



Single Building District Improvement Plan

Faxon Language Immersion Academy

Faxon Language Immersion Academy

Rachel Turner
28555 Middlebelt
Farmington Hills, MI 48334

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Improvement Plan Stakeholder Involvement	
Introduction	6
Improvement Planning Process	7
Title I Targeted Assistance Diagnostic	
Introduction	9
Component 1: Needs Assessment	10
Component 2: Services to Eligible Students	12
Component 3: Incorporated Into Existing School Program Planning	13
Component 4: Instructional Strategies	14
Component 5: Title I and Regular Education Coordination	16
Component 6: Instruction by Highly Qualified Staff	17
Component 7: High Quality and Ongoing Professional Development/Learning	18
Component 8: Strategies to Increase Parental Involvement	19
Component 9: Coordination of Title I and Other Resources	21

Component 10: Ongoing Review of Student Progress..... 22

Evaluation 23

FAXON Goals & Plans 2019 (Revised)

Overview..... 25

Goals Summary..... 26

- Goal 1: All students at Faxon Academy will be proficient in Reading..... 27
- Goal 2: All students at Faxon Academy will be proficient in Spanish..... 27
- Goal 3: All students at Faxon Academy will be proficient in Mathematics..... 28
- Goal 4: All students at Faxon Academy will be proficient in Science..... 28
- Goal 5: All students at Faxon Academy will be proficient in Social Studies..... 29
- Goal 6: All students at Faxon Academy will create a safe and healthy climate and school culture..... 29

Activity Summary by Funding Source..... 31

Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The SIP process will be communicated to all stakeholders. An initial meeting will be held as an overview of the process involving all stakeholders. Identified SI roles and a schedule of collaboration times will be discussed and then implemented for the school year. An annual parent meeting will be held in the Fall 2019.

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

Administration and a SIP team will comprise the Faxon SI team. Building leadership team will lead the team through research, data collecting, implementation of surveys. Focus will be on school improvement and the will focus around the intended goals set forth in the plan.

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

The School Improvement plan will be provided to all stakeholders (State, Authorizer, GPS, Administration, Staff and Parents) upon completion of the plan.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

In June 2018 we were able to gain the following data points to understand the makeup of Faxon.

Student achievement data

Staff perception data (Meet & Greet Model)

Throughout the year we learned more about Parent and student perception through surveys.

We progress monitored the academic gains of each student.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

For the new year, NWEA MAP achievement scores below the 5th percentile is a priority. Next, the team will review data for students below the 10th percentile. The MTSS Coordinator, Administration, and teachers will be involved in the process of identifying students. Identification will be collected in fall, winter and spring, and progress monitored throughout the year in 6-8 week increments. Data is kept in data charts and progress monitoring folders. Exit criteria is based on Instructional Support Team (IST) decision and data results above 5th-10th percentile and showing significant growth. Students identified as "automatically" eligible as determined by the Targeted Assistance Program Plan Rubric will also receive services. It is critical that the students meet or exceed 1.3 to 1.5 growth as measured by NWEA.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

NWEA MAP scores for grades K-8 below the 5th percentile - 10th percentile are the criteria for needs assessment. DRA scores, teacher-created benchmark assessments and observations in both ELA and Math are also considered for triangulation. These assessments are based on approved district wide assessments.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

K-2 students will be observed and data of social and academic behaviors will be recorded. Teachers administer benchmark assessments for grade level performance in reading and math. In reading, K-2 students are given the DRA assessment, in addition students in grades K-2 are given the NWEA MAP assessment.

Single Building District Improvement Plan

Faxon Language Immersion Academy

*K-2 DRA, MAP, observations, Teacher & building wide assessments

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

In grades K-8 students will be pulled out in Tier 3 of the MTSS for the content area of Math, ELA or both based on student need. They will be instructed by a HQ Title I tutor with skills based math resources and several reading resources. The delivery method is in small groups 1-3 instruction at least 30 minutes, two-three times a week or daily in sessions for K-2 students based on their developmental needs and in alignment with the program recommendation. The time the students are pulled out will be during their focused uninterrupted work time as to not miss key instructional time within the classroom.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Title I personnel are included in planning relative to increasing student achievement when and where applicable based on law regarding use of Title funding. MTSS-Tier 3, Title I is included in the SBDIP to increase student academic achievement for struggling students.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Strategies include: Small or individual group instruction, hands-on concrete materials and instruction, applying different modes of learning in the same lesson, repeated practice, orally talking through thought processes, graphic organizers and visuals, data-based decision making, screening, progress

monitoring, multi-level prevention system. Students receive more time individually or in small groups focused on specific needs. They are receiving at least 30 minutes 2- 3 times per week of additional instruction based on their ability to focus. These pull-out sessions are taught by a highly qualified Title I Tutor in the Title I space either individually or in a small-group setting.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Research shows that "children from low-SES [socioeconomic status] households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, and Maczuga, 2009). Specifically, "children from low-SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties" (Aikens and Barbarin, 2008). To help level the playing field for SES students, Title I funds are allocated to schools through LEAs to help ensure that all children meet academic achievement standards. Increasingly a large portion of these Title I services are delivered as part of a robust MTSS program. The MTSS program addresses the academic developmental, skill based need of students failing to achieve academically and most at risk of failing. Research shows that "implementing the four essential MTSS components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research based framework for delivering high-quality instruction and interventions

customized to individual student needs (Fuchs and Vaughn, 2012). Furthermore, an evaluation of the findings of 16 studies of the effectiveness of MTSS programs found that "a tiered early intervention approach can improve the academic performance of at-risk students." MTSS programs are effective when the essential components are met: - Data-based decision making

- Screening

- Progress Monitoring

- Multi-level prevention system

http://www.rti4success.org/sites/default/files/Response_to_Intervention_Pocket_Guide_2.pdf

<http://www.rtinetwork.org/learn/research/fieldstudies-rti-programs>

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

The services are aligned to classroom achievement data and DRA scores for grades K-2 and targeted toward the skills the students need to improve. The services in K-8 are aligned to classroom data, DRA scores and NWEA MAP student profiles, and MSTEP. The additional targeted time is allowing students to increase direct instruction time and begin to close the achievement gap. The students are progressed monitored throughout the year.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Students are presented core curriculum in whole group, small group and individually. A student centered classroom is the model classroom. The HQ Title I tutor works with the classroom teacher to ensure students will not miss key instructional times.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The HQ Title I tutor works collaboratively with the classroom teacher to ensure students will not miss the key instructional times of the day. General Education teachers, and HQ Title I tutor meet bi-monthly to discuss progress of students on the case load. Title I is an integral part of closing the achievement gap for struggling students in the general education classrooms. Decisions are made using data cut off scores and IST(Instructional Support Team) recommendations

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

N/A

It is the intent for the 2019-2020 to find the feeder schools (preschools, daycares, Head Start, GSRP) for Faxon Language Immersion Academy.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All staff will be provided training around the Ed Plan and all components of the plan.

In addition, the following professional development needs to be considered:

PLCs

NWEA

DRA

Restorative Practices

Emotional Intelligence

SpEd

MTSS

PBiS

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Our HQ Title I tutor receives data driven decision making PD, and Title I program mentoring. Parents are provided curriculum overview, Title I services, Title I budget and review of assessment training. Parents will be provided reading and mathematics strategies to help support their child/children.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Our parents will be invited to the Title I annual meeting and asked to provide feedback and engage in discussion about the program. Our parents are involved in providing perception data as well. Our parents will create the Parent Compact. Parents will receive and sign the parent compact. Informational news letters will go out to identified parents. During the annual meeting, the principal answers and discusses in an open format the State's standards and assessments used as well as provides with the Title I tutor strategies for the success of all children.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

We will include parents of Title I students on the School Improvement Team. We receive perception data and take input at the annual meeting. Parents will be provided a parent/teacher conference 2x per year (Fall & Spring) with the Title I Tutor, in addition to the classroom teacher.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes		

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

During the annual meeting, the principal answers content questions and discusses, in an open format, the State standards and assessments used as well as provides Title I tutor strategies for the success of all students.

5. Describe how the parent involvement activities are evaluated.

Parents receive evaluation surveys following parent involvement activities.

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

The School- Parent- Student compact will be developed in the 2018-2019 school year.

Single Building District Improvement Plan

Faxon Language Immersion Academy

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Faxon Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

The school will provide communication in the respective known languages and staff will be accessible to parents for support. The local ISD will be a source of support for Faxon families.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Faxon Parent Policy

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Upon the development of the Parent Compact all Faxon families will receive, review, and sign as an acknowledgement of receipt of the responsibilities that are outlined in the compact.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Title I is the only program in operation at the school.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I is the only program in operation at the school. There will be an intentional focus implementation of the MTSS program in 2019-2020. We will seek input from our families (parents & students) in regards to the needs of additional programs.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Progress monitoring is done every 6-8 weeks using math and reading assessments. Session notes are kept on session progress in data folders. Fall, Winter and Spring NWEA data is analyzed and used to target specific skills. The Instructional Support team comes together every 6-8 weeks to discuss progress and analyze data and the individuals academic plan. The Title I tutor continually monitors progress through each session. Sessions are 30 minutes, two- three times a week, with additional times depending on student need. Students will exit based on IST decisions and NWEA data reaching above the 5th -10th percentile.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Program evaluation, Title I diagnostic, and perception data from students, staff, and families will serve as feedback for improving programming to meet student needs.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

The staff will attend an initial data professional development at the beginning of the year and then followed up with three data drops. Teachers will meet within an Instructional Support team to discuss the best plan for individual student success.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

We will use the MDE Program Evaluation Tool to evaluate the MTSS program effectiveness annually.

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

The School Improvement Team, Administration and Title staff will review performance data relating to the impact of Title programming. Program impact is captured using the Program Evaluation Tool. Normed data is reviewed three times annually, student program data is reviewed monthly at the IST.

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

NWEA MAP results will be the primary measure to show student growth, hitting stretch goals, and monitoring student's observable growth.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Administration, Title staff, general ed staff, and curriculum personnel meet to review program impact, systems, data, and procedures. Adjustments will be made to the plan in real time where possible. Annual adjustments are made in the spring/summer of each year as preparations are made for the upcoming year.

FAXON Goals & Plans 2019 (Revised)

Overview

Plan Name

FAXON Goals & Plans 2019 (Revised)

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 Faxon Academy will be proficient in Reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$17196
2	All students at Faxon Academy will be proficient in Spanish	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students at Faxon Academy will be proficient in Mathematics	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	All students at Faxon Academy will be proficient in Science	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	All students at Faxon Academy will be proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	All students at Faxon Academy will create a safe and healthy climate and school culture.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Faxon Academy will be proficient in Reading

Measurable Objective 1:

100% of All Students will demonstrate a proficiency as evidenced by NWEA in Reading by 06/15/2020 as measured by increasing the number of students achieving above the 50% percentile on the NWEA assessment.

Strategy 1:

Differentiated Instruction - Differentiation of Instruction will consist of tailoring instruction to meet individual needs. Tier 1 and Tier 2 will occur in all classrooms. The use of ongoing assessment and flexible grouping will make this a successful approach to instruction.

Category: English/Language Arts

Research Cited: Ladinsky, K. Nelson, K, & Torgesen, K. (2013). Small Group Reading Instruction

Tier: Tier 2

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I HQ Teacher will provide targeted instruction for individual and small groups of students based on the need outlined in the data	Academic Support Program	Tier 3	Getting Ready	08/19/2019	06/15/2020	\$17196	Title I Part A	Administration

Goal 2: All students at Faxon Academy will be proficient in Spanish

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that evidences the student's bilingual ability. in World Languages by 06/15/2020 as measured by Authentic assessment to include presentations, observations, role playing, etc..

Strategy 1:

Language Immersion - All students will participate in Spanish instruction everyday.

Category: Other - Foreign Language

Research Cited: Carrera-Carrillo and Rickert Smith, 2006

Tier: Tier 1

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

Faxon Language Immersion Academy

Students will be instructed in Spanish and be expected to speak in Spanish through dialogue, presentation, individual work and group settings	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/15/2020	\$0	No Funding Required	Foreign language teachers Principal
---	--	--------	---------------	------------	------------	-----	---------------------	--

Goal 3: All students at Faxon Academy will be proficient in Mathematics

Measurable Objective 1:

demonstrate a proficiency as evidenced by NWEA by 06/15/2020 as measured by increasing the number of students achieving above the 50% percentile on the NWEA assessment.

Strategy 1:

Differentiated Instruction - Differentiation of Instruction will consist of tailoring instruction to meet individual needs. Tier 1 and Tier 2 will occur in all classrooms. The use of ongoing assessment and flexible grouping will make this a successful approach to instruction.

Category: Mathematics

Research Cited: Ladinsky, K. Nelson, K, & Torgesen, K. (2013). Small Group Reading Instruction

Tier: Tier 2

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I HQ Teacher will provide targeted instruction for individuals/small groups of students based on the need	Academic Support Program	Tier 3	Getting Ready	08/19/2019	06/15/2020	\$0	Other	*Funding is referenced in the Reading Goal Administration

Goal 4: All students at Faxon Academy will be proficient in Science

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of 20% higher than previous year in Science by 06/15/2020 as measured by district and state assessments..

Strategy 1:

Differentiated Instruction - Teachers will use project based learning based on the individual needs of the students that will allow for students to explore and analyze

Single Building District Improvement Plan

Faxon Language Immersion Academy

content in Science curriculum.

Category: Science

Research Cited: Differentiation in Practice. Carol Ann Tomlinson and Caroline Cunningham Eidson, ASCD 2003.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development in NGSS	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/15/2020	\$0	General Fund	Administration, ISD

Goal 5: All students at Faxon Academy will be proficient in Social Studies

Measurable Objective 1:

demonstrate a proficiency increase of 20% higher than previous year in Social Studies by 06/15/2020 as measured by district and state assessments.

Strategy 1:

Differentiated Instruction - Teachers will use project based learning based on the individual needs of the students that will allow for students to explore and analyze content in Social Studies curriculum.

Category: Social Studies

Research Cited: Differentiation in Practice. Carol Ann Tomlinson and Caroline Cunningham Eidson, ASCD 2003.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the district approved Social Studies curriculum and determine focus standards	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/15/2020	\$0	No Funding Required	Administration

Goal 6: All students at Faxon Academy will create a safe and healthy climate and school culture.

Measurable Objective 1:

100% of All Students will demonstrate a behavior that will be in alignment with a safe and health school environment in Practical Living by 06/15/2020 as measured by student perception data and the number of discipline referrals.

Single Building District Improvement Plan

Faxon Language Immersion Academy

Strategy 1:

PBiS - A PBiS program will begin this school year. There will be a climate and culture team that collaborates on and progress monitors throughout the year the student data as it relates to the climate and culture of the building.

Category: Other - Positive Behavior

Research Cited: www.interventioncentral.com

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and all support staff will be provided the tenants of the identified PBiS system within the school. Every teacher will be trained in Restorative Practices.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/15/2020	\$0	No Funding Required	Administration; Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional Development in NGSS	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/15/2020	\$0	Administration, ISD

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS	Title I HQ Teacher will provide targeted instruction for individuals/small groups of students based on the need	Academic Support Program	Tier 3	Getting Ready	08/19/2019	06/15/2020	\$0	*Funding is referenced in the Reading Goal Administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will review the district approved Social Studies curriculum and determine focus standards	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/15/2020	\$0	Administration
Direct Instruction	Students will be instructed in Spanish and be expected to speak in Spanish through dialogue, presentation, individual work and group settings	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/15/2020	\$0	Foreign language teachers Principal

Single Building District Improvement Plan

Faxon Language Immersion Academy

Professional Development	Teachers and all support staff will be provided the tenants of the identified PBIS system within the school. Every teacher will be trained in Restorative Practices.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/15/2020	\$0	Administration; Staff
--------------------------	--	---	--------	---------------	------------	------------	-----	-----------------------

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS	Title I HQ Teacher will provide targeted instruction for individual and small groups of students based on the need outlined in the data	Academic Support Program	Tier 3	Getting Ready	08/19/2019	06/15/2020	\$17196	Administration