience games they may not initiate on their own, and become active. This brain-break gives students the energy to get back to the the classroom refreshed and ready to learn.	Parent Involvement, Behavioral Support Program, Policy and Process	Tier 1	Monitor	09/08/2015	06/30/2016	\$0	Title I Schoolwide	Teachers, Administration, and Staff and the Playworks Coaches

Activity - Health Breakfast Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promoting school breakfast or offering healthier options at lunch, for a la carte items. Also, include such programs as healthy eating special events, providing nutrition messages that are in accordance with the USDA MyPlate food guidelines and include initiatives offering nutrition education family outreach events and creating nutrition education policy changes.	Academic Support Program, Teacher Collaboration	Tier 1		09/08/2015	06/30/2016	\$0	Title I Schoolwide	Teachers, Administrators, Staff, Students and Parents

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SAT Supplemental Resource Materials	The SAT Supplemental Resource Materials will be provided to all eleventh grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff
CARS (3-5th Grade)/STARS workbooks (6-8th Grade) Materials	The CARS (3-5th Grade) Materials will be provided to all third through fifth grade classroom teachers and students, and the STARS workbooks (6-8th Grade) will be provided to all sixth thru eighth grade teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Implement	09/08/2015	06/30/2016	\$0	The CARS (3-5th Grade) Materials will be provided to all third through fifth grade classroom teachers and students, and the STARS workbooks (6-8th Grade) will be provided to all sixth thru eighth grade teachers and students in order to support the ongoing

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Keystone Online Learning and Remediation Materials	Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward and Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Monitor	09/01/2015	08/30/2016	\$0	Principals, Instructional Administrators, Support Staff and Teachers
Professional Development	Students will be trained in effective peer mentoring and at-risk student strategies in order to address proficiency of mathematics among African American Students.	Professional Learning, Supplemental Materials, Academic Support Program, Extra Curricular	Tier 1		09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, National Honor Society Students and Teacher Leaders
Curriculum Associates Comprehensive Assessment of Math Strategies and Strategies to Achieve Mathematics Success Materials	Curriculum Associates Comprehensive Assessment of Math Strategies and Strategies to Achieve Mathematics Success will be provided to all kindergarten through eighth grade classroom teachers and students in order to support the ongoing implementation of Curriculum Associates Comprehensive Assessment of Math Strategies and Strategies to Achieve Mathematics Success materials in the classroom and Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Implement	09/01/2015	06/30/2016	\$0	Principals, Instructional Administrators, MTSS Intervention, Teachers and Support Staff
Tutorial Services	Tutorial Staff will be assigned to provide a double dose of instruction through tiered interventions to white students to increase grade level Science proficiency.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Principals, Instructional Administrators, Teachers and Support Staff

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Supplemental Novel Materials	The Supplemental Novel Materials will be provided to all kindergarten thru twelfth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff
Supplemental chemistry lab resources and equipment Materials	The supplemental chemistry lab resources and equipment will be provided to grade ten science classroom teacher and students in order to support the ongoing implementation of chemistry high school content expectations and Common Core Literacy Standards for Science.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Principals, Instructional Administrators, and Teachers
Professional Development TCI	All teachers and instructional administrators for kindergarten through twelfth grade, with the exception of 3rd grade, will be trained in the ongoing and sustained implementation of Teachers Curriculum Institute (TCI) .	Curriculum Development, Professional Learning, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers, IT Staff, Support Staff
Glencoe Physics and Problems core text Materials	The Glencoe Physics and Problems core text will be provided to grade eleven science classroom teacher and students in order to support the ongoing implementation of Physics high school content expectations and Common Core Literacy Standards for Science.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1		09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, and Teachers

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Pearson Literature CCSS aligned textbook Materials	The Pearson Literature CCSS aligned textbook Materials will be provided to all sixth thru twelfth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff
Miller and Levine On-Level Biology Program Components Materials	The Miller and Levine On-Level Biology Program Components will be provided to grade nine science classroom teacher and students in order to support the ongoing implementation of Miller and Levine On-Level Biology Program Components and high school content expectations and Common Core Literacy Standards for Science.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Principals, Instructional Administrators, and Teachers
Imagine IT Core and Supplemental Materials	The Imagine IT Core and Supplemental Materials will be provided to all kindergarten through fifth grade classroom teachers and students in order to support the ongoing sustained implementation of the Core Literacy Program Imagine IT in the classroom in alignment with the Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff
Keystone Online Learning and Remediation Materials	Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward high school content expectations and Common Core State Standards for Sciences.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Monitor	07/01/2015	06/30/2016	\$0	Principal, Instructional Administrators, and Teachers

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McGraw-Hill Everyday Mathematics and Sadlier Oxford Progress in Mathematics Materials	The McGraw-Hill Everyday Mathematics eSuite, McGraw-Hill Everyday Mathematics Student Journals, and Sadlier Oxford Progress in Mathematics consumables, and manipulatives will be provided to all kindergarten through sixth grade classroom teachers and students in order to support the ongoing sustained implementation of Everyday Mathematics in the classroom and Common Core State Standards.	Supplemental Materials, Materials, Technology	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Principal, Instructional Administrators and Teachers
Prentice Hall Literature Materials	The Prentice Hall Literature Materials will be provided to all sixth thru twelfth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff
Tutorial Services	Tutorial Staff will be assigned to provide a double dose of instruction through tiered interventions to white students to increase grade level Science proficiency.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Principals, Instructional Administrators, Teachers, and Support Staff
Keystone Online Learning and Remediation Materials	Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward and Common Core State Standards.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Implement	07/01/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff

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Tutorial Services	Tutorial Staff will be assigned to provide a double dose of instruction through tiered interventions to white students to increase grade level Science proficiency.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Principals, Instructional Administrators, Teachers and Support Staff
TCI/Hillsdale Meet Michigan Materials	The comprehensive Teachers Curriculum Institute Resources will be provided to all kindergarten through twelfth grade classroom teachers and students, with the exception of 3rd grade which will be provided with Hillsdale Meet Michigan materials, in order to support the ongoing sustained implementation of Grade level Content Expectation and High School Content Expectations in Social Studies.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers, IT Staff, Support Staff
READY – Common Core Edition (K-8th Grade) Materials	The READY – Common Core Edition (K-8th Grade) Materials will be provided to kindergarten through eighth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Implement	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff
Keystone Online Learning and Remediation Materials	Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward and Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Monitor	07/01/2015	06/30/2016	\$0	Principals, Instructional Administrators, and Teachers
Tutorial Services	Tutorial Staff will be assigned to provide a double dose of instruction through tiered interventions to white students to increase grade level Science proficiency.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff

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Keystone Online Learning and Remediation Materials	Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward high school content expectations and Common Core State Standards for Sciences.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Implement	07/01/2015	06/30/2016	\$0	Principals, Instructional Administrators, and Teachers
ScootPad Materials	ScootPad licenses will be purchased for all students to support ongoing and sustained skill practice in mathematics across grades kindergarten through eighth grade.	Supplemental Materials, Academic Support Program, Materials, Technology	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Principal, Instructional Administrators, IT Department, and Instructional Staff
Sadlier Oxford Vocabulary Workbooks and Writing Materials	The Sadlier Oxford Vocabulary Workbooks and Writing Materials will be provided to all sixth through twelfth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff
Pearson Math XL and Manipulative Materials	The Pearson Math XL and manipulatives will be provided to all sixth through twelfth grade classroom teachers and students in order to support the ongoing implementation of Pearson Math XL and use of hands-on manipulatives in the classroom and Common Core State Standards.	Supplemental Materials, Materials, Technology	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Principal, Instructional Administrators, and Teachers
SAT College and Career Readiness Materials	SAT College Readiness Materials will be purchased to support implementation of Common Core State Standards and College Readiness for eleventh graders.	Curriculum Development, Supplemental Materials, Materials, Career Preparation /Orientation	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Principal, Instructional Administrators, and Teachers

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Fontas & Pinnell Leveled Literacy Intervention Materials	The Fontas & Pinnell Leveled Literacy Intervention Materials will be provided to all kindergarten through fifth grade classroom teachers and students in order to support the ongoing sustained implementation of literacy interventions in the classroom in alignment with the Common Core State Standards.	Supplemental Materials, Direct Instruction, Materials, Behavioral Support Program	Tier 3	Implement	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff
Campbell and Reece Biology core text and Flinn's AP Biology Inquiry lab kit Materials	The Campbell and Reece Biology core text and Flinn's AP Biology Inquiry lab kits will be provided to grade twelve science classroom teacher and students in order to support the ongoing implementation of Advanced Placement Biology college board enduring understandings and Common Core Literacy Standards for Science.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1		09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, and Teachers
Tutorial Services	Tutorial Staff will be assigned to provide a double dose of instruction through tiered interventions to white students to increase grade level Science proficiency.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff
Keystone Online Learning and Remediation Materials	Keystone Online Learning and Remediation will be provided to ninth through eleventh graders students to support the ongoing and sustained remediation of proficiency toward and Common Core State Standards.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Technology	Tier 3	Implement	07/01/2015	06/30/2016	\$0	Principals, Instructional Administrators, and Teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Health Breakfast Program	Promoting school breakfast or offering healthier options at lunch, for a la carte items. Also, include such programs as healthy eating special events, providing nutrition messages that are in accordance with the USDA MyPlate food guidelines and include initiatives offering nutrition education family outreach events and creating nutrition education policy changes.	Academic Support Program, Teacher Collaboration	Tier 1		09/08/2015	06/30/2016	\$0	Teachers, Administrators, Staff, Students and Parents
Playworks	Playworks offers students the opportunity to learn to lead, problem-solve, experience games they may not initiate on their own, and become active. This brain-break gives students the energy to get back to the the classroom refreshed and ready to learn.	Parent Involvement, Behavioral Support Program, Policy and Process	Tier 1	Monitor	09/08/2015	06/30/2016	\$0	Teachers, Administration, and Staff and the Playworks Coaches

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinkstretch Materials	The Thinkstretch Summer Program will be purchased for all students to support ongoing and sustained skill practice throughout the summer, as well as support family engagement, in mathematics across grades kindergarten through eighth.	Supplemental Materials, Parent Involvement, Academic Support Program, Materials	Tier 1	Implement	06/01/2016	09/06/2016	\$0	Principal, Instructional Administrators, and Teachers
Parent Communication	Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers

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Monitoring Student Progress/Evaluating Effectiveness	The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills through a bi-weekly rotating schedule.	Curriculum Development, Professional Learning, Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Supplemental Materials	The Nystrom Maps and Atlas' and Non-Fiction Social Studies Magazine consumables will be provided to kindergarten through twelfth grade classroom teachers and students in order to support the ongoing sustained implementation of Grade level Content Expectation and High School Content Expectations in Social Studies.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Monitor	08/24/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers, IT Staff, Support Staff
Parent PD's and Curriculum Nights	Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	Principals, Family Engagement Liaisons, Instructional Administrators, and Teachers
Parent PD's and Curriculum Nights	Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	Principal, Family Engagement Liaisons, Instructional Administrators, and Teachers

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Monitoring Student Progress/Evaluating Effectiveness	The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills through a bi-weekly rotating schedule.	Curriculum Development, Professional Learning, Supplemental Materials, Academic Support Program, Materials, Behavioral Support Program	Tier 3	Getting Ready	08/17/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Parent Communication	Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers
Parent Communication	Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers
Pearson Connected Math & McGraw Hill Core Plus Materials	Pearson Connected Math will continue to be implemented for grades sixth through eighth and McGraw Hill Core Plus will be purchased for grades nine through twelfth to support implementation of Common Core State Standards and College Readiness.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	09/01/2015	06/30/2016	\$0	Principal, Instructional Administrators, and Teachers

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Parental Involvement	Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	Principals, Family Engagement Liaisons, Instructional Administrators, and Teachers
Parent Communication	Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers
Implementation of Multi-Tiered System of Support Interventionist	Implementation of the Multi-Tiered System of Support will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and state assessment data by Multi-Tiered System of Support Implementation Interventionists on a daily basis.	Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/17/2015	06/30/2016	\$0	Support Center Human Resource Administration, Building Principal, and other administration as applicable
Implementation of Strategies	Implementation of the Multi-Tiered System of Support will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and state assessment data by Multi-Tiered System of Support Implementation Interventionists on a daily basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

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Parent PD's and Curriculum Nights	Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Family Engagement Liaisons, and Instructional Administrators
Parent PD's and Curriculum Nights	Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Principals, Family Engagement Liaisons, and Instructional Administrators
Parent Communication	Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1		08/24/2015	06/30/2016	\$0	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers
Parent PD's and Curriculum Nights	Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Professional Learning, Academic Support Program, Extra Curricular, Community Engagement, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	Principals, Family Engagement Liaisons, Instructional Administrators, and Teachers

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Parent PD's and Curriculum Nights	Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Supplemental Materials, Parent Involvement, Academic Support Program, Materials, Community Engagement, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Family Engagement Liaison, and Instructional Administrators
Implementation of Intervention Strategies	Implementation of tiered interventions as outlined by the RtI/MTSS process will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and student data by Instructional Administrators and the RtI/MTSS Interventionists on a bi-weekly basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Delta Specialty Full Option Science System Materials	The Delta Specialty Full Option Science System will be provided to all kindergarten through eighth grade classroom teachers and students in order to support the ongoing sustained implementation of FOSS in the classroom and grade level content expectations with alignment to the Michigan Department of Education's Companion documents.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1		09/08/2015	06/30/2016	\$0	Principals, Instructional Administrators, and Teachers
Parent Communication	Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers

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Parent Communication	Through the use of School REACH and School Mint, communicating with parents using Automated Emails, Text Messages, Automated Voice Calls, and letters as well as sending organization-wide messages or school-specific messages to parents as part of subgroups or individual messages to promote school-wide activities, helpful reminders, and opportunities to further collaborate with families.	Parent Involvement, Community Engagement, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Family Engagement Liaisons, Principals, Instructional Administrators, Teachers
Implementation of Multi-Tiered System of Support	Implementation of the Multi-Tiered System of Support will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and state assessment data by Multi-Tiered System of Support Implementation Interventionists on a daily basis.	Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Principal, Instructional Administration, MTSS Interventionist, Teachers and Support Staff
Monitoring Student Progress/Evaluating Effectiveness	The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills through a bi-weekly rotating schedule.	Curriculum Development, Professional Learning, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Parental Involvement	Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	Principals, Family Engagement Liaisons, Instructional Administrators, and Teachers

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Monitoring Student Progress/Evaluating Effectiveness	The Multi-Tiered System of Support Interventionists will monitor student progress with weekly review of multiple data sources including but not limited to state assessment data, local assessment data, and formative and summative assessment data. Additionally, the MTSS Interventionists will meet weekly with teachers to support all students in order to plan targeted interventions and review student work/assessment results and determine interventions for individual students.	Direct Instruction, Academic Support Program, Behavioral Support Program, Teacher Collaboration	Tier 3	Getting Ready	08/17/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers, IT Staff, Support Staff
Monitoring Student Progress/Evaluating Effectiveness/Collaborative Planning	The Response to Intervention Multi-Tiered System of Supports Interventionist will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills and determine interventions for individual students through a bi-weekly rotating schedule	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program, Teacher Collaboration	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Parent PD's and Curriculum Nights	Family Engagement Liaisons in collaboration with instructional staff will work with parents of students receiving tiered services to increase their capacity to help their child at home and build a stronger partnership with the school.	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Family Engagement Liaisons, Instructional Administrators, and Teachers
Collaborative Planning/Monitoring Student Progress	The Multi-Tiered System of Support Interventionists will meet weekly with teachers to monitor student progress with weekly review of multiple data sources including but not limited to state assessment data, local assessment data, and formative and summative assessment data to support all students in order to plan targeted interventions and review student work/assessment results and determine interventions for individual students.	Direct Instruction, Academic Support Program, Behavioral Support Program, Teacher Collaboration	Tier 3	Getting Ready	08/17/2015	06/30/2016	\$0	Principal, Instructional Administrators and Teachers

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All teachers and instructional administrators for kindergarten through twelfth grade will be trained in the ongoing research based best practices to support proficiency in Social Studies in alignment with Literacy across the Curriculum.	Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Implement	08/17/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers, MTSS Interventionist, Support Staff
Professional Development	All teachers and instructional administrators across kindergarten through twelfth grade will receive professional development on Multi-Tiered System of Supports to improve student proficiency in Science and ensure alignment and implementation of interventions.	Professional Learning, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 3	Implement	08/24/2015	06/30/2016	\$0	Principals, Instructional Administrators, Teachers and Support Staff
Professional Development	All teachers and instructional administrators across kindergarten through twelfth grade will receive professional development on Multi-Tiered System of Supports to improve student proficiency in Science and ensure alignment and implementation of interventions.	Curriculum Development, Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/17/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

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Professional Development	All teachers and instructional administrators for kindergarten through fifth grade will be trained in the ongoing and sustained implementation of SRA Imagine IT in order to improve proficiency in Reading and Writing	Curriculum Development, Professional Learning, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 1	Implement	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Professional Development	All teachers and instructional administrators across kindergarten through twelfth grade will receive professional development on Multi-Tiered System of Supports to improve student proficiency in Mathematics and ensure alignment and implementation of interventions.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/24/2015	06/30/2016	\$0	MTSS Interventionist with collaboration of Principal and Instructional Administrators
Professional Development	All teachers and instructional administrators across kindergarten through twelfth grade will receive professional development on Multi-Tiered System of Supports to improve student proficiency in Social Studies and ensure alignment and implementation of interventions.	Professional Learning, Academic Support Program, Behavioral Support Program, Teacher Collaboration	Tier 1	Monitor	08/24/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers, MTSS Interventionist, Support Staff

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Professional Development	All teachers and instructional administrators for kindergarten through eighth grade will be trained in the ongoing and sustained implementation of Delta Specialty Full Option Science System in order to improve proficiency in Science.	Curriculum Development, Professional Learning, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Implement	08/17/2015	06/30/2016	\$0	Principals, Instructional Administrators, and Teachers
Professional Development	All teachers and instructional administrators across kindergarten through twelfth grade will receive professional development on Multi-Tiered System of Supports to improve student proficiency in Science and ensure alignment and implementation of interventions.	Curriculum Development, Professional Learning, Academic Support Program	Tier 1		08/24/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Professional Development	All teachers and instructional administrators for sixth through eighth grade will be trained in the ongoing and sustained implementation of Pearson Connected Mathematics 3 and McGraw-Hill Core Plus in order to improve proficiency in Mathematics.	Professional Learning, Supplemental Materials, Direct Instruction, Materials, Teacher Collaboration	Tier 1	Implement	08/17/2015	06/30/2016	\$0	Principal, Instructional Administrators, and Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Student Progress/Evaluating Effectiveness	The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills through a bi-weekly rotating schedule.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, Teachers, and Support Staff

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Monitoring Student Progress/Evaluating Effectiveness	The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills and determine interventions for individual students through a bi-weekly rotating schedule.	Professional Learning, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Professional Development	The Response to Intervention Multi-Tiered System of Supports Intervention will monitor student progress and remediation and provide training to instructional staff on research-based best practices specifically addressing remediation of skills through a bi-weekly rotating schedule.	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Monitoring Student Progress/Evaluating Effectiveness	Instructional administration, counselors, and interventions will carefully review student achievement data to proactively research effective instructional strategies to support proficiency specifically among African American students with ongoing and sustained professional development and implementation with a minimum of monthly collaboration.	Curriculum Development, Professional Learning, Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Principals, Instructional Administrators, Counselors, MTSS Interventionist, Teachers and Support Staff
Implementation of Intervention Strategies	Implementation of tiered interventions as outlined by the RtI/MTSS process will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and student data by Instructional Administrators and the RtI/MTSS Interventionists on a bi-weekly basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 3		09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

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Implementation of Intervention Strategies	Implementation of tiered interventions as outlined by the RtI/MTSS process will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and student data by Instructional Administrators and the RtI/MTSS Interventionists on a bi-weekly basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, Teachers and Support Staff
Collaborative Planning	The Multi-Tiered System of Support Interventionists will meet weekly with teachers and subgroups of students within the bottom 30% in order to plan targeted interventions and review student work/assessment results and determine interventions for individual students.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program, Teacher Collaboration	Tier 2	Monitor	08/24/2015	06/30/2016	\$0	Multi-Tiered System of Support Interventionists, teachers
Implementation of Strategies	Implementation of the Multi-Tiered System of Support will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and state assessment data by Multi-Tiered System of Support Implementation Interventionists on a daily basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 1		09/08/2015	06/30/2016	\$0	Principals, MTSS Interventionist, Instructional Administrators, Teachers and Support Staff
Monitoring Student Progress/Evaluating Effectiveness	The Special Education Teachers, General Education Teachers, and instructional administrators will monitor special education student progress with weekly review of multiple data sources including but not limited to state assessment data, local assessment data, and formative and summative assessment data.	Curriculum Development, Direct Instruction, Academic Support Program, Behavioral Support Program	Tier 3		08/17/2015	06/30/2016	\$0	Principals, Instructional Administrators, and Teachers (Special Education and General Education)

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Implementation of Intervention Strategies	Implementation of tiered interventions as outlined by the RtI/MTSS process will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and student data by Instructional Administrators and the RtI/MTSS Interventionists on a bi-weekly basis.	Curriculum Development, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers
Implementation and Monitoring of Academic Progress Monitoring	Implementation of academic progress monitoring and remediation will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and power school student achievement data by instructional administrators, counselors and interventionists ongoing on a bi-weekly rotational basis.	Supplemental Materials, Direct Instruction, Walkthrough, Academic Support Program, Materials, Behavioral Support Program, Teacher Collaboration	Tier 1	Monitor	08/24/2015	06/30/2016	\$0	principals, instructional administrators, counselors and interventionists
Implementation of Intervention Strategies	Implementation of tiered interventions as outlined by the RtI/MTSS process will be monitored through the examination of student work, lesson plans, classroom walkthroughs, and student data by Instructional Administrators and the RtI/MTSS Interventionists on a bi-weekly basis.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Behavioral Support Program	Tier 3	Implement	09/08/2015	06/30/2016	\$0	Principal, Instructional Administrators, MTSS Interventionist, and Teachers

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Collaborative Planning	All special education staff in collaboration with general education staff will align curriculum, instructional strategies, and curricular resources to support increased proficiency of special education students in Mathematics.	Curriculum Development, Professional Learning, Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Teacher Collaboration	Tier 3	Getting Ready	08/17/2015	06/30/2016	\$0	Principals, Instructional Administrators, and Teachers (Special Education and General Education)
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Progress Notes

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